

Graduate Council Minutes  
Monday, February 10, 2014 at 1pm  
Graduate School Conference room

Approve minutes from December 10 meeting **APPROVED**

Science

MBS New Program-already approved except for changes to section 7. **APPROVED**

Education

New Program-PhD in Global Education **APPROVED**

GLED 8103 Global Perspectives in Curriculum Theory **APPROVED**

GLED 8203 Global Education Economics, Politics, and Policy **APPROVED**

ELCI 8303 Curriculum Ideology and Design **APPROVED**

GLED 8403 Global Special Topics Seminar **APPROVED**

GLED 8503 Education for a Global Society **APPROVED**

Change course # ELFN 7783 Advanced Educational Statistics to ELFN 8483 **APPROVED**

Change course # ELFN 7773 Advanced Educational Research to ELFN 8473 **APPROVED**

Remove GRE requirement from Physical Education-MSE **APPROVED**

Remove GRE requirement from Exercise Science-MS **APPROVED**

Nursing

Remove Prerequisites from DPEM 6553 Leading Hospital Response to Mass Casualties  
**APPROVED**

Temporary Faculty Status forms **ALL APPROVED**

Fredonia Bean

Shannon Lewis

Grace McElrath

Darrell Phillips

Markel Quarles

Tony Thomas

Julius Wynn

Program Graduate Faculty Standards

Engineering **APPROVED**

English **TABLED**

Psychology & Counseling **TABLED**

EdD **TABLED**

EdS-Educational Leadership **TABLED**

EdS-Reading **TABLED**

MSE-METP **TABLED**

MSE-C&I **TABLED**

MSE-Educational Leadership **TABLED**

MSE-Reading **TABLED**

MSE-Special Education **TABLED**

MPA **TABLED**

Graduate Council  
December 10, 2013, 10:00 AM  
Library 6<sup>th</sup> Floor Conference Room

Members Present: Allyn Ontko, Andrew Sustich, Angela Schmidt, Dalia Tejada, David Holman, Erik Gilbert, Gilbert Fowler, Gregory Hanson, Josie Welsh, Michele McGinnis, Rick Clifft, Steven Green, Tanja McKay, Tracy Finch, Usha Tamanthan, William McLean, Russ Jones, Debbie Shelton

Members Absent: Malathi Srivastan, Ed Owen, Steve Bounds

Andrew Sustich called the meeting to order at 10:02..

Music

Music 6523 to change the time period to read Renaissance to present in catalog description. Will Mclean moved to approve. Angie Schmidt second. Passed unanimously.

Business

Move the MSE Business Technology degree from Business to the College of Education. Andy Sustich requested proposal from the Dean of the College explaining COE's plan for the degree should it be moved from the COB. Was tabled at last meeting of the Graduate Council. The Dean of COE replied that he would provide that information after the Fall 2013 semester.

Degree Deletion-MSE Business Technology. Motion to Approve – Will McLean; Second – Russ Jones – 9 in favor, 1 against – motion passed

GPA requirement for non-COB students in COB that all students who enroll in COB courses must meet the minimum GPA required of COB students. Rick Clifft moved to approve. Angie Schmidt second. Passed unanimously.

Nursing

Remove prerequisite from DPEM 6553 Leading Hospital Response To Mass Casualties  
Rick Clifft moved to approve; Gilbert Fowler seconded. Approved unanimously.

Temporary Faculty – The following individuals were approved unanimously: Joan Burcham, Brent Cox, Matthew DeGarmo, , Tiffany Felty, Charles Hannah, Phillip Hestand, ,Lori Hoggard. Marko Korkeskoski, Connie Ryan, William Smith, Sharon Travis, Ray Winters

Program Graduate Faculty Standards

COEngr - Engineering – Rick Clifft moved to table; Gilbert Fowler; passed unanimously.

COE - SCCT – passed unanimously

CNHP – MSN – passed unanimously; DPEM – passed unanimously

CFA – MM and MME – passed unanimously

CHSS – Heritage Studies PhD – passed unanimously

Submitted by Josie Welsh 12/10/13

For Registrar's Use only

Code #

# New Program/Certificate 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](mailto:mmcginnis@astate.edu)

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

**Department Curriculum Committee Chair**

Malathi Srivatsan 9/11/2013

**Department Chair:**

**COPE Chair (if applicable)**

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

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

## 1. Proposed Program Title

Master of Science in Molecular Biosciences

## 2. CIP Code Requested

26.0204

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

Dr. Malathi Srivatsan, Director, Molecular Biosciences Graduate Program, Arkansas State University, P.O.BOX 847, State University, AR 72467-0847, [msrivatsan@astate.edu](mailto:msrivatsan@astate.edu), (870)972-3167

## 4. Proposed Starting Date

1/13/2014

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

**To copy from the bulletin:**

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

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Master of Science (M.S.)

Majors in

Biology

Chemistry

College Student Personnel Services

Computer Science

Disaster Preparedness and Emergency Management

Early Childhood Services

Environmental Sciences

Exercise Science

Health Sciences

Mathematics

**Molecular Biosciences**

Sport Administration

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Checklist for the Last Semester Before Graduation

In the last semester before graduation, candidates must:

1. In the last semester before graduation, candidates must: Register for the graduation fee.
2. File an Intent to Graduate Form with the graduate dean by the relevant deadline.
3. Complete the oral defense of the dissertation.
4. Submit the dissertation by the relevant deadline.

## Master of Science in Molecular Bioscience Program

### Program Description

The inter-disciplinary Master of Science in Molecular Biosciences Program prepares students to pursue scientific research or technology driven careers in multiple fields ranging from agriculture to medicine, from forensics to environmental sciences, from food sciences to renewable energy. The program provides training and research opportunities integrating molecular, genomic, cellular and developmental concepts, with a strong

emphasis on interdisciplinary approaches and state-of-the-art technologies to address real world problems.

### **Admission Requirements**

Students seeking admission into the Master of Science in Molecular Biosciences Program must meet the admission requirements of the Graduate School in addition to the Program's specific requirements. Each applicant must have a B.S. in basic or applied science. Some required MBS courses have prerequisites which must be met in order to succeed in these classes. These courses may include general and organic chemistry, biochemistry, introductory biological science, and cell biology. Based on previous undergraduate coursework, students may be required to pass one or more of these prerequisite courses before attempting graduate level study in this field.

### **Course Requirements**

All candidates Master of Science in Molecular Biosciences are required to complete the specified core courses and elective courses, or their equivalent, as directed by the student's advisor and the members of the student's Advisory Committee. All candidates must attend Molecular Biosciences Seminar for a minimum of two semesters when in residence on campus. Each student must complete a minimum of 15 hours of Molecular Biosciences approved course work (including the specified 9 credits in Core Technical courses, 1 credit in Responsible Conduct in Research and 3 credits from the Techniques in Molecular Biosciences course and two credits of seminar). Students must also take 6 hours of thesis research credits along with any other academic studies required by the student's Advisory Committee. The committee may alter or require additional academic work as it deems appropriate to meet the student's specific program needs. The committee will also provide a written plan of study by semester for each student.

Courses required of all candidates:

- MBS 6213 Advanced Cell Biology
- MBS 6233 Specialized Biochemistry
- MBS 6243 Molecular Genetics and Genomics
- MBS 6251-3 Techniques in Molecular Biosciences
- MBS 7111 Seminar in Molecular Biosciences (two semesters)
- MBS 7151 Responsible Conduct in Research
- MBS 689V-6 Thesis

Any additional coursework requirements will be determined by the Graduate Advisory Committee to meet the student's specific program needs. Each candidate for the Master of Science in Molecular Biosciences degree must execute an original research project culminating in the completion and defense of a thesis

**Minimum hours required for this program: 30-36**

## MASTER OF SCIENCE DEGREE WITH A MAJOR IN BIOLOGY

### Admission Requirements

Students seeking admission into the Master of Science degree program in Biology must

meet the admission requirements of the Graduate School and the specific program requirements.

In addition, applicants for the M.S. program in Biology will be evaluated by the department for academic qualification based upon their undergraduate academic record, score on the Graduate Record Examination, and letters of reference. Specific requirements include:

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## Proposal - 1

### NEW CERTIFICATE OR DEGREE PROGRAM

#### 1. Proposed Program Title

Master of Science in Molecular Biosciences

#### 2. CIP Code Requested

26.0204

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

Malathi Srivatsan, Arkansas State University, Molecular Biosciences Graduate Program, P.O.BOX 847, State University, AR 72467-0847, [msrivatsan@astate.edu](mailto:msrivatsan@astate.edu), (870)972-3167

#### 4. Proposed Starting Date

1/13/2014

#### 5. Program Summary

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

The College of Sciences and Mathematics at Arkansas State University proposes to introduce an interdisciplinary Master of Science degree in Molecular Biosciences at the main campus in Jonesboro. It is anticipated that the program will have the same high demand as the current Ph.D. program in Molecular Biosciences. This degree is highly appropriate in light of the current demand for well-trained scientists and research staff in this field to make break-through research contributions that will grow the economy, improve agriculture and address disease conditions thus contributing to societal welfare at state, national and global levels. Molecular Biology training is fundamental to many careers in today's knowledge-based economy and focuses on the interfaces among applied biology, bioinformatics, biochemistry, agriculture, and medicine. There is an increasing need for professionals to be trained in necessary laboratory skills required for employment by molecular biology and biotechnology intensive companies. Arkansas State University-Jonesboro (A-State) is uniquely located and positioned to promote economic development through research-intensive molecular biosciences and biotechnology based industries in northeast Arkansas and the lower Mississippi Delta.

Many of our MBS Ph.D. graduate students come from rural areas of Arkansas or from other developing countries such as China, India, Mexico, and Peru. Often they are not well prepared for the Ph.D. level of intensive research that involves experimental design, individual initiative to learn new techniques, data analyses, manuscript writing and publication. Some of the frustrated students drop out of the Ph.D. program. According to the data available on Ph.D. completion and attrition at Council of Graduate Schools, 43% of Ph.D. students drop out. This Master of Science program will benefit these students significantly by first doing a Master of Science in Molecular Biosciences that prepares them well and allows them to then decide whether they want to pursue the Ph.D. program or move on to a career track. Further, in the unfortunate and unavoidable circumstances that a Ph.D. student in Molecular Biosciences program has to withdraw from the program after completing all required course work and a significant part of research, this program will enable that student to get a Master of Science degree in the discipline.

**Facilities and Resources:** Several of our faculty members who were hired in the last 10 years are actively pursuing research in Molecular Biosciences with well-funded research laboratories and have been excellent mentors of graduate students. In addition there are well-maintained shared equipment facilities at the Arkansas Biosciences Institute that houses state-of-the art pieces of equipment. This environment is ideally suited to train students in the proposed Master of Science in Molecular Biosciences. As A-State is becoming a research intensive university, our library resources have improved significantly. The Molecular Biosciences Ph.D. program has been receiving substantial funding to annually add books and access to electronic journal articles through our library

The **goals of the program** are to: ensure students master the theoretical concepts and technical skills needed by the linked disciplines of molecular biosciences, biology, agriculture, chemistry, and business; involve students in all aspects of research; foster an understanding of responsible conduct in research; and ensure students compete successfully for admission to Ph.D. programs or for quality technical and/or research positions in Academia, industry and government.

**Curriculum Additions and Modifications:** One new course, MBS 689V-6 Thesis will be added to the existing courses.

b. List existing degree programs that support the proposed program.

The interdisciplinary Ph.D. program in Molecular Biosciences interfaces well with this proposed program. In addition, students who develop an interest in applying molecular biology tools to address environmental problems will fit well with the Ph.D. program in Environmental Sciences. In addition students in the proposed Master of Science program may choose to pursue business start-up options and thus will benefit from the graduate program in business administration. Further, many of these students will perform research with faculty housed in the Arkansas Biosciences Institute, created as the major research component of the Tobacco Settlement Proceeds Act of 2000. Similar to the Ph.D. program, the M.S. Molecular Biosciences will be an interdisciplinary program integrating the knowledge and technical skills

of several disciplines. Research and teaching strengths of faculty associated with the above mentioned graduate programs and ABI will provide a framework from which this proposed program will grow.

## 6. Need for the program

a. Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program. Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

There has been tremendous interest on the part of students in the Ph.D. Program in Molecular Biosciences at A-State. Eighteen students are currently enrolled in the Ph.D. program, begun in the fall of 2006. To date six Ph.D. degrees have been awarded and it is expected that three more Ph.D. degrees will be awarded by December 2013. Several students and faculty involved in the Molecular Biosciences Ph.D. Program at A-State have requested consideration for an en-route degree program that would support the research and training currently offered. Further there is an increasing need for professionals to be trained in necessary laboratory skills required for employment by molecular biology and biotechnology intensive companies. Recent U.S. Department of Labor statistics ([www.bls.gov](http://www.bls.gov)) indicates that there will be a 14% increase in the near future in the demand for molecular biologists and/or biotechnologists. Molecular biology is an area in which many US employers request H1B visas to employ international workers because of the lack of well-trained graduates in this field available in US. The proposed MS in molecular biosciences will fill that gap and provide ready employment opportunities for our graduates.

As already mentioned, many applicants to our Ph.D. program while having great potential, come to A-State rather under prepared for the demands of a Ph.D. program. This Master of Science program will benefit these students significantly by first doing a Master of Science in Molecular Biosciences that prepares them well and allows them to then decide whether they want to pursue the Ph.D. program or move on to a career track. Also in the unfortunate and unavoidable circumstances that a Ph.D. student in Molecular Biosciences program has to withdraw from the program after completing all required course work and a significant part of research, but not at the level of Ph.D., this program will enable that student to get a Master of Science degree in the discipline.

b. Provide names/types of organizations/businesses surveyed.

US Department Of Labor Statistics, NSF Survey of Graduate Students and Postdoctorates (<http://www.nsf.gov/statistics/srvygradpostdoc/>),

c. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Enter text...

d. Indicate if employer tuition assistance is provided or other enrollment incentives.

Enter text...

## 7. Curriculum outline

a. Provide curriculum outline by semester.

**Program of Study:** All candidates for the MS- Molecular Biosciences degree will be required to complete the core and elective courses, or their equivalent, and submit a thesis based on original research, as



directed by their advisors and Members of their Advisory Committees. The advisor and the members of the advisory committee may require additional academic work as he/she deems appropriate.

The degree program will consist of not less than 30 hours of credit including 6 hours of thesis credit and a minimum of 18 hours of graded course work. Students lacking in some of the pre-requisites may be directed by their advisors and members of their advisory committees to take non-graduate credit 3000- or 4000- level courses, however these 3000 or 4000 level courses cannot be used to fulfill these requirements.

#### MBS Core Courses (Required of All MBS MS Students)

- MBS 6213 Advanced Cell Biology
- MBS 6233 Specialized Biochemistry
- MBS 6243 Molecular Genetics and Genomics
- MBS 6251-3 Techniques in Molecular Biosciences
- MBS 7111 Seminar in Molecular Biosciences (every semester)
- MBS 7151 Responsible Conduct in Research
- MBS 7251 Mentored Teaching
- MBS 689V1-6 Thesis

#### MBS Curriculum Courses

- MBS 6001 Fundamentals of Entrepreneurship for Scientists
- MBS 7121-3 Topics in Molecular Biosciences
- MBS 6/7131-9 Independent Research in Molecular Biosciences

<b>Elective Courses: Up to 8 Credit Hours</b>		
BIO 5103	Virology	3
BIO 5113/5111	Immunology and Lab	4
BIO 5123	Cell Signaling	3
BIO 5133/5131	Cell Biology and Lab	4
BIO 5143	Pharmacology	3
BIO 6023	Genetic Engineering	3
BIO 5363	Mammalian Neurobiology	3
BIO 5123/5211	Human Genetics and Lab	4

BIO 6543	Cell & Molecular Neurobiology	3
BIO 5611	Radiation Safety	1
BIO 5104	Microbiology	4
BIO 5001/5003	Lab Techniques in Microscopy and Lab	4
STAT 5463	Probability and Statistics II	3
STAT 6623	Statistical Methods with SAS Programming	3
STAT 6643	Multivariate Analysis	3
MGMT 6443	Management Development Strategies	3
MGMT 6453	Seminar in Contemporary Management Issues	3
MGMT 6793	Business Ethics and Social Responsibility	3
MKTG 6223	Strategic Marketing	3

b. Give total number of semester credit hours required for the program.

30-36

c. Identify new courses (provide course descriptions.)

**MBS 689V1-6 Masters Thesis (1-6)** Prerequisites: graduate standing and consent. This required course has been submitted for approval through the university curriculum process

d. Identify required general education courses, core courses and major courses.

**Required course descriptions:** The following required courses (credit hours) have previously been approved by curriculum committees at the departmental, college, and university levels.

### **MBS 6213 Advanced Cell Biology**

Study of recent advances in cell biology through critical analysis of current literature. Focusing on eukaryotic cell structure and function, topics may include, but not be restricted to, cellular structures and organelles; cell cycling; signal transduction; gene regulation; and intracellular trafficking Prerequisites: A course in cell biology or permission of professor

### **MBS 6233 Specialized Biochemistry**

An advanced study of biochemical pathways leading to specialized biologically active metabolites. Emphasis will be on the specialized pathways in plants and their counterparts in animals, and microorganisms. Prerequisites: CHEM 4243 or permission of instructor.

### **MBS 6243 Molecular Genetics and Genomics**

An advanced treatment of genetics in microbial, animal, and plant systems, focused on the biochemical and molecular aspects of genetics structure and function. Information derived from current and recent genomic analyses and genomic comparisons will be included. Prerequisite: CHEM 4243 or permission of instructor.

### **MBS 6251 Techniques in Molecular Biosciences**

Training in major technical and analytical skills required for contemporary molecular biosciences research. Topics, identified by subtitles, will vary by semester. May be repeated up to 3 credit hours with unduplicated subtitles.

### **MBS 7111 Seminar in Molecular Biosciences**

Reports on and discussions of current topics in Molecular Biosciences, and other science topics. Presentations and discussion by faculty and students. May be repeated. Prerequisites: Admission to the MBS MS program or permission of professor.

**MBS Curriculum Courses Description:** The following curriculum courses (credit hours) have previously been approved by curriculum committees at the departmental, college, and university levels.

### **MBS 6001 Fundamentals of Entrepreneurship for Scientists**

Entrepreneurship from discovery through protected intellectual property. Information about the fundamental processes required to protect new inventions. Including definitions of intellectual property, necessary record keeping, disclosure options for protecting IP and patent application process.

### **MBS 712V (1-3 hours) Topics in Molecular Biosciences**

In-Depth study of specific areas related to Molecular Biosciences. Topics of relevance and/or Multidisciplinary involving extensive discussion and critical analysis of current literature, group discussion. May be repeated as topic varies. Prerequisite: two MBS core classes or permission of instructor.

### **MBS 7151 Responsible Conduct in Research**

A one credit hour course providing training on ethical behavior in sciences.

### **MBS 6/713V (1-9 hours) Independent Research (Study) in Molecular Biosciences**

Independent investigation of a particular topic or technique, directed by faculty that culminates in the development of or training in new techniques or publishable discoveries. May be repeated as topic varies. Prerequisites: Open to all graduate students with consent of instructor.

### **MBS 7251 Mentored Teaching**

Structured instruction and practice of concepts and strategies of college teaching for doctoral students in Molecular Biosciences. With this preparation, and sufficient topical background, Students will be prepared to teach A-State undergraduate level laboratory or lecture sections in subjects related to molecular biosciences.

**Specific courses to be created:**

**MBS 689V1-6 Masters Thesis (1-6)** Prerequisites: graduate standing and consent. This required course has been submitted for approval through the university curriculum process.

e. Identify courses currently offered via distance technology.

None

f. State program admission requirements

Admission Requirements: Each applicant must have a minimum of a B.S. in a basic or applied science, with a minimum undergraduate grade point average of 2.75. Applicants must present Graduate Record Examination scores for the Verbal and Quantitative tests, showing a score of 150 on both the verbal and quantitative tests or a combined score of 300 on the verbal and quantitative sections or 1000 for scores that used the old scoring system. TOEFL scores will be required for international applicants, with a minimum IBT score of 79.

g. Describe specified learning outcomes and course examination procedures.

The **goals of the program** are to: ensure students master the theoretical concepts and technical skills needed by the linked disciplines of chemistry, biology, and agriculture; train students to learn to develop a hypothesis, design and execute experiments to test the hypothesis, analyze results, arrive at conclusions, write, defend and submit the thesis to fulfill the research requirements; foster best scientific practices and responsible conduct in research in students and ensure students compete successfully for admission to quality Ph.D. programs or quality technical and/or research positions in Academia, industry and government.

Goal 1: Ensure students master the theoretical concepts and technical skills needed by the linked disciplines of chemistry, biology, and agriculture.

Goal 1 Objectives:

- All students will successfully complete an interdisciplinary core curriculum and complementary elective courses.
- All students will participate in an intensive research experience.
- All students will be exposed to science communication, networking skills, career development opportunities and leadership skills.

Goal 1 Performance Measures:

- Count the number of students who successfully complete the first year of the program.
- Count the number of students who successfully complete the full program.
- Examine the scores and comments on students' exams.
- Monitor student grades (as a measure of achievement).

- Monitor course effectiveness using student evaluations both during their time in the program and after they have graduated from the program.
- Follow up students' success in their careers by regular contacts.

Goal 2: Train students to perform research and submit thesis to fulfill the research requirements.

Goal 2 Objectives:

- All students will choose a faculty research advisor, select a topic of research, will assemble a thesis advisory committee with the help of the faculty advisor.
- All students will develop and defend a thesis proposal, design and execute experiments, analyze results, arrive at conclusions.
- All students will write, defend and submit the thesis on their research.
- In addition students will be encouraged to present their research data in scientific conferences, write manuscripts and publish the results of their research.
- Goal 2 Performance Measures:
- Monitor student-mentor research collaborations via interviews with students and mentors.
- Review performance of students in their proposal defenses and in their theses defenses.
- Monitor successful conference presentations and manuscript publications by students.

Goal 3: Foster best scientific practices and responsible conduct in research in students.

Goal 3 Objectives:

- All students will complete the responsible conduct in research required course.
- All students will comply with the policies of the university with regards to proper conduct in education and research.
- Students will be encouraged to interact with visiting scientists/seminar speakers to understand the universal codes of conduct in science education and scientific research.

Goal 3 Performance Measures:

- Students will complete CITI training for responsible conduct in research and will be certified.
- Faculty advisors/mentors will advise students on best practices and closely monitor them while performing research.

Goal 4: Ensure students compete successfully for admission to quality Ph.D. programs or quality technical and/or research positions in Academia, industry and government.

Goal 4 Objectives:

- All students will participate in career development activities (e.g., workshops for science communication, grant writing, leadership training seminars, career fairs with industries, and career counseling).
- Students will be encouraged to participate in workshop for retaking and improving GRE scores.

Goal 4 Performance Measures:

- Maintain record of career development activities offered and student attendance records.
- Monitor the career advancement of students upon graduation from A-State using methods such as Facebook and e-mail correspondence.
- Monitor the advancement of students to Ph.D. programs in academia or careers in industry (e.g., through email).

**Student Evaluation:** Grading for courses will be based upon performance in exams, demonstration of laboratory skills, completion of written assignments and classroom participation. Criteria used will be course-specific.

Graduate students will choose a research advisor and select a thesis committee during their first or second semester at A-State. The committee will be chaired by the student's faculty supervisor, and should be composed of at least two additional A-State graduate faculty, who should be associated with the MBS program (e.g., faculty in the Biological Science, Chemistry and Physics, Mathematics and Statistics, Computer Sciences and Agriculture departments). The student's committee is responsible for working with the student to develop an appropriate degree plan, reviewing periodically the progress of research toward completion, supervising the writing of the thesis and the administering of written comprehensive exams. The students' committee and/or the program committee may require additional course work for the students as required. Students must maintain a grade of B or better in their graduate courses to remain in the program. Students will be evaluated on their performance annually by the Program Director and will be provided appropriate feedback. A copy of the course evaluation to be completed by students is included as Appendix A.

h. Include a copy of the course evaluation to be completed by the student.  
Please see Appendix A

**8. Faculty**

a. List the names and credentials of all faculty teaching courses in the proposed program. *(For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)*

Choi, Seo-eun, Ph.D. (Florida State University), Assistant Professor of Mathematics and Statistics

Cramer, Carole , Ph.D. (University of California - Irvine), Professor of Biology and Agriculture

Dolan, Maureen, Ph.D. ( University of Florida), Associate Professor of Molecular Biology

Gilmore, David F., Ph.D. (University of Connecticut), Associate Professor of Environmental  
Biology

Grippe, Anne A., Ph.D. (University of North Carolina–Chapel Hill), Associate Dean, College of  
Science and Mathematics, Professor of Biology

Grippo, Richard S., Ph.D. (The Pennsylvania State University), Professor of  
Environmental Biology

Hood, Elizabeth, Ph.D. (Washington University), Lipscomb Distinguished Scholar, College of  
Agriculture

Ingram, Debra, Ph.D. (University of Memphis), Associate Professor of Mathematics and Statistics

Johnson, Ronald L., D.A. (University of Northern Colorado), Professor of Zoology, – Assistant  
Chair, Department of Biological Sciences

Lorence, Argelia, Ph.D. (Universidad Nacional Autónoma de México), Associate Professor in  
Metabolic Engineering, Arkansas Biosciences Institute and Department of Chemistry and Physics

Marsico, Travis, Ph.D. (University of Notre Dame), Assistant Professor of Biology

Medina-Bolivar, Fabricio, Ph.D. (Pennsylvania State University), Associate Professor in Metabolic  
Engineering, Arkansas Biosciences Institute and Department of Biological Sciences

Srivatsan, Malathi, Ph.D. (All India Institute of Medical Sciences), Professor of Biology, Director,  
MBS Graduate Program, Assistant Director of Arkansas Biosciences Institute

Trauth, Stanley E., Ph.D. (Auburn University), Professor of Zoology, Chair, Biology Department

Xu, Jianfeng, Ph.D. (Dalian University of Technology), Associate Professor in Arkansas  
Biosciences Institute and College of Agriculture & Technology

Yu, Shiguang, Ph.D. (Shandong University), Assistant Professor of Arkansas Biosciences Institute

Zhou, Guolei, Ph.D. (Tottori University), Assistant Professor of Biology

Zhou, Hong, Ph.D. (University of Memphis), Assistant Professor of Mathematics and Statistics

Please see attached CVs in Appendix B for teaching faculty.

b. Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

17 and all of them participate in the Molecular Biosciences Ph.D. Program

c. For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

Please see Appendix B

## 9. Description of resources

### a. Current library resources in the field.

**Library Resources:** Existing library resources have been supporting ongoing MS programs in biology, agriculture and chemistry in addition to Ph.D. programs in Environmental Sciences and Molecular Biosciences.

A keyword search of the Dean B. Ellis Library catalog using the word *Molecular Biology* returns 715 book titles, with 226 of those titles being e-books. Of those 715 titles, 236 were published within the last 5 years. Broader keyword searches for *biology*, *agriculture*, and *chemistry* return in excess of 9,000 title hits each, with approximately 10% of the titles in each subject area having been published within the last 5 years.

The Dean B. Ellis Library has subscription based access to several thousand current journals and periodicals, with hundreds of these journals having possible subject-specific relevancy to students in a Science Masters in Molecular Biosciences.

The Library currently subscribes to more than 100 online databases covering all academic disciplines. In addition to major full-text databases with relevancy for all graduate students, such as *Dissertations & Theses full-text (formerly Dissertation Abstracts)* and *LexisNexis Academic*, the Library also maintains subscriptions to relevant subject-specific databases, including *Biological Abstracts*, *SciFinder Scholar (Chemical Abstracts)*, *Web of Science*, and more than 300 full-text journals through *OvidSP*, *ScienceDirect*, and *Wiley InterScience*. A full list of all subscribed Library databases may be found at: <http://www.library.astate.edu/databases/journalDB/DatabaseListing.cfm>.

All of the Library's online subscribed content is available to students and faculty off-campus via access through the library's proxy server.

Unlimited interlibrary loan services to faculty, staff, and students are subsidized by the Dean B. Ellis Library, so that virtually 100% of all interlibrary loan requests are completed at no cost to faculty, staff, or students. This assures faculty and students unfettered access to the resources they need, even if they are neither held inside the Library nor available through our subscribed online content. Approximately 98% of all requested journal articles are delivered to the requesting patron electronically, and the majority of these articles are available within three days of request submission.

Through the Library's formula-based allocations to all academic departments, faculty select books, journals, and databases for purchase or subscription in their areas of subject expertise. Graduate student credit hour production, graduate degrees awarded, and the number of FTE faculty in each department are some of the major factors in the allocation formula. As new programs enroll students and those students earn their advanced degrees, the Library collection development allocation to the department which houses that degree program will increase proportionally.

### b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

#### **Facilities and Equipment:**



**Laboratory:** The Laboratory Sciences buildings and the ABI facility, opened in the fall of 2004, provide ample instructional and research opportunities to support students in the MS-Molecular Biosciences program. The Laboratory Sciences buildings (160,000 sq. ft.) house the departments of Biology and Chemistry and Physics and the College of Engineering. Research and instructional equipment allows for quality training in molecular and cellular biology. The main campus has newly renovated instructional labs in cell and molecular biology.

The A-State -ABI facility is a 88,000 sq.ft. state-of-the-art research building and over \$4,000,000 in new equipment, has the capacity to house 16-20 faculty/research groups, plus laboratory “flex space” to support specific projects and shared equipment, including graduate student team research and instructional support areas. Support facilities within these buildings include two dedicated clean rooms for plant transformation and propagation, two dedicated mammalian tissue culture clean rooms, growth chamber room, cell shaker room, walk-in growth chambers, rooftop greenhouses and headhouse, chemical storage, small animal care facility, animal housing rooms, animal procedure rooms, variety of analytical instruments including all DNA, RNA and protein analyses, a computer laboratory, variety of centrifuges, imaging instruments, microscopy facilities including STEM and SEM electron microscopes and confocal imaging, centralized dishwashing and autoclaving, etc.

**Animal Cell Culture Facilities in ABI** include two clean rooms with laminar flow hoods, CO<sub>2</sub> incubators, roller-bottle systems, centrifuges and microscopes and adjacent support room for storage of media, dedicated refrigerators, and N<sub>2</sub> cell storage. An adjacent immuno/cell biology suite is under development with BD FACSCalibur™ flow cytometer and BioRad BioPlex multiplex bead array system in place and a proposal for a cell sorter and advanced confocal microscopy system got funded recently and will be in place shortly. An additional clean room is housed within the animal care facility to facilitate establishing primary cultures.

The **Small Animal Facility in ABI** is a 3,800 ft<sup>2</sup> complex that includes a gowning area, surgery and surgery prep room including anesthesia machines, large automatic cage-washing systems, five animal housing rooms (quarantine room, 2 rat rooms, 2 mice rooms), and two procedures rooms (one outfitted for primary cell culture). Initial outfitting provides individually vented high-density caging systems with a capacity of more than 800 mice and 800 rats in addition to the quarantine area (NIH Animal Welfare Assurance #A4506-01). Cages fitted for input/output assessment, activity sensors, and remote sensors for assessing temperature, heart rate, etc from implant monitors are also available.

**Plant Transformation and Propagation Facilities in ABI** include two equipped clean rooms for biolistic and *Agrobacterium*-mediated plant transformation and cell culture and dedicated rooms for lighted growth chambers and for shakers and hairy root biofermentors. For larger scale propagation, ABI has a 1,100 ft<sup>2</sup> plant growth room with two walk-in growth chambers, 11 fully-computerized 3x8' Conviron environmental chambers, and space/plumbing for an additional 4 walk-in chambers to be added as needed. A roof top greenhouse provides almost 4,000 ft<sup>2</sup> of computer-control glasshouse space with an adjacent 1,680 ft<sup>2</sup> head-house area including a large walk-in cold room and pesticide/soil storage areas. Two small rooms have recently been up-fitted to facilitate growth and infiltration of *Nicotiana benthamiana* supporting enabling technology for rapid transient expression of

genes and proteins in plants. NSF EPSCoR funded 2 growth chambers and balloon bioreactors for these rooms.

**Computing:** Each PI and staff has Pentium 4 or better laptop and desktop systems. Additionally, to date Arkansas State University has a backbone infrastructure that is capable of providing redundant 10 Gigabit interconnects between two dedicated routing nodes. Every building on campus has the availability of at least 1 Gigabit back to one of these designated nodes. Every desktop has at minimum a 10/100 connection rate, while many of the newer buildings have 1 Gigabit connectivity to the end user. ASU currently peers its OC3 with Internet Service Provider OneNet based in Tulsa Oklahoma, and will soon connect to the state regional optical network ARE-ON with capabilities up to 10 Gigabits.

**A Shared Bioinformatics computer laboratory** houses computers, printers, software and ancillary equipment needed to perform and instruct students to perform database searches (BLAST, TAIR, etc.), sequence analysis (Sequencher, WorkBench) modeling, primer design, structural analysis, etc.

#### **CORE FACILITIES:**

**Microscopy Facilities** include a Nikon Eclipse E800 laser confocal scope and camera system, a Zeiss Axiovert 200M inverted fluorescence scope fitted with a BioVision CARV confocal system and SensiCam SVGA high-speed cooled digital camera, an FTIR microscope, a BD Pathway 855 Bioimager system, and a Zeiss Axiovert 40C for brightfield, fluorescence, DIC and phase contrast. Nikon SMZ 1500 dissecting microscope with an imaging workstation. Nikon DXM 1200 digital camera for attachment with a Nikon SMZ 800 trinocular dissecting microscope is also available. Last year several upgrades worth \$30,000 including objective, camera, workstation and imaging software were purchased using MBS funds for these microscopes. A TESCAN Vega TS 5136 XM Scanning Electron Microscope (SEM) with Oxford Instruments INCA x-sight X-ray Microanalysis Detector and a Veeco/Digital Instruments Multimode Scanning Probe and a transmission EM are also available.

The **Shared Analytical Laboratory in ABI** supports separation, detection and measurement ranging from small molecules to macromolecules and houses a Varian Saturn GC-MS (Q-it), 2 Perkin Elmer Clarus 500 GC-MS, a PerkinElmer 9000 ICP-MS, a Dionex 1000 HPLC (with PDA detector, ECD and fluorescence detectors), a Varian LC-MS-MS, Cetac LSX 500 266nm and LSX213 Laser Ablation systems, a Fluorometer, an autotitrator, clean room with laminar flow hood for sample and standard preparation, and 2 miniature time of flight spectrometers. This facility also houses equipment for homogenization, microwave assisted digestion, extraction and derivatization of plant and animal tissues. Two shared instruments, a Waters MALDI-Micro TOF MS, and a Camag TLC scanner/autosampler system were recently purchased through NSF EPSCoR funding. Additional HPLCs and FPLCs are housed within investigator-dedicated laboratories.

**Shared Molecular Biology Research Laboratory in ABI** supports molecular biology research for faculty and students. In addition to typical molecular biology apparatus, this laboratory houses a Bio-Rad CFX 96 RT-PCR, power supplies and electrophoresis equipment, a uv vis spectrophotometer, a Beckman CEQ8000 Genelab workstation, Stratagene gradient Robocycler (96 well), and BioRad VersaDoc (with phosphoimager capabilities).

c. New resources required, including costs and acquisition plan  
None

**10. New program costs – Expenditures for the first 3 years of program operation**

a. New administrative costs

The current Director of the MBS Ph.D. program will administer this MS in MBS as well. The administrative assistant who helps with the MBS Ph.D. Program will help with the MS in MBS also..

b. Number of new faculty (full-time and part-time) and costs  
None

c. New library resources and costs  
None

d. New/renovated facilities and costs  
None

e. New instructional equipment and costs  
None

f. Distance delivery costs (if applicable)  
None

g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)  
Eligible students will apply for and obtain Graduate Assistantships or Teaching Assistantships. All required and elective courses are already being offered and taught by existing faculty except the MBS Masters Thesis course for which a proposal has been submitted. The increased enrollment in these lecture courses can be absorbed without additional cost.

Funding will be required for the supplies needed to satisfy the needs of the techniques courses. Anticipated supply costs are \$4,000 annually. The increased cost to the program can ultimately be borne by tuition and fee revenues generated by student enrollment, infrastructure fees for the replacement and purchase of new supplies and equipment.

No additional costs will be incurred for library resources, new or renovated facilities, or distance learning.

h. No new costs (Explain)

Since MBS Ph.D. program is already in place with all of the required courses, have the competent faculty to teach and mentor the MS students, has a director in place for administration and also has an administrative assistant, there is no new cost involved in introducing this MS in MBS program.

**11. Sources of funding – Income for the first 3 years of program operation**

a. Reallocation from which department, program, etc.

Enter text...

b. Tuition and fees (projected number of students multiplied by tuition/fees)

The program must receive a portion of FTE funds as well as student fees (library, technology, infrastructure) as appropriate. The program area will be able to accommodate 4 to 6 new students per year. Individual tuition costs for the 36 academic hours are \$8,568 (in-state) and \$17,136 (out-of-state); fees generated are \$1,792 per student.

c. State revenues (projected number of students multiplied by state general revenues)

Enter text...

d. Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

Enter text...

## 12. Organizational chart reflecting new program

Proposed program will be housed in (department/college)

The MS-Molecular Biosciences program will be housed within the Molecular Biosciences graduate program in College of Science and Mathematics. The Director, Dean and support staff will administer the program

Management of the MS-Molecular Biosciences program is modeled after other successful graduate programs at ASU. The program will be overseen by a Program Director with oversight provided by a Program Committee, and the University Administration. The roles and responsibilities of each group are outlined below.

**Program Director:** The Director of the MBS Program is appointed by the Dean of the College of Sciences and Mathematics and is responsible for the day-to-day operation of the program, for ensuring compliance with all relevant University and College policies and for assisting students and faculty in the program. The Director of Molecular Biosciences Ph.D. program will direct the MS-Molecular Biosciences program as well. The Program Director is responsible for coordination of all administrative aspects of the program on a daily basis, including student recruitment, admissions, retention, committee activities, faculty coordination in instruction and internships, curriculum quality, and assignment of graduate assistant awards. Specific courses taught by the Program Director include: Responsible conduct in research, seminar and topics courses.

**Program Committee:** The Program Committee will consist of the MBS Program Director, Faculty representatives appointed by the Dean of the College of Agriculture and Technology, the Chairs of the Departments of Biological Sciences and Chemistry and Physics, one at large faculty member selected by the faculty active in the MBS-MS program and two students selected by students enrolled in the MBS-MS Program. The faculty of the Program Committee will be appointed to staggered three-year terms. The Program Committee will work with the Program Director to provide direction and oversight for the program, including development and implementation of all policies pertaining to the program (e.g., governing student committees, students, curriculum, admissions, student recruitment and retention, examinations, student progression toward degree completion, instruction, internships, etc.).

**Administration:** The Program Director will report to the Dean of the College of Science and Mathematics and to the Dean of Graduate School. The Dean will perform annual evaluations of the Director's performance. Administrators will assure that academic goals are being addressed by the program's activities.

### 13. Specialized requirements

a. Specialized accreditation requirements for program (name of accrediting agency)

Enter text...

b. Licensure/certification requirements for student entry into the field

Enter text...

c. Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

### 14. Board of Trustees approval

Provide the date that the Board approved the proposed program

Enter date...

### 15. Similar Programs

#### a. List institutions offering program

i. Proposed undergraduate program – list institutions in Arkansas

Enter text...

ii. Proposed master's program – list institutions in Arkansas and region

There are no inter-disciplinary Masters programs in Molecular Biosciences with a research emphasis on plant biotechnology in Arkansas. There is a broadly based interdisciplinary Graduate Program in Cell and Molecular Biology focused at the doctoral level at the University of Arkansas-Fayetteville. The very high demand for this UA program speaks to the need for a second similar program at the opposite end of the state in order to address the ABI initiative. The statewide Arkansas Biosciences Institute, as represented by the ABI building at A-State (a 76,000 sq. ft. research complex) and the millions of dollars in research support, has generated a demand for a graduate program in molecular biosciences to accommodate the new students and research mandate. Environmental, Agricultural and plant biotechnology systems are the emphasis areas at A-State.

There are both M.S. and Ph.D. degrees offered by the Department of Biochemistry and Molecular Biology at the University of Arkansas Medical School, which focuses primarily on problems restricted to biomedical research. Thus, students interested in Molecular and Cell Biology as related to Environmental, Agricultural or non-Biomedical systems would have limited access to training.

Kentucky –The Biology Department at the University of Kentucky offers two programs, a MS as well as a Ph.D. in Environmental and Evolutionary Biology (EEB) or Molecular and Cellular Biology (MCB). There is also an Integrated Biomedical Sciences graduate program; however, it caters to biomedical sciences. Degrees in Biochemistry and Molecular Biology are also available from Louisville University.

Louisiana - There is a Professional Science Masters program at Southeastern Louisiana State University, yet the specific degree differs in that their Master of Integrated Science and Technology (ISAT) degree emphasizes applications of Industrial Technology, Mathematics, Chemistry, and Physics. Beyond this program, no other interdisciplinary graduate programs in Molecular

Biosciences are currently available. Degrees in Biochemistry and Molecular Biology are available from LSU in Baton Rouge and The LSU Medical School. Tulane University offers a Ph.D. in Molecular and Cell Biology that includes research involving environmental issues.

Missouri - There are no known interdisciplinary graduate programs in Molecular Biosciences in Missouri. Degrees in Biochemistry and Molecular Biology are available from the University of Missouri system. Departmental programs in Molecular Biology, Molecular Genetics and Molecular Cell Biology are available from Washington University and in Molecular Biosciences from St. Louis University.

Oklahoma - There are no known interdisciplinary graduate programs in Molecular Biosciences currently available in Oklahoma. Degrees in Biochemistry, Cell Biology and Molecular Biology are available through individual Departments at the University of Oklahoma and Oklahoma State University. Biomedical Molecular Biology degrees are available through the Medical School.

Tennessee - There is an inter-disciplinary graduate program in molecular biosciences at Vanderbilt University. Degrees in Biochemistry and Molecular Biology are also available from the University of Tennessee.

Texas – There are interdisciplinary programs in Genetics, Biochemistry and Molecular Biology at Texas A&M University. Non-interdisciplinary programs in Molecular and Cell Biology also exist at Baylor, Texas Tech, University of Texas and several other state and private universities. However, the strong link with agriculture is primarily at Texas A&M.

iii. Proposed doctoral program – list institutions in Arkansas, region, and nation

Enter text...

b. Why is proposed program needed if offered at other institutions in Arkansas or region?

As mentioned above, there are no inter-disciplinary Masters programs in Molecular Biosciences with a research emphasis on plant biotechnology in Arkansas. There is a broadly based interdisciplinary Graduate Program in Cell and Molecular Biology focused at the doctoral level at the University of Arkansas-Fayetteville. The very high demand for this UA program speaks to the need for a second similar program at the opposite end of the state in order to address the new ABI initiative

c. Provide a copy of the written notification to other institutions in the area of the proposed program and their responses.

A copy of the electronic notification to other state institutions offering graduate programs in the area of the proposed program and their responses is enclosed as Appendix C

## **16. Desegregation**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

The MBS-MS program will recruit talented students, especially from the underrepresented groups (minority, veteran, first generation college, rural) interested in interdisciplinary molecular biosciences from across the U.S. with a focus on students within Arkansas and the Delta states. The administration at A-State is committed to improving opportunities for disadvantaged, low income and first generation students during their undergraduate and graduate careers. A-State has a proven record of providing undergraduate education to under-represented minority students. The majority of students at A-State are from the Lower Mississippi Delta, and 56% are first-generation college students from families of modest

means. Of these first generation students, 36% are of African American descent. Further, approximately 16% of the A-State student body is African American, consistent with the state-wide percentage of 15.8% African American. The Lower Mississippi Delta Region, including 42 counties in Arkansas (an EPSCoR state), is one of the poorest areas in the country, affected by widespread poverty and a host of social problems. Only 6.4% of citizens in Arkansas hold a graduate or professional degree (compared to 10.1% nationally), placing the state as one of the worst in the nation for graduate degree attainment. Our proposed program will address provisions of the **America Competes Act** targeted at improving graduate degree attainment in states with a low percentage of citizens holding graduate degrees. In addition, we will recruit students from currently funded NSF and NIH education and research programs at A-State to broaden the impact of these programs.

**17. Institutional agreements/memorandum of understanding (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

Enter text...

**18. Additional information requested by ADHE staff**

Enter text...

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## Budget Form

### Resource Requirements:

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
<b>Staffing(Number)</b>			
Administrative/Professional	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Full-time Faculty	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Part-time Faculty	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Graduate Assistants	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Clerical	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Equipment &amp; Instructional Materials</b>	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Library	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Other Support Services</b>			
Supplies/Printing	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Travel	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Distance Technology	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Other Services (specify): Enter text...	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Total</b>	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...

### Planned Funding Sources:

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
New Student Tuition and Fees	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...

New State General Revenue	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Redistribution of State General Revenue	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
External Grants/Contracts	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Other Funding Sources (specify): Enter text...	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Total</b>	<b>\$ Enter amount...</b>	<b>\$ Enter amount...</b>	<b>\$ Enter amount...</b>



For Registrar's Use only

Code #

# New Program/Certificate 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](mailto:mmcginnis@astate.edu)

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

**Department Curriculum Committee Chair**   
**COPE Chair (if applicable)**

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

**College Curriculum Committee Chair**    
**Undergraduate Curriculum Council Chair**

**College Dean**   
**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

**1. Proposed Program Title**  
Doctor of Philosophy in Global Education

**2. CIP Code Requested**  
130202

**3. Contact Person** (Name, Email Address, Phone Number)  
Dr. Amany Saleh  
[asaleh@astate.edu](mailto:asaleh@astate.edu)  
870-972-2894

**4. Proposed Starting Date**  
Fall 2014

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

**To copy from the bulletin:**

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

See Appendix A

## **Doctorate in Global Education**

### **Purpose of the Degree**

*The Global Education Program (GEP)* is designed to provide graduates with the necessary skills to successfully navigate a diverse world. The program aids graduates to become globally informed, concerned educators. GEP presents graduates with the global perspectives of education which better prepare them for the 21<sup>st</sup> Century. The program meets the needs of educators who are interested in pursuing a doctoral degree focused on global educational studies and advanced research. Program graduates are expected to pursue positions in fields such as: higher education teaching, public schools in the United States and abroad, government, education policy, Non-Governmental Organizations (NGO), Non-Profit Organizations, curriculum design, education policy in governmental organization, and educational institutions leadership.

### **Program of Study**

The Ph. D. program in Global Education consists of a minimum of 60 course credit hours (66 course credit hours if language requirements are not met) at the graduate level (Beyond the Masters Degree). The program will have a common global theme that links the different courses to better prepare graduates to participate and lead the education field in a global society. Each course has a research focus which helps program graduates become experienced researchers in educational inquiry methods.

#### **I. Global Education Core:**

The global education core consists of 21 credit hours. The core explores issues related to education in the 21<sup>st</sup> Century.

**II. Research Core:**

The research core is a minimum of 12 credit hours, excluding the prerequisite ELFN 6773. The research core focuses on research methods, social inquiry techniques, and technical writing.

**III. Specialized Electives:**

The program participants choose a minimum of 15 credit hours from a core of a pre- approved list of elective courses that are offered from other departments/colleges across campus. The academic advisor must approve course selection.

**IV. Dissertation:**

The program participants must complete a dissertation and a minimum of 12 dissertation credit hours. The dissertation must be an original investigation that will demonstrate the candidate's ability to conduct research, analyze, and synthesize the data as well as report the result in a scholarly fashion.

**V. Language Requirements:**

Program applicants should demonstrate mastery in a foreign language on a test. Some non-native English speakers can be exempt from this requirement, based on advisor's approval. The program participants will have access to the Rosetta Stone language learning lab located in the International Business Resource Center, College of Business, to practice and improve their language skills.

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**Core Global Cognate: (21 hours)**

ELAD 8243	Epistemology, Learning and Pedagogy
GLED 8103	Global Perspectives in Curriculum
GLED 8203	Global Educational Politics, Economics, and Policy
ELCI 8303	Curriculum Ideology and Instructional Design
ELAD 8343	Comparative Education
GLED 8403	Special Topic Seminar
GLED 8503	Education for a Global Society (Capstone Course)

**Research Cognate (Choose 12-14 hours)**

ELFN 6773	Introduction of Statistics and Research (Prerequisite to Research Cognate Courses)
ELAD 8473	Advanced Educational Research
ELFN 8483	Advanced Educational Statistics
ELFN 8783	Qualitative Research and Evaluation
ELAD 8411	Succeeding in the Ph.D. Program
ELAD 8421	Designing Surveys
ELAD 8431	Experimental Research Design
ELFN 8753	Multivariate Analysis
ELFN 8773	Educational Research and Evaluation

**Specialized Cognate/Electives: (Choose 15 hours- Advisor must approve all courses)**

**History**

HIST 6273	Global History Perspectives
HIST 6513	Theory and Practice of Global History
HIST 6273	Global Heritage Issues
HIST 6273	Global Environmental History
HIST 6273	Identity, Race, and Gender

**Education**

ELAD 8053	Perspectives on an Academic Career in Higher Education
ELFN 6773	Philosophies of Education
ELAD 6323	Organization & Governance of Higher Education

**Business**

IBS 6593	Global Strategic Initiatives
IBS 6293	Seminar in International Corporate Social Responsibility
IBS 6143	Seminar in International Human Resources Management

**Sociology**

SOC 6423	Seminar in Race, Gender, & Class
SOC 6383	Advanced Data Analysis
SOC 5273	Population and Demography
SOC 6213	Sociology of Education

**Political Sciences**

POSC 5223	Middle Eastern Political Systems
POSC 6223	Seminar in Comparative Politics
POSC 6213	Major Asian Political Systems
POSC6333	International Relations Theory
POSC 6313	Contemporary International Relations
POSC 5313	International Organizations
POSC 6343	Environment and World Politics
POSC 6323	Revolutions and Foreign Policy

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## **Proposal - 1**

### **NEW CERTIFICATE OR DEGREE PROGRAM**

**1. Proposed Program Title**

Doctor of Philosophy in Global Education

**2. CIP Code Requested**

130202

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

Amany Saleh, Ph.D.,  
Center for Excellence in Education,  
Arkansas State University  
P. O. Box 1270, State University, AR 72467  
[asaleh@astate.edu](mailto:asaleh@astate.edu)  
(870) 972-2894

**4. Proposed Starting Date**

Fall 2014

**5. Program Summary**

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

**Program Overview**

*The Global Education Program* is designed to provide graduates with the skills needed to successfully navigate a diverse world. The program aids graduates to become globally informed, concerned educators. GEP presents graduates with the global perspectives of education which better prepare them for the 21<sup>st</sup> Century. The program meets the needs of educators who are interested in pursuing a doctoral degree focused on global educational studies and advanced research. Program graduates are expected to pursue positions in fields such as: higher education teaching, public schools in the United States and abroad, non-governmental organizations (NGO), Non-Profit Organizations, curriculum design, and educational institutions leadership.

A total of five new courses will be added to the line of courses already offered in the Center for Excellence in Education. The remaining forty five credit hours are already offered in the Center or as cognate courses in different colleges on campus (See Program Description and Course Outline, Appendix B).

A faculty line has been transferred to the Center of Excellence in Education from Teacher Education to address the need for the new degree. A request for four new graduate assistants is included in the proposal as well as additional funds for printing and mailing brochures for the new program.

## **Program Description**

The *Global Education Program* has a core of courses that concentrate on the educational global and international issues that characterize our current world and impact our future. The students are asked to choose a cognate, with the approval their advisors, in business, social sciences and humanities. This cognate is based on the student's interest, experience, and needs. The students also acquire a cognate in research design and methodology. This cognate prepares students for their dissertation research and to become future research scholars. All courses must be approved by the student's academic advisor.

The Ph. D. program in Global Education consists of a minimum of 60 course credit hours at the graduate level (Beyond the Masters). The program will have a common global theme that links the different courses to better prepare graduates to participate and lead the education field in a global society. Each core course has a research focus which helps program graduates become experienced researchers in educational inquiry methods.

### **Global Education Core:**

The global education core consists of 21 credit hours. The core explores issues related to global education in the 21<sup>st</sup> Century.

### **Research Core:**

The research core is a minimum of 12 credit hours. The research core focuses on research methods, social inquiry techniques, and technical writing. Pre-requisite-ELFN 6773

### **Specialized Electives:**

The program participants choose a minimum of 15 credit hours from a core of a pre- approved list of elective courses that are offered from other departments/colleges across campus. All courses must be approved by the student's academic advisor.

### **Dissertation:**

The program participants must complete a dissertation for a minimum of 12 dissertation credit hours. The dissertation must be an original investigation that will demonstrate the candidate's ability to conduct research, analyze, and synthesize the data as well as report the result in a scholarly fashion.

### **Language Requirements:**

Program applicants should master of a foreign language on a test. The program participants will have access to the Rosetta Stone language learning lab located in the International Business Resource Center, College of Business, to practice and improve their language skills.

## **Program Objectives**

GEP graduates, upon completion of the program, will:

- Understand the multifaceted global challenges and opportunities in an increasingly global environment.
- Comprehend the dimensions of global competency.
- Examine educational practices necessary for global competency.
- Develop intercultural awareness, knowledge and perspective on global issues.
- Cultivate a positive outlook of cultural diversity.

- Improve their cross-cultures communication skills to enhance international development, and educational practices in a global context.
- Build a specialized body of knowledge and practice aimed at fostering global competence.
- Understand the processes of globalization, the global environment, and the responsibilities of citizens in an increasingly interdependent world.
- Develop research and analytical skills to define, gather, analyze and evaluate data for decision-making.

### **Program Objectives for the University, State, and Region**

- The program will attract international students to the university and the region
- The program will attract graduate students from around the nation
- The program will add new financial resources to the university and the region
- The program will enhance the university and the region's national image
- The program will provide graduates with global, cross-cultural skills, which will in turn help attract business to the region

b. List existing degree programs that support the proposed program.

Doctor of Education in Educational Leadership

Doctor of Philosophy in Heritage Studies

Masters of History

Masters of Political Sciences

Masters of Sociology

MBA with emphasis in International Business

### **6. Need for the program**

a. Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program. Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

- I. A 14-item survey to assess the need for offering a graduate degree in global education was sent to American Educational Research Association- Graduate students' list serve, a subscription of 2,270 students, Educators Abroad Professionals list serve, a subscription of 6,549, and to the alumni and current students enrolled in the Educational Leadership doctoral program, a population of 92. The data were collected over two semesters (Fall 2012 and Spring 2013).

A total of 305 responses were received from a population of 8,912 participants for the online survey, which was distributed via email messages, however, there is no way to establish if all email addresses in the list serves were still valid since the list serves does not get updated. Of 305 participants, 165 (54.7%) participants identified themselves as graduate students, and 137 (45.4%) as alumni. Two hundred and seventy three participants (89.5%) were US students, and only 32 (10.5%) were international students. Participants resided in various location of the United States at the time of taking part in the survey.

The responses demonstrated a great need for such a program to be offered and perceived benefits associated with such degree.

1. Almost 98 % of the respondents stated that global education is important.
2. Almost 99% of participants indicated that educational curricula must reflect the global world.
3. Almost 90% of participants indicated that including global issues in all curricula will improve graduates' chances for employments.
4. Over 61% of participants stated that they will choose an advanced degree in global education, if offered.
5. Over 72% of participants agreed that an advanced degree in global education will improve their chances for employment or advancements.
6. Almost 89% of participants agreed that offering an advanced global education degree will improve the image of the institution.
7. Almost 85% of participants agreed that offering a global education degree will attract international students.

(See attached table for complete and detailed results, Appendix C).

- I. There is an established need for universities to offer advanced degrees in global education. However, there is not one single university in the southern region of the United States that offers a Masters or doctoral degree in global, international, or comparative education, with the only exception of Florida Atlantic University which offers a Masters degree in International Education. Arkansas State University will be the first institution in the region to offer a doctoral degree in global education, which will help attract national and international students to the region. Also, it will offer Arkansas graduate students a chance to earn a degree that will make them more employable in our global world. Additionally, offering such a degree enhances the image not only of the university, but the region as a whole. This, in turn, will help attract national and international business to the region.

See Table of Universities offering doctoral programs in Global/International/Comparative Education, Appendix D.

b. Provide names/types of organizations/businesses surveyed.

Graduate students at the National level using the American Educational Research Association (AERA) list serve, Education Abroad Professionals, and current graduate students and alumni of Arkansas State University Educational Leadership were surveyed

c. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

NA

d. Indicate if employer tuition assistance is provided or other enrollment incentives.

N/A

## 7. Curriculum outline



a. Provide curriculum outline by semester.

## Global Education Doctoral Program Curriculum Outline

<b>Core Global Education Cognate</b>				
<b>Course Number</b>	<b>Name</b>	<b>Department/ College</b>	<b>Credit Hours</b>	<b>Semester</b>
ELAD 8243	Epistemology, Learning and Pedagogy*	CEE/ Education	3	FA, SU
GLED 8103	Global Perspectives in Curriculum	CEE/Education	3	SP, SU
GLED 8203	Global Educational Politics, Economics, and Policy	CEE/Education	3	SP
GLED 8303	Curriculum Ideology and Instructional Design	CEE/Education	3	FA, SU
ELAD 8343	Comparative Education*	CEE/Education	3	FA
GLED 8403	Special Topic Seminar	CEE/Education	3	FA, SP
GLED 8503	Education for a Global Society (Capstone Course)	CEE/Education	3	FA, SP, SU
<b>Research Cognate (Choose 12-14 Hours)</b>				
ELFN 6773	Introduction of Statistics and Research* (Pre-requisite)	ELCSE/Education	3	FA, SP, SU
ELAD 8473	Advanced Educational Research*	ELCSE/Education	3	SP, SU
ELFN 8483	Advanced Educational Statistics*	ELCSE/ Education	3	FA, SU
ELFN 8783	Qualitative Research and Evaluation*	CEE/Education	3	FA, SP
ELAD 8411	Succeeding in the Ph.D. Program*	CEE/Education	1	Unknown @ this time
ELAD 8421	Designing Surveys*	CEE/Education	1	Unknown @ this time
ELAD 8431	Experimental Research Design*	CEE/Education	1	Unknown @ this time
ELFN 8753	Multivariate Analysis*	CEE/Education	3	Unknown @ this time
ELFN 8773	Educational Research and Evaluation*	CEE/Education	3	Unknown @ this time
<b>Specialized Electives: (Choose 15 hours- Advisor must approve)</b>				
<b>History</b>				
HIST 6273	Global History Perspectives*	HS/Humanities	3	Every year/no official rotation
HIST 6513	Theory and Practice of Global History*	HIS/Humanities	3	Every year/no official rotation
HIST 6273	Global Heritage Issues*	HS/Humanities	3	No Course/ Special Topics
HIST6273	Global Environmental History*	HS/Humanities	3	No Course/ Special Topics

HIST 6273	Identity, Race, and Gender*	HS/Humanities	3	No Course/ Special Topics
<b>Education</b>				
ELAD 8053	Perspectives on an Academic Career* in Higher Education	Education	3	Unknown @ this time
ELFN 6773	Philosophies of Education*	Education	3	FA, SP, SU
ELAD 6323	Organization & Governance of Higher Education*	Education	3	SU
<b>International Business</b>				
IBS 6593	Global Strategic Initiatives*	Management /Business	3	SP, FA, SU
IBS 6293	Seminar in International Corporate Social Responsibility*	Management /Business	3	SP
IBS 6143	Seminar in International Human Resources Management*	Management /Business	3	Unknown @ this time
<b>Sociology ** Most are by Demand**</b>				
SOC 6423	Seminar in Race, Gender, & Class*	Soc/Humanities	3	Every two years/No definite term
SOC 6383	Advanced Data Analysis*	Soc/Humanities	3	Every Other Spring
SOC 5273	Population and Demography*	Soc/Humanities	3	Once every 4 <sup>th</sup> semester/by demand
SOC 6213	Sociology of Education*	Soc/Humanities	3	Occasional Su/no demand
<b>Political Sciences</b>				
POSC 5223	Middle Eastern Political Systems*	PS/Humanities	3	Unavailable
POSC 6223	Seminar in Comparative Politics*	PS/Humanities	3	Unavailable
POSC 6213	Major Asian Political Systems*	PS/Humanities	3	Unavailable
POSC 6333	International Relations Theory*	PS/Humanities	3	Unavailable
POSC 6313	Contemporary International Relations*	PS/Humanities	3	Unavailable
POSC 5313	International Organizations*	PS/Humanities	3	Unavailable
POSC 6343	Environment and World Politics*	PS/Humanities	3	Unavailable
POSC 6323	Revolutions and Foreign Policy*	PS/Humanities	3	Unavailable
*Denotes Existing courses				

b. Give total number of semester credit hours required for the program.

A minimum of 60 semester credit hours, excluding language requirements, above the Masters Degree

c. Identify new courses (provide course descriptions.)

11.

(New Course Syllabi are attached- Appendix E)

#### GLED 8103 Global Perspectives in Curriculum Theory

Global Perspectives in Curriculum Theory provides participants with the advanced knowledge of global curriculum theories and issues which influence curricular practices and instructional design. Participants gain in-depth awareness of factors involved in designing, implementing and evaluating curricular programs.

#### GLED 8203 Global Educational Politics, Economy, and Policy

Course participants will conduct an in-depth study of different political powers that impact educational practices in diverse cultures. Participants will examine different economical and financial systems that govern educational systems and assess these systems' effectiveness in a global society.

#### ELCI 8303 Curriculum Ideology and Instructional Design

This course provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices. Course participants gain an in depth awareness of factors involved in designing, implementing and evaluating curricular programs.

#### GLED 8403 Special Topic Seminar

This seminar will be offered by visiting scholars and/or ASU faculty. Each seminar will be single themed based on the expertise of the visiting scholars. The seminar may be divided into sections offered by different visiting or ASU scholars.

#### GLED 8503 Education for a Global Society

This course is the capstone experience which represents the culmination of the Global Education program experiences. Participants engage in a semester-long project to examine the social, psychological, and economical aspects of one or more cultures and their impact on education.

d. Identify required general education courses, core courses and major courses.

NA

e. Identify courses currently offered via distance technology.

NA

f. State program admission requirements

Applicants to Global Education Program must meet the admissions criteria as follows:

- An earned Master's degree from an accredited college or university.
- A minimum of 3.5 GPA for graduate coursework.

- GRE, preferably above 305 (combined score of quantitative and verbal), although scores below 300 may be acceptable if other materials are very strong.
- A minimum score of 550 (Paper-Based) or 79 (Electronic Based) on the Test of English as a Foreign Language (TOEFL) is required when an applicant is from a country where the native language is not English, unless a bachelor's degree or its equivalent or higher was earned in a country where English is the native language.
- Two writing samples in the form of a Master's thesis, a graduate-level course paper, or a published work.
- Three letters of recommendation, preferably from professors speaking of applicant's potential for doctoral work.

g. Describe specified learning outcomes and course examination procedures.

Global Education doctoral students will be required to:

- (1) Complete the total coursework with a grade of "B" or better;
- (2) Successfully complete the Capstone project with a grade of "B" or better;
- (3) Pass the written comprehensive examinations;
- (4) Have a publication accepted in a professional journal;
- (5) Have a paper presented in a scholarly venue;
- (6) Program applicants should either take 6 credit hours in a foreign language or test out of such requirement and
- (7) Complete the dissertation within the six-year time frame (From beginning the program).

h. Include a copy of the course evaluation to be completed by the student.

Appendix F

## **8. Faculty**

a. List the names and credentials of all faculty teaching courses in the proposed program. *(For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)*

(Faculty Curriculum Vitae are attached- Appendix G)

Gao, Minghui, Ed. D. (Harvard University) is an Associate Professor and presently housed in the Teacher Education Program. Dr. Gao has taught graduate level courses, advised graduate students and has participated on doctoral committees. He has a strong interest and expertise in quantitative and qualitative research methods and has an extensive publication list. Dr. Gao was the recipient of the College of Education Faculty Achievement Award in the Spring of 2013.

Holman, David, Ph.D. (University of Nebraska-Lincoln) is an Associate Professor in the Center for Excellence in Education. He teaches graduate level courses in statistics and research design and has an expertise in qualitative methods. Dr. Holman has been the major advisor on 15 completed dissertations and a member of approximately 45 committees.

Lee, Ahlam, Ph.D. (University of Wisconsin-Madison) is an Assistant Professor in the Center for Excellence in Education. Since her arrival in 2012, Dr. Lee has been active as a member on dissertation committees and has

taught graduate level courses in statistics and research methods. She has also established a research agenda and has published and submitted several articles to professional journals.

Saal, Leah Katherine Ph.D. (Louisiana State University) is an Assistant Professor of Reading and Literacy Studies. She serves as the program director of International Programs and Partnerships for the College of Education. A facilitator of teaching abroad programs at LSU and ASU, in 2013, her research was honored by the CIES Latin American SIG as a member of its Highlighted Research Symposium. She holds 8 standing positions on editorial review boards, has presented and published her research at international levels, and presently teaches undergraduate and graduate level courses.

Saleh, Amany, Ph.D. (University of Alabama) is a tenured Full Professor in the Center for Excellence in Education (CEE). She has an extensive list of publications and is the Editor-In-Chief of the Journal of Interdisciplinary Studies in Education and a member of the editorial board of the Journal of International Students. She also serves on the Advisory Board for the Jordanian Journal of Educational Sciences. Dr. Saleh was the recipient of the Excellence in Teaching Award, College of Education, and presently teaches graduate level courses in the CEE. She has been the chair of ten completed dissertations and a committee member on 18 completed dissertations.

New Faculty Member is expected to have earned a doctorate in comparative and international education, or in a related field in education, social science, or cross-disciplinary studies with an Expertise in Global/International Education. He/She will teach graduate courses in global education, conduct research with students, supervise dissertations, and serve on university committees.

b. Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

Two full time faculty, one is a Full Professor, Amany Saleh, Ph. D. (CV is attached, Appendix G); the other is a new faculty to be hired in the spring of 2014 to start the 2014-2015 academic year (position description attached, Appendix H).

c. For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

Appendices G & H

## **9. Description of resources**

a. Current library resources in the field.

Present physical facilities, library resources and instructional equipment and technology are adequate to support the Ph. D. program.

The Dean B. Ellis Library currently holds over 24,000 books in the "L" call number range for Education. Of that number, more than 3,600 are in the LB2805 to LB3099 range for the subject area of Educational Administration. There are also numerous relevant books in other areas of the collection. As examples, there are over 650 titles in the BF 311 range on the specific topic of Cognition. Additionally, the Library has subscription based access to thousands of current journals and periodicals, with more than 400 of these journals having possible subject-specific relevancy to students in a Global Education PhD program.

The Library currently subscribes to more than 100 online databases covering all academic disciplines. In addition to major full-text databases with relevancy for doctoral students, such as Dissertations and Theses full-text (formerly Dissertation Abstracts), JSTOR, and LexisNexis Academic, the Library also maintains subscriptions to education subject-specific databases, including EBSCO's Education Research Complete and Professional Development Collection. A full list of all subscribed Library databases may be found at: <http://www.library.astate.edu/databases/journalDB/DatabaseListing.cfm>. All of the Library's online subscribed content is available via access through the library's proxy server.

Unlimited interlibrary loan services to faculty, staff, and students are subsidized by the Dean B. Ellis Library, so that virtually 100% of all interlibrary loan requests are completed at no cost to faculty, staff, or students. This assures faculty and students unfettered access to the resources they need, even if they are neither held inside the Library nor available through our subscribed online content. Approximately 98% of all requested journal articles are delivered to the requesting patron electronically, and the majority of these articles are available within three days of request submission.

Through the Library's formula-based allocations to all academic departments, faculty select books, journals, and databases for purchase or subscription in their areas of subject expertise. Graduate student credit hour production, graduate degrees awarded, and the number of FTE faculty in each department are some of the major factors in the allocation formula. As new programs enroll students and those students earn their advanced degrees, the Library collection development allocation to the department which houses that degree program will increase proportionally. It should be noted that each graduate student can order three books each semester which will be placed in the library.

Since the last HLC comprehensive visit for ASU in 2003, focus on research programs and support of research initiatives has increased significantly. The Office of Research and Technology Transfer (ORTT) has grown in staff and services to provide research support for faculty and graduate students. Increased services assist faculty and graduate students in finding funding opportunities, honing grant writing skills, and preparing and submitting proposals. These services will provide assistance for the research requirements of the PhD program.

- b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)  
 No additional facilities or specialized equipment are needed for this new program. The Center for Excellence in Education, which provides the instructional and support staff for the Ed. D. program, was recently relocated to a new renovated facility that is adequate for current and anticipated future needs. Physical facilities are adequate for current and future needs.

c. New resources required, including costs and acquisition plan

<b><u>Resource Requirements</u></b>	<u>1<sup>st</sup> Year</u>	<u>2<sup>nd</sup> Year*</u>	<u>3<sup>rd</sup> Year*</u>
Staffing (Number)			
Administrative/Professional			
Full-time faculty	\$ 50,000	\$ 51,500	\$ 53,046
Part-time faculty			
Graduate Assistants - 4 @ \$15,000	\$ 60,000	\$ 61,800	\$ 63,650

Clerical			
Equipment & Instructional Materials			
Library	\$ 10,000	\$ 10,300	\$ 10,600
Other Support Services			
Supplies/Printing	\$ 2,500	\$ 2,575	\$ 2,650
Travel – GA Travel (4 @ \$1,000)	\$ 4,000	\$ 4,120	\$ 4,244
Distance Technology			
Other Services (specify) – Operating	<u>\$ 2,500</u>	<u>\$ 2,575</u>	<u>\$ 2,650</u>
TOTAL	\$ 79,000	\$ 81,370	\$ 83,794
<b><u>Planned Funding Sources</u></b>			
	<u>1<sup>st</sup> Year</u>	<u>2<sup>nd</sup> Year*</u>	<u>3<sup>rd</sup> Year*</u>
New Student Tuition and Fees	\$ 78,848	\$ 78,848	\$ 78,848
New State General Revenue (10 @ \$6,058)	\$ 60,580	\$ 60,580	\$ 60,580
Redistribution of State General Revenue	---	---	---
External Grants/Contracts	---	---	---
Other Funding Sources (specify) – Redistribution of funding from Graduate School & Library –	<u>\$ 70,000</u>	<u>\$ 72,100*</u>	<u>\$ 74,263*</u>
TOTAL	\$ 209,428	\$ 211,528	\$ 213,691
*Amounts increased by 3%			

## 10. New program costs – Expenditures for the first 3 years of program operation

### a. New administrative costs

See Table Above

### b. Number of new faculty (full-time and part-time) and costs

One additional Full Time Faculty will be needed and has been secured through reallocation of a faculty line from Teacher Education to the Center for Excellence in Education

### c. New library resources and costs

None

### d. New/renovated facilities and costs

None

### e. New instructional equipment and costs

None

### f. Distance delivery costs (if applicable)

NA

### g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

See Table Above

### h. No new costs (Explain)

NA

**11. Sources of funding – Income for the first 3 years of program operation**

a. Reallocation from which department, program, etc.

See table above

b. Tuition and fees (projected number of students multiplied by tuition/fees)

See table above

c. State revenues (projected number of students multiplied by state general revenues)

See table above

d. Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

NA

**12. Organizational chart reflecting new program**

Proposed program will be housed in (department/college)

Old Organizational Chart – Appendix I

Center for Excellence in Education

New Organizational Chart to be included when approved

**13. Specialized requirements**

a. Specialized accreditation requirements for program (name of accrediting agency)

None

b. Licensure/certification requirements for student entry into the field

None

*c. Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)*

**14. Board of Trustees approval**

Provide the date that the Board approved the proposed program

Enter date...

**15. Similar Programs**

**a. List institutions offering program**

i. Proposed undergraduate program – list institutions in Arkansas

NONE

ii. Proposed master's program – list institutions in Arkansas and region

N/A

iii. Proposed doctoral program – list institutions in Arkansas, region, and nation

Appendix D

b. Why is proposed program needed if offered at other institutions in Arkansas or region?

N/A

*c. Provide a copy of the written notification to other institutions in the area of the proposed program and their responses.*

N/A



**16. Desegregation**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

NA

**17. Institutional agreements/memorandum of understanding (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A

**18. Additional information requested by ADHE staff**

Enter text...

---

## Budget Form

**Resource Requirements:**

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
<b>Staffing(Number)</b>			
Administrative/Professional	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Full-time Faculty	\$ 50,000	\$ 51,500	\$ 53,046
Part-time Faculty	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Graduate Assistants	\$ 60,000	\$ 61,800	\$ 63,650
Clerical	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Equipment &amp; Instructional Materials</b>	\$ 10,000	\$ 10,300	\$ 10,600
Library	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
<b>Other Support Services</b>			
Supplies/Printing	\$ 2,500	\$ 2,575	\$ 2,650
Travel	\$ 4000	\$ 4120	\$ 4244
Distance Technology	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Other Services (specify): Enter text...	\$ 2,500	\$ 2,575	\$ 2,659
<b>Total</b>	<b>\$ 79,000</b>	<b>\$ 81,370</b>	<b>\$ 83,794</b>

**Planned Funding Sources:**

	1 <sup>st</sup> Year (in dollars)	2 <sup>nd</sup> Year (in dollars)	3 <sup>rd</sup> year (in dollars)
New Student Tuition and Fees	\$ 78,848	\$ 78,848	\$ 78,848
New State General Revenue	\$ 60,580	\$ 60,580	\$ 60,580
Redistribution of State General Revenue	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
External Grants/Contracts	\$ Enter amount...	\$ Enter amount...	\$ Enter amount...
Other Funding Sources (specify): Enter text...	\$ 70,000	\$ 72,100	\$ 74,263

<b>Total</b>	<b>\$ 209,428</b>	<b>\$ 211,528</b>	<b>\$ 213,691</b>
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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](mailto:mmcginnis@astate.edu)

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

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

ENTER DATE...

**Department Curriculum Committee Chair**

ENTER DATE...

**COPE Chair (if applicable)**

ENTER DATE...

**Department Chair:**

ENTER DATE...

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

ENTER DATE...

**College Curriculum Committee Chair**

ENTER DATE...

**Undergraduate Curriculum Council Chair**

ENTER DATE...

**College Dean**

ENTER DATE...

**Graduate Curriculum Committee Chair**

ENTER DATE...

**Vice Chancellor for Academic Affairs**

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

[Global Perspectives in Curriculum Theory- GLED 8103]

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

[Global Perspectives in Curriculum Theory-- Global Persp in Curr Theory

|

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

Seminar

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

Letter grade

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

No

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

No

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

Global Perspectives in Curriculum Theory provides participants with the advanced knowledge of global curriculum theories and issues which influence curricular practices and instructional design. Participants gain in-depth awareness of factors involved in designing, implementing and evaluating curricular programs.

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

a. Are there any prerequisites?

None

b. Why?

This is a graduate level course

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

Spring, Summer

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

Amany Saleh, [asaleh@astate.edu](mailto:asaleh@astate.edu), 870-972-2894

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

Doctorate in Global Education

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

If yes, what course?

No

Has this course number been used in the past? No

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

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels

II. Objectives

Incorporate a global, national, and local perspectives into the curriculum;

Design and apply learning activities that promote global perspectives and initiatives

Compare various aspects of education within and across international systems;

Understand the social and theoretical underpinnings of international education systems.

Analyze and evaluate the causes and effects of curricular practices and suggest possible consequences and courses of action.

Examine personal perspectives and perspectives of others on a variety of global curriculum issues.

Participants will conduct a comparative study of curriculum theories and practices across the globe.

Participants will analyze K-20 curricula from different parts of the world in light of the major curriculum theories and ideologies.

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 provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design.

c. Student population served.

Graduate students with a Masters degree in social sciences or humanities who are interested in attaining a doctoral degree in global or international education.

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

The course is a doctoral level class and is offered to students with a Masters' degree

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.)

### Tentative Course Schedule

<b>Week</b>	<b>Title</b>	<b>Readings</b>
<b>One</b>	Introduction & Curriculum Ideologies	Handout
<b>Two</b>	Curriculum Theories and Practices	Pinar Chapters 1-5
<b>Three</b>	Multicultural Curriculum in the United States	Kirkwood Chapters 1 & 3
<b>Four</b>	Global Education and Teacher Development in the US	Kirkwood Chapters 4-6
<b>Five</b>	Global Education and Teacher Development from Russia	Kirkwood Chapters 8 & 9
<b>Six</b>	Changing Pedagogies	Kirkwood Chapters 10-13
<b>Seven</b>	Curriculum Studies from South America	Pinar- Chapters 5, 6, 9, 10, 11
<b>Eight</b>	Curriculum Studies from Central and North America and Australia	Pinar- Chapters 7, 12, 24, 25, & 27
<b>Nine</b>	Curriculum Studies From Africa	Pinar Chapters 8 & 26
<b>Ten</b>	Curriculum Studies from Developed Asian Countries	Pinar- Chapters 13, 14, 21, 22, 23, & 31
<b>Eleven</b>	Curriculum Studies from Developing Asian Countries	Pinar- Chapters 19, 32, & 34
<b>Twelve</b>	Curriculum Studies from Developed European Countries	Pinar- Chapters 16, 17, 27, 29, 33, & 36
<b>Thirteen</b>	Curriculum Studies from Developing European Countries	Pinar- Chapters 15, 18, 20, 30, & 35
<b>Fourteen</b>	Global Approaches to the Curriculum in the United States	Pinar- Chapters 37 & 38
<b>Finals</b>	Course Presentations	

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

**Reflections:** Course participants will write four journals per semester. In these journals, the participant is expected to reflect on the readings as they relate to his/her beliefs, convictions, and practices. Reflections should demonstrate a consistent effort to dialogue with self about the implications of personal thoughts and actions for progress toward goals, the nature of professional working relationships, and the need to modify personal thinking, behavior or plans. Reflections should demonstrate a discussion of relevant implications and an effort to internalize the class experiences for new insights.

**Discussion Leadership.** Each class participant will be assigned a night to lead a topic discussion of the readings. The participant is to read this part, prepare a list of essential points and questions to be the focus of class discussions. The discussion leader is to turn the list in to the instructor the night before the discussion is scheduled. Each discussion leader will, in fact, act as the instructor for the duration of this part of the course.

**Curriculum Analysis Project:** Each class participant will develop a detailed analysis of a K-20 curriculum issue/practice from a different country in light of the major curriculum theories and ideologies issue that is important to him/her. This analysis should include the following elements:

1. Identification of problem:

- a. Where is the curriculum issue/practice located?
- b. Why is it important to know more about the issue/practice?

2. Identification of question:

- a. What is (are) question(s) of the research?
- b. What are the boundaries of problem?
- c. What are the limitations of the research?

3. Identification of the theoretical and analytical frameworks:

- a. What conceptual framework the researcher will use to examine the problem/issue?

4. Evaluation

- a. What is the conclusion of the analysis?
- b. What are the implications for the research findings?

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

Enter text...

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

None

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

Incorporate a global, national, and local perspectives into the curriculum;

Design and apply learning activities that promote global perspectives and initiatives

Compare various aspects of education within and across international systems;

Understand the social and theoretical underpinnings of international education systems.

Analyze and evaluate the causes and effects of curricular practices and suggest possible consequences and courses of action.

Examine personal perspectives and perspectives of others on a variety of global curriculum issues.

Participants will conduct a comparative study of curriculum theories and practices across the globe.

Participants will analyze K-20 curricula from different parts of the world in light of the major curriculum theories and ideologies

21. Reading and writing requirements:

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

Pinar, W. (2003). *International handbook of curriculum research (Studies in curriculum theory series)*. NJ: Lawrence Erlbaum Associates Inc., Publishing.

Kirkwood-Tucker, T. F. (2009). *Visions in global education (Complicated conversation: A book series of curriculum Studies)*. N.Y.: Peter Lang Publishing Inc.

b. Number of pages of reading required per week: An average of 100-150pages per week

c. Number of pages of writing required over the course of the semester: 100 pages for all assignments

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

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience



- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

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

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

Understand the social and theoretical underpinnings of international education systems. Analyze and evaluate the causes and effects of curricular practices and suggest possible consequences and courses of action. Examine personal perspectives and perspectives of others on a variety of global curriculum issues.

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

Readings and class discussions

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

Class Discussion and reflections

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

**Outcome #2:**

Examine personal perspectives and perspectives of others on a variety of global curriculum issues and Compare various aspects of education within and across international systems

Learning Activity:

Discussion leadership assignment

Assessment Tool:

Discussions are graded using a rubric- rubric attached

**Outcome #3:**

Participants will conduct a comparative study of curriculum theories and practices across the globe. 3

Learning Activity:

Course Paper

Assessment Tool:

Rubric Evaluation is attached

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

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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

**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.

# APPENDIX A

## Page 143

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

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

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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

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

**ELFN 8783 Qualitative Research and Evaluation** Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry Prerequisites: ELFN 6773, ELFN 7773 and ELFN 7783, and admission to doctoral program

**ELFN 8793 Doctoral Seminar: Proposal Development** The study and application of research methodologies and data analysis techniques appropriate to the development of a dissertation The primary emphasis will be the completion of a dissertation proposal Prerequisites: admission to doctoral program and satisfactory completion of the comprehensive examination in Educational Leadership Special Education

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## INSERT HERE

**GLLED 8103 Global Perspectives in Curriculum Theory** provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels.

**GLLED 8203 Global Educational Politics, Economy, and Policy** Participants will be involved in an in-depth study of the different political powers that impact educational practices in different cultures. Course participants will also examine the different economical and financial systems that govern the different educational systems across the globe. The students will assess these systems' effectiveness in a global society.

**ELCI 8303 Curriculum Ideology and Instructional Design** The participants will be involved in an in-depth examination of the different curriculum development theories and their relationship to schools of psychology. Also, the participants will focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.

**GLEED 8403 Special Topic Seminar** This seminar will be offered by visiting scholars and/or campus faculty members. The course can be offered on campus or through the use of distant technology such as Skype. The focus of the course will differ based on the expertise of the visiting scholars. The course may be divided into several sections offered by different visiting faculty members.

**GLEED 8503 Education for a Global Society** The participants will examine the social, psychological, and economical aspects of several cultures and their impact on education. This course serves as a capstone course in which students will be engaged in a semester-long project. The students will assess these systems' effectiveness in a global society. Students will explore the issues related to preparing a new generation for a global society. They will prepare a vision for an education system that will address these issues.

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### **Secondary Education**

**TI 5826 Teaching Internship in the Secondary School** Culmination of the secondary education program Provides 16 weeks of directed teaching under the supervision of a qualified teacher Requires application of knowledge, skills, and demonstration of appropriate dispositions for teaching

**TISP 5826 Teaching Internship in the Secondary School (Speech Communication and Theatre)** This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes |

**Arkansas State University  
Center for Excellence in Education  
GLED 8103 Global Perspectives in Curriculum Theory**

**Instructor:** Dr. Amany Saleh  
**Office:** Smith Center 336  
**Phone:** 972-2894  
**Fax:** 972-3945  
**E-mail:** [asaleh@astate.edu](mailto:asaleh@astate.edu)  
**Web address:** <http://myweb.astate.edu/asaleh>  
**Office Hours:**

Tuesdays, Wednesdays, Fridays 1-4 and by appointment

**I. Readings:**

- Pinar, W. (2003). *International handbook of curriculum research (Studies in curriculum theory series)*. NJ: Lawrence Erlbaum Associates Inc., Publishing.
- Kirkwood-Tucker, T. F. (2009). *Visions in global education (Complicated conversation: A book series of curriculum Studies)*. N.Y.: Peter Lang Publishing Inc.

**II. Purpose of the Course:**

This course provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels.

**III. Course Objectives:**

Upon completing this course, each course participant will be able to:

1. Incorporate a global, national, and local perspectives into the curriculum;
2. Design and apply learning activities that promote global perspectives and initiatives
3. Compare various aspects of education within and across international systems;
4. Understand the social and theoretical underpinnings of international education systems.
5. Analyze and evaluate the causes and effects of curricular practices and suggest possible consequences and courses of action.
6. Examine personal perspectives and perspectives of others on a variety of global curriculum issues.
7. Participants will conduct a comparative study of curriculum theories and practices across the globe.
8. Participants will analyze K-20 curricula from different parts of the world in light of the major curriculum theories and ideologies.

**VI. Instructional Methodology:**

Various activities are utilized to increase learning and accommodate the class participants' learning styles. Power Point presentations, group discussions are among the methods used.

**VII. Evaluation of Course Objectives/Grade Determination**

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

Assignment	Due Date	Points
Class participation	Continuously	100
Discussion Leadership	Class Schedule	100
Reflections	Class Schedule	40
Curriculum Analysis	April 23	100
Project Presentation	Class Schedule	25
Total		465

**Classroom Participation.** Class attendance is mandatory. I expect you to be **on time** and prepared for each class. Consistent later arrival to class will result in point deduction from your participation grade. I expect you to participate in all class discussions. This grade includes attendance and participation in all class activities. I trust that other obligations will NOT preclude you from fulfilling your responsibilities in this class. If you plan to miss a class, please call me or e-mail me. Any absence after the first one will cost the participant a letter grade.

**Reflections:** Course participants will write four journals per semester. In these journals, the participant is expected to reflect on the readings as they relate to his/her beliefs, convictions, and practices. Reflections should demonstrate a consistent effort to dialogue with self about the implications of personal thoughts and actions for progress toward goals, the nature of professional working relationships, and the need to modify personal thinking, behavior or plans. Reflections should demonstrate a discussion of relevant implications and an effort to internalize the class experiences for new insights.

**Discussion Leadership.** Each class participant will be assigned a night to lead a topic discussion of the readings. The participant is to read this part, prepare a list of essential points and questions to be the focus of class discussions. The discussion leader is to turn the list in to the instructor the night before the discussion is scheduled. Each discussion leader will, in fact, act as the instructor for the duration of this part of the course.

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1. Identification of problem:
  - a. Where is the curriculum issue/practice located?
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2. Identification of question:
  - a. What is (are) question(s) of the research?
  - b. What are the boundaries of problem?

c. What are the limitations of the research?

3. Identification of the theoretical and analytical frameworks:

a. What conceptual framework the researcher will use to examine the problem/issue?

4. Evaluation

a. What is the conclusion of the analysis?

b. What are the implications for the research findings?

#### **VIII. Grading**

90-100% A

80-89% B

70-79% C

#### **IX. Flexibility Clause.**

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

#### **X. Disability Clause**

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

#### **XI. Academic Conduct**

All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed as indicated in the Student Handbook in the event of academic conduct. **Any work that has been submitted to another class and received credit in that class will result in a zero for the received work, no make-up will be allowed. Any plagiarized materials will result in a grade of "F" for the course!**

#### **XII. Expectations:**

**Class meetings are mandatory.** E-mail will be the main form of communication between us in addition to the class. I expect you to check your e-mail (ASU and otherwise).

**It is your own responsibility to make sure that I received your assignments. Any late assignment will result in no credit for that assignment.**

#### **XIII. Quality**

All work must be in APA style. The newest edition is the sixth edition, 2006. Use spell check and proofread!!!

#### **XIV. References**

Ackoff, R., & Greenberg, D. (2008). *Turning learning right side up*. Upper Saddle River: Pearson Education, Inc. as Wharton School Publishing.

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

Darder, A., Baltodano, M. P., & Torres, R. (2009). *The critical pedagogy reader* (2<sup>nd</sup> ed.). N. Y.: Routledge.



- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, Teachers College, Columbia University.
- Ellis, A. K. (2004). *Exemplars of curriculum theory*. Larchmont, NY: Eye on Education.
- Flinders, D. J., Thornton, S. J. (Eds.). (2009). *The curriculum studies reader* (3<sup>rd</sup> ed). N.Y: Routledge.
- Hayes-Jacobs, H. (Ed.). (2010). *Curriculum 21: Essential education for a changing world*. Virginia: ASCD
- Henderson, J. G., & Kesson, K. R. (2004). *Curriculum wisdom: Educational decisions in democratic societies*. Columbus, Ohio: Pearson-Merrill Prentice Hall.
- Henson, K. T. (2006). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform* (3<sup>rd</sup> ed.). Long Grove, IL: Waveland Press, Inc.
- Hoy, A. W., & Hoy, W. K. (2009). *Instructional Leadership: A research-based guide to learning in schools*. Needham Heights, MA: Allyn and Bacon.
- Jardine, D. W., Friesen, S., & Clifford, P. (2006). *Curriculum in abundance*. Mahwah, New York: Lawrence Erlbaum Associates, Inc.
- Jarvis, P., & Parker, S. (Eds.). (2005). *Human Learning: An holistic approach*. London, UK: Routledge: Tylor & Francis Group.
- Kelly, A. V. (2004). *The curriculum: Theory and practice* (5 ed.). London: Sage publication.
- Kunskak, C. (1998). Curriculum development: Planning, implementation, and evaluation in theory and practice. *Journal of Intensive English Studies*, 12, 75-96.
- Marshall, J. D., Sears, J. T., Anderson Allen, L., Roberts, P. A., & Schubert, W. H. (2007). *Turning points in Curriculum: A contemporary American memoir* (2<sup>nd</sup> ed.). Columbus, OH: Pearson-Merrill Prentice Hall.
- Mazurek, K., & Winzer, M. A. (2005). *Schooling around the world: Debates, Challenges, and Practices*. NY. Pearson.
- National Research Council (2001). *How people learn; Brain, mind, experience, and school*. Washington: National Academy Press. (This is online and free, individual chapters can be downloaded).
- Noddings, N. (2007). *When school reform goes wrong*. N.Y.: Teachers College Press.
- Ornstein, A. C., Pajak, E. F., & Ornstein, S. B. (2011). *Contemporary issues in curriculum* (5<sup>th</sup> ed.). Boston, MA: Pearson.
- Parkay, F. W., Anctil, E. J., Hass, G. (2006). *Curriculum planning: A contemporary approach* (8<sup>th</sup> ed.). Boston, MA: Pearson-Allyn & Bacon.
- Posner, G.J., & Rudnitsky, A. N. (2006). *Course design: A guide to curriculum development for teachers*. Boston, MA: Pearson-Allyn & Bacon.
- Sadofsky, M. & Greenberg, D. (1999). *Reflections on the Sudbury school concept*. Sudbury, MA:

Sudbury Valley School Press.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: The University of Chicago Press.

Slater Stern, B., & Kysilka, M. (2008). *Contemporary issues in curriculum*. Los Angeles, CA: Sage.

Spring, J. (2007). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Socrates to Paulo Freire* (3<sup>rd</sup> ed.). N.Y.: McGraw Hill.

Terwel, J., & Walker, D. (Eds.). (2003). *Curriculum as a shaping force: Toward a Principled approach in curriculum theory and practice*. London: Nova Science Publishers.

Wagner, T. Kegan, R., Lahey, L. Lemons, R. W., Garnier, J., Helsing, D., Howell, A., & Thurberrasmussen, H. (2006). *Change Leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey Bass.

Welner, K., Hinchey, P., Molnar, A., & Weitzman, D. (2010). *Think tank research quality: Lessons for policymakers, the media, and the public*. Charlotte, NC: Information Age Press Inc.

Wiles, J., & Bondi, J. (2007). *Curriculum Development: A guide to practice*. Columbus, OH: Pearson-Merrill Prentice Hall.

## Tentative Course Schedule

<b>Week</b>	<b>Title</b>	<b>Readings</b>
<b>One</b>	Introduction & Curriculum Ideologies	Handout
<b>Two</b>	Curriculum Theories and Practices	Pinar Chapters 1-5
<b>Three</b>	Multicultural Curriculum in the United States	Kirkwood Chapters 1 & 3
<b>Four</b>	Global Education and Teacher Development in the US	Kirkwood Chapters 4-6
<b>Five</b>	Global Education and Teacher Development from Russia	Kirkwood Chapters 8 & 9
<b>Six</b>	Changing Pedagogies	Kirkwood Chapters 10-13
<b>Seven</b>	Curriculum Studies from South America	Pinar- Chapters 5, 6, 9, 10, 11
<b>Eight</b>	Curriculum Studies from Central and North America and Australia	Pinar- Chapters 7, 12, 24, 25, & 27
<b>Nine</b>	Curriculum Studies From Africa	Pinar Chapters 8 & 26
<b>Ten</b>	Curriculum Studies from Developed Asian Countries	Pinar- Chapters 13, 14, 21, 22, 23, & 31
<b>Eleven</b>	Curriculum Studies from Developing Asian Countries	Pinar- Chapters 19, 32, & 34
<b>Twelve</b>	Curriculum Studies from Developed European Countries	Pinar- Chapters 16, 17, 27, 29, 33, & 36
<b>Thirteen</b>	Curriculum Studies from Developing European Countries	Pinar- Chapters 15, 18, 20, 30, & 35
<b>Fourteen</b>	Global Approaches to the Curriculum in the United States	Pinar- Chapters 37 & 38
<b>Finals</b>	Course Presentations	

## Reflective Journal Rubric

The reflections are evaluated according to the effectiveness, insights, and in-depth analysis used to discuss the issues. The reflections should be about 3-4 pages in length each and must address the following questions:

- What are the central issue/problem(s) addressed in the readings?
- What are the main theoretical and methodological strengths or weaknesses of each reading in presenting the issues/problems?
- What is the specific value (or lack thereof) of addressing these issues in comparative literature to the field of education?

Criteria	Excellent 9-10	Good 7-8	Average 6	Below Average <6
Content	<p>The journal fully addresses the components/topics covered and/or knowledge gained from the readings.</p> <p>The journal reflects an understanding of the multiple perspectives, context when interpreting ideas.</p> <p>The journal includes a full discussion of 'lessons learned' from readings and insights that lead to understanding of important issues or raising of new questions</p> <p>The journal reflects a personal growth and awareness of issues discussed in the readings</p>	<p>The journal closely relates to topics covered and/or knowledge gained from readings.</p> <p>The journal includes an explicit discussion of readings' content with evidence of personal connection and insights of personal growth.</p> <p>The journal explores how the future will be impacted by ideas offered in the readings or poses questions that need to be pursued further to better understand the issues.</p> <p>The journal conveys evidence of a personal response to the issues raised in the readings.</p>	<p>The journal barely relates to topics covered and/or knowledge gained from readings.</p> <p>The journal includes superficial discussion of ideas of the readings with little evidence of personal connections or insights for implications for the future.</p> <p>The journal conveys little evidence of a personal response to the issues/concepts raised in the readings.</p>	<p>The journal does not relate to topics covered and/or knowledge gained from readings.</p> <p>No new insights. No linking of personal experience and class readings. No evidence of personal growth/insight.</p> <p>No discussion of unanswered questions that need to be pursued or insights for the future.</p> <p>The journal demonstrates that no personal response is made to the issues/concepts raised in the readings.</p>
Organization	Ideas are clearly and eloquently stated in a well organized, fluent fashion	Ideas are clearly made in an easy to follow and logically organized fashion. Writing may be awkward but errors do not inhibit comprehension.	Main ideas can be identified, but weak organization, poor use of paragraphs, and some mechanical errors get in way of comprehension	Difficult to follow main ideas due to lack of organization, grammar, punctuation, and spelling mistakes.
Writing Style	The journal has a high standard of writing quality with no grammatical or other writing errors	The Journal is well written with no more than two grammatical or other writing errors	The journal has an average length with 3-5 grammatical or other writing errors	The journal is not long enough with more than 5 grammatical or other writing errors

**Curriculum and Instruction  
Discussion Leadership Assignment  
Grading Rubric**

<b>Performance Assessment</b>	<b>Grade</b>
<p>The discussion is rich in content  The information clearly relates to the main topic and adds new concepts  The discussion is full of thoughts and insights  The discussion is strongly supported by research  Examples are used to support the main idea  The discussion strongly exhibit evidence of reflection  The discussion has a real connection to school practices  Clearly articulated and rich implications of the ideas expressed in the discussion  The ideas are discussed in depth and in great details  The leader encourages and facilitates interaction among class members</p>	90-100
<p>The discussion introduces essential information  The information relates to the main topic  The discussion has evidence of thought and insight  The discussion is moderately supported by research  The discussion exhibits evidence of reflection  The discussion has some connections to school practices  Some articulated implications of the ideas expressed in the discussion  The ideas are discussed in some details  The leader facilitates interaction among class members</p>	80-89
<p>The discussion introduces commonplace information  The discussion has superficial thought and insight  The discussion is weakly supported by research  The discussion has weak connections to school practices  Weak implications of the ideas expressed in the discussion  The ideas are poorly articulated  The leader fails to encourage interaction among class members</p>	70-79
<p>The discussion covers rudimentary information  The discussion has no thought nor insight  The discussion is not supported by research  The discussion has no connections to school practices  The discussion lacks implications of the ideas expressed  No new ideas  No meaningful discussion of the ideas takes place among class members</p>	<70

## Curriculum Project Grading Rubric

Each class participant will be asked to choose a district-wide curriculum program such as Reading First or Saxon Math., etc. to be the focus of his/her action research. The participant is to conduct a very detailed, in depth analysis of the program. In this analysis the participant must evaluate the program and its fit to his/her district. All argument must be supported by the literature. The literature must be recent. Each participant will share his/her research findings in the form of a PowerPoint with the rest of the class.

	<b>Thesis/Problem/Question</b>	<b>Literature Review</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Documentation</b>	<b>Project/Process</b>
90-100 Exemplary	Student posed a thoughtful, creative question that engaged the reader in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area. The thesis is very comprehensive and addresses many elements of the curriculum design process.	Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included. All sources are recent (last seven years)	Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence.	Student developed appropriate structure for communicating ideas and incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student documented all sources according to APA style. Sources are properly cited, both in-text and on bibliography. Documentation is error-free.	Student effectively and creatively conveyed his/her conclusions and demonstrated thorough, effective research techniques. Project displayed creativity and originality. The project is well written and error free.
75-89 Acceptable	Student posed a focused question involving the reader in challenging	Student gathered information from a	Student project showed good	Student logically organized the project and	Student documented sources with some care,	Student effectively communicated the results of

	research.	variety of relevant sources-- print and electronic	effort was made in analyzing the evidence collected	made good connections among ideas	Sources are cited, both in-text and in Bibliography. Few errors noted.	research to the reader.
65-79 Moderate	Student constructed a question that lends itself to readily available answers	Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student could have put greater effort into organizing the product	Student needed to use greater care in documenting sources. Documentation was poorly constructed.	Student needed to work on communicating ideas more effectively.
<64 Weak	Student developed a question requiring little creative thought.	Student gathered information that lacked relevance, quality, depth and balance.	Student's conclusions simply involved restating information. Conclusions were not supported by evidence.	Student's work is not logically or effectively structured.	Absent documentation	Student showed little evidence of thoughtful research. Project does not effectively communicate research findings.

Modified from <http://www.sdst.org/shs/library/resrub.html>

# 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](mailto:mmcginnis@astate.edu)

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

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

ENTER DATE...

**Department Curriculum Committee Chair**

ENTER DATE...

**COPE Chair (if applicable)**

ENTER DATE...

**Department Chair:**

ENTER DATE...

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

ENTER DATE...

**College Curriculum Committee Chair**

ENTER DATE...

**Undergraduate Curriculum Council Chair**

ENTER DATE...

**College Dean**

ENTER DATE...

**Graduate Curriculum Committee Chair**

ENTER DATE...

**Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
Global Educational Economics, Politics, and Policy- GLED 8203

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

Global Educational Economics, Politics, and Policy-- Global Ed Economics and Policy



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

Seminar

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

Letter grade

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

No

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

No

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

Course participants will conduct an in-depth study of different political powers that impact educational practices in diverse cultures. Participants will examine different economical and financial systems that govern educational systems and assess these systems' effectiveness in a global society.

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

a. Are there any prerequisites?

None

b. Why?

This course is a graduate level course

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

Spring

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

Amany Saleh, [asaleh@astate.edu](mailto:asaleh@astate.edu), 870-972-2894

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

Doctorate in Global Education

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

If yes, what course?

No

Has this course number been used in the past? No

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

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

Course participants will gain better understanding of the political and economical factors that impact educational policies in a global world through the following processes:

1. Gaining knowledge of the terminology and basic functions of the political process as it relates to the development of educational policies,
2. Understanding and using a systematic approach to analyze educational policies that influence school practices,
3. Gaining knowledge of the political and economical issues that influence the culture of different educational systems,
4. Understanding the challenges that face educators in a global educational system,
5. Using alternative political and economical conceptual frameworks to explain a variety of educational policies practices,
6. Applying political and economical frameworks to evaluate policy issues.

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 provides students with the advanced knowledge of economical, political and social issues that govern educational policies around the globe.

c. Student population served.

Graduate students with a Masters degree in social sciences or humanities and are interested in attaining a doctoral degree in global or international education.

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

The course is a doctoral level class and is offered to students with a Masters' degree

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.)

Tentative Course Schedule		
Week	TITLE	Readings
<b>One</b>	Introduction	
<b>Two</b>	Theoretical Framework for Researching Educational Policies	Verger- Chapters 1 & 2 Apple-Chapters 1& 2
<b>Three</b>	Stakeholders/Key Players of International Educational Policies	Verger –Chapters 3-5 Meyer- Chapters 1-2
<b>Four</b>	The New Reference Society in International Education	Meyer- Chapters 3-6
<b>Five</b>	Challenges to International Education and Human Development	Apple -Chapters 3-6
<b>Six</b>	Marginalized Communities and Education	Wiggan- Chapters 3-6
<b>Seven</b>	Education Return on Investment	Wiggan0 Chapters-7-11
<b>Eight</b>	Paying the Price for Global Education	Wiggan- Chapters 1& 2
<b>Nine</b>	Inclusive Education	Wiggan-Chapters 12-17
<b>Ten</b>	Case Studies	Verger- Chapters 6-12
<b>Eleven</b>	Creating New Realities for Global Education	Verger- Chapters 13 & 14
<b>Twelve</b>	Chartering New Directions in Global Education	Handouts
<b>Thirteen</b>	Summary	Handouts
<b>Fourteen</b>	Course Presentations	
<b>Finals</b>	Course Presentations	

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

**Article Critique** Each course participant will choose an article that covers empirical research, conceptual framework or an evaluation of an educational policy published in the last five years in a professional journal to critique. The critique should include one or two paragraphs summarizing the article. Additional paragraphs should explain the significance of the ideas presented in the article and how they contribute to the field of global education. The review should not exceed 500 words in length and should follow APA style. A copy of the article to be reviewed should accompany the review.

**Group Analysis Project** Course participants will work in small groups to produce an educational policy analysis paper. The group will also make a short presentation of the analysis project. The paper should be 10-12 pages in length. The paper and presentation should be organized in the following fashion:

1. Introduction of the policy
2. Policy background
3. Economical, political, social, and or cultural issues involved in the policy
4. Involved policy stakeholders
5. Global impact of the policy
6. Support of the research
7. Evaluation of the policy
8. References

**Course Paper:** Participants will prepare a research paper, approximately 12-point type, 10-12 pages in APA style. The page count is exclusive of the title page, abstract, and references. References should include no less than eight recent, scholarly articles or books. The topic of the paper will examine an educational practice in K-12 or higher education in light of the political and economical factors that impact such practice

The paper should focus on the following organizational four questions:

1. What is the educational practice or issue to be addressed?
2. What is the significance of studying the topic?
3. What are the underlying reasons behind the practice, trend or issue discussed?
4. What are the implications for the future of this issue in education from a global perspective?

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

Enter text...

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

None

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

7.

Gaining knowledge of the terminology and basic functions of the political process as it relates to the development of educational policies,

Understanding and using a systematic approach to analyze educational policies that influence school practices,

Gaining knowledge of the political and economical issues that influence the culture of different educational systems,

Understanding the challenges that face educators in a global educational system,

Using alternative political and economical conceptual frameworks to explain a variety of educational policies practices, and

Applying political and economical frameworks to evaluate policy issues

21. Reading and writing requirements:

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

Apple, M. (2009). Global crisis, social justice, and education. N.Y: Routledge.

Meyer, H-D, & Benavot, A. (Eds.). (2013). PISA, power, and Policy: The emergence of global educational governance. Oxford: Symposium Books.

Verger, A., Altinyelken, H.K., & Vovelli, M. (Eds.). (2012). Global education, policy, and International development: New agendas, issues, and policies. London: Bloomburg Academics.

Wiggan, G. A., & Hutchison, C. B. (Eds.). (2009). Global issues in education: Pedagogy, policy, practice, and the minority experiment. Plymouth: UK: Rowman & Little field Education.

b. Number of pages of reading required per week: An average of 100-150pages per week

c. Number of pages of writing required over the course of the semester: 100 pages for all assignments

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

Collaborative assignments

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

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

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)  
Gaining knowledge of the terminology and basic functions of the political process as it relates to the development of educational policies.

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)  
Class Discussion- Grading rubric attached

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

**Outcome #2:**

Understanding and using a systematic approach to analyze educational policies that influence school practices

Learning Activity:  
Group Analysis Project

Assessment Tool:  
Rubric Evaluation attached

**Outcome #3:**

Using alternative political and economical conceptual frameworks to explain a variety of educational policies practices and applying political and economical frameworks to evaluate policy issues 3

Learning Activity:  
Course Paper

Assessment Tool:  
Rubric Evaluation Attached

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

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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

**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.

# APPENDIX A

## Page 143

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

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

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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

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

**ELFN 8783 Qualitative Research and Evaluation** Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry Prerequisites: ELFN 6773, ELFN 7773 and ELFN 7783, and admission to doctoral program

**ELFN 8793 Doctoral Seminar: Proposal Development** The study and application of research methodologies and data analysis techniques appropriate to the development of a dissertation The primary emphasis will be the completion of a dissertation proposal Prerequisites: admission to doctoral program and satisfactory completion of the comprehensive examination in Educational Leadership Special Education

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## INSERT HERE

**GLLED 8103 Global Perspectives in Curriculum Theory** provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels.

**GLLED 8203 Global Educational Politics, Economy, and Policy** Participants will be involved in an in-depth study of the different political powers that impact educational practices in different cultures. Course participants will also examine the different economical and financial systems that govern the different educational systems across the globe. The students will assess these systems' effectiveness in a global society.

**ELCI 8303 Curriculum Ideology and Instructional Design** The participants will be involved in an in-depth examination of the different curriculum development theories and their relationship to schools of psychology. Also, the participants will focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.



**GLEED 8403 Special Topic Seminar** This seminar will be offered by visiting scholars and/or campus faculty members. The course can be offered on campus or through the use of distant technology such as Skype. The focus of the course will differ based on the expertise of the visiting scholars. The course may be divided into several sections offered by different visiting faculty members.

**GLEED 8503 Education for a Global Society** The participants will examine the social, psychological, and economical aspects of several cultures and their impact on education. This course serves as a capstone course in which students will be engaged in a semester-long project. The students will assess these systems' effectiveness in a global society. Students will explore the issues related to preparing a new generation for a global society. They will prepare a vision for an education system that will address these issues.

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### **Secondary Education**

**TI 5826 Teaching Internship in the Secondary School** Culmination of the secondary education program Provides 16 weeks of directed teaching under the supervision of a qualified teacher Requires application of knowledge, skills, and demonstration of appropriate dispositions for teaching

**TISP 5826 Teaching Internship in the Secondary School (Speech Communication and Theatre)** This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes

## Arkansas State University

### GLEED 8203 Global Educational Economics, Politics, and Policy

#### **I. Information**

**Instructor: Dr. Leah Saal**

#### **II. Texts:**

Apple, M. (2009). *Global crisis, social justice, and education*. N.Y: Routledge.

Meyer, H-D, & Benavot, A. (Eds.). (2013). *PISA, power, and Policy: The emergence of global educational governance*. Oxford: Symposium Books.

Verger, A., Altinyelken, H.K., & Vovelli, M. (Eds.). (2012). *Global education, policy, and International development: New agendas, issues, and policies*. London: Bloomburg Academics.

Wiggan, G. A., & Hutchison, C. B. (Eds.). (2009). *Global issues in education: Pedagogy, policy, practice, and the minority experiment*. Plymouth: UK: Rowman & Little field Education.

#### **III. Purpose of the Course:**

This course offers participants an overview of the political and economical factors that influence educational policies across the globe. The course participants examine the political powers that impact educational practices in all school levels in different cultures. They will also study the global elements that influence education such PISA, the Bologna Agreement, online education, International Certificates, Immigration laws, etc.

#### **IV. Course Objectives:**

Course participants will gain better understanding of the political and economical factors that impact educational policies in a global world through the following processes:

1. Gaining knowledge of the terminology and basic functions of the political process as it relates to the development of educational policies,
2. Understanding and using a systematic approach to analyze educational policies that influence school practices,
3. Gaining knowledge of the political and economical issues that influence the culture of different educational systems,
4. Understanding the challenges that face educators in a global educational system,

5. Using alternative political and economical conceptual frameworks to explain a variety of educational policies practices,
6. Applying political and economical frameworks to evaluate policy issues.

## V. Course Requirements And Evaluation

**Class Attendance and Participation** Each class member is expected to come to every class session prepared by reading the materials and remain engaged in the discussions. **Your grade will depend not only on your attendance, but your level of participation and commitment.** Each class member is allowed one excused absence per semester (Excused absences are granted for emergencies and do not include work duties such as meetings, PTAs; family obligations such attending children's practices, camps; or illnesses such as headaches). Any additional missed classes will result in one letter grade deduction.

**Article Critique** Each course participant will choose an article that covers empirical research, conceptual framework or an evaluation of an educational policy published in the last five years in a professional journal to critique. The critique should include one or two paragraphs summarizing the article. Additional paragraphs should explain the significance of the ideas presented in the article and how they contribute to the field of global education. The review should not exceed 500 words in length and should follow APA style. A copy of the article to be reviewed should accompany the review.

**Group Analysis Project** Course participants will work in small groups to produce an educational policy analysis paper. The group will also make a short presentation of the analysis project. The paper should be 10-12 pages in length. The paper and presentation should be organized in the following fashion:

1. Introduction of the policy
2. Policy background
3. Economical, political, social, and or cultural issues involved in the policy
4. Involved policy stakeholders
5. Global impact of the policy
6. Support of the research
7. Evaluation of the policy
8. References

**Course Paper:** Participants will prepare a research paper, approximately 12-point type, 10-12 pages in APA style. The page count is exclusive of the title page, abstract, and references. References should include no less than eight recent, scholarly articles or books. The topic of the paper will examine an educational practice in K-12 or higher education in light of the political and economical factors that impact such practice

The paper should focus on the following organizational four questions:

1. What is the educational practice or issue to be addressed?
2. What is the significance of studying the topic?
3. What are the underlying reasons behind the practice, trend or issue discussed?

4. What are the implications for the future of this issue in education from a global perspective?

Assignment	Due Date	Possible Points
<b>Class attendance and Participation</b>	<b>Continuously</b>	<b>100</b>
<b>Article Critique</b>	<b>March 15<sup>th</sup></b>	<b>100</b>
<b>Course Paper</b>	<b>April 24<sup>th</sup></b>	<b>100</b>
<b>Group Analysis Project</b>	<b>April 17<sup>th</sup></b>	<b>100</b>
<b>Presentation</b>	<b>Indicated on Class Calendar</b>	<b>25</b>
<b>Total</b>		<b>425</b>

#### **VI. Grading**

90-100%	A
80-89%	B
70-79%	C

#### **VII. Flexibility Clause**

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

#### **VIII. Academic Conduct**

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

#### **IX. Disability Clause**

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

## **X. Quality**

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

## **XI. References:**

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

Apple, M W. (1996). *Cultural politics and education*. N.Y. :Teachers College Press.

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

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

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

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

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

Groccia, J. E., Alsudairi, M.A.T., Buskist, W. (Eds.). (2012). *The handbook of college and university teaching: A global perspective*. Los Angeles, CA: Sage Publishing.

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

Hopson, R. K., Yeakey, C. C., Boakari, F. M. (Eds.). (2008). *Power, voice and the public good: Schooling and education in global societies*. Bingley: UK: Emerald Group Publishing limited.

Jarvis, P. (2007). *Globalisation, lifelong learning and the learning society: Sociological perspectives*. N.Y: Routledge.

Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (eds.).(2006). *Education, globalization, and social change*. Oxford, N. Y.: Oxford University Press.

Mazurek, K. Winzer, M. A. (2005). *Schooling around the world; Debates, Challenges and practices*. Boston, MA: Allyn & Bacon.

- Monkman, K. (2000). *Globalization and education: Integration and contestation across cultures*. Lanham, MD: Rowman & Littlefield Publishers.
- Moran, R. T., Harris, P., Moran, S. V. (2007). *Managing cultural differences: Global leadership strategies for the 21<sup>st</sup> Century (7<sup>th</sup> ed.)*. Oxford, UK: Elsevier, Inc.
- Olssen, M., Codd, J. A., & O'Neill, A.M. (2004). *Education policy: globalization, citizenship and democracy*. Thousand Oaks, CA: Sage Publications.
- Nelles, W. (2003). *Comparative education, terrorism, and human security: From critical pedagogy to peace building*. N.Y.: Palgrave MacMillan.
- Paulston, R. (ed.). (2000). *Social cartography: Mapping ways of seeing social and educational change*. N.Y.: Garland.
- Spring, J. (2008). *Globalization of education (Sociocultural, political, and historical studies in education)*. N.Y.: Routledge
- Steiner-Khamsi, G. (Ed.). (2004). *The global politics of educational borrowing and lending*. N.Y.: Teachers' College Press.
- Stromquist, N. P. (2002). *Education in a globalized world: The connectivity of power, technology, and knowledge*. Lanham, MD: Rowman & Littlefield Publishers.
- Swiniarski, L. B., Breitborde, M.L. (2003). *Educating the global village: Including the child in the world (2<sup>nd</sup> ed.)*. Upper Saddle River, N.J: Merrill Prentice Hall.
- Zajda, J. (2010). *Global pedagogies: Schooling for the future (Globalization, comparative education, and policy research)*. Provo, UT: Springer.

<b>Tentative Course Schedule</b>		
<b>Week</b>	<b>TITLE</b>	<b>Readings</b>
<b>One</b>	Introduction	
<b>Two</b>	Theoretical Framework for Researching Educational Policies	Verger- Chapters 1 & 2 Apple-Chapters 1& 2
<b>Three</b>	Stakeholders/Key Players of International Educational Policies	Verger –Chapters 3-5 Meyer- Chapters 1-2
<b>Four</b>	The New Reference Society in International Education	Meyer- Chapters 3-6
<b>Five</b>	Challenges to International Education and Human Development	Apple -Chapters 3-6
<b>Six</b>	Marginalized Communities and Education	Wiggan- Chapters 3-6
<b>Seven</b>	Education Return on Investment	Wiggan0 Chapters-7-11
<b>Eight</b>	Paying the Price for Global Education	Wiggan- Chapters 1& 2
<b>Nine</b>	Inclusive Education	Wiggan-Chapters 12-17
<b>Ten</b>	Case Studies	Verger- Chapters 6-12
<b>Eleven</b>	Creating New Realities for Global Education	Verger- Chapters 13 & 14
<b>Twelve</b>	Chartering New Directions in Global Education	Handouts
<b>Thirteen</b>	Summary	Handouts
<b>Fourteen</b>	Course Presentations	
<b>Fifteen</b>	Course Presentations	

# 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](mailto:mmcginnis@astate.edu)

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

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

**Department Curriculum Committee Chair**

**COPE Chair (if applicable)**

**Department Chair:**

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

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
Curriculum Ideology and Instructional Design – ELCI 8303

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

Curriculum Ideology and Instructional Design---- Curriculum Ideology and Design



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

Seminar

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

Letter grade

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

No

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

No

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

This course provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs.

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

a. Are there any prerequisites?

None

b. Why?

This course is a graduate course

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

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

Amany Saleh, [asaleh@astate.edu](mailto:asaleh@astate.edu), 870-972-2894

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

Doctorate in Global Education

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

If yes, what course?

No

Has this course number been used in the past? No

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

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

This is a doctoral course in education which will provide students with the theoretical foundational knowledge in curriculum studies.

Course objectives:

1. Participants will be familiar with the current trends in curriculum development.
2. Participants will gain an understanding of the historical perspective of the curriculum ideologies.
3. Participants will be able to evaluate current curricular practices in light of the recent changes in the education field.
4. Participants will gain an awareness of the learning theories underpinning current curriculum practices.

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 provides students with the advanced knowledge of curriculum theories and instructional methods which will enhance their abilities to serve students in a global society.

c. Student population served.

Graduate students with a Masters degree in social sciences or humanities and are interested in attaining a doctoral degree in global or international education.

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

The course is a doctoral level class and is offered to students with a Masters' degree

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	Topic	Readings	Assignment due
1	Overview of the course Syllabus		
2	The Purpose of Education	<b>Brighouse</b>	
3	Curriculum Ideologies Introduction	<b>Schiro -Chapter 1</b>	
4	Curriculum Ideologies Academics & Social	<b>Schiro- Chapters 2 &amp; 3</b>	
5	Curriculum Ideologies Humanist & Reconstructionst	<b>Schiro- Chapters 4 &amp; 5</b>	<b>First Reflection</b>
6	Curriculum Ideologies Comparative analysis & reflections	<b>Schiro -Chapters 6 &amp; 7</b>	
7	The Curriculum Cultures	<b>Joseph- Chapters 1 &amp; 2</b>	<b>TTP</b>
8	Reculturing the Curriculum	<b>Joseph- Chapters 3 &amp; 4</b>	<b>Second Reflection</b>

9	Curricular Understanding	<b>Joseph -Chapters 5 &amp; 6</b>	
10	Purposeful Curriculum	<b>Joseph- Chapters 7, 8 &amp; 9</b>	<b>Third Reflection</b>
11	Reflections on the Purpose of the Curriculum	<b>Joseph -Chapters 10, 11, &amp; 12</b>	
12	Adult Learning	<b>Merriam Chapters 1-3</b>	<b>TTP</b>
13	Brain Research & Learning Learning in the 21 Century	<b>Merriam 4 &amp; 5, 6, 7 &amp; 9</b>	<b>Fourth Reflection</b>
14	Class Presentations		<b>Project is due</b>
Finals	Class Presentations		

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

**Reflections:** Course participants will write four journals per semester. In these journals, the participant is expected to reflect on the readings as they relate to his/her beliefs, convictions, and practices. Reflections should demonstrate a consistent effort to dialogue with self about the implications of personal thoughts and actions for progress toward goals, the nature of professional working relationships, and the need to modify personal thinking, behavior or plans. Reflections should demonstrate a discussion of relevant implications and an effort to internalize the class experiences for new insights.

**Discussion Leadership.** Each class participant will be assigned a night to lead a topic discussion of the readings. The participant is to read this part, prepare a list of essential points and questions to be the focus of class discussions. The discussion leader is to turn the list in to the instructor the night before the discussion is scheduled. Each discussion leader will, in fact, act as the instructor for the duration of this part of the course.

**Think Tank Project.** In this project, each participant will review reports from think tanks regarding curricular practices and educational policy. Each participant will choose to review a particular Think Tank paper, the corresponding Think Tank Review. The participant then will write a critical review of the TT and TTR, discussing the ideas in light of the class discussion and readings.

**Course Curriculum Analysis Assignment:** Each participant will select a course syllabus/outline of his/her choosing to write a detailed analysis report. The report should be no longer than five pages long. The report should address the following Questions:

1. What is the name and level of the course?
2. What is the purpose of the course?
3. What are the objectives of the course?
4. What issues/topics are addressed in the course?
5. Do the course readings help students realize the course objectives?
6. What is the nature of the course assignments?
7. What is the ideology of the Instructor, as reflected in the readings selection and assignments? Why?
8. Do the readings and assignments reflect the "Learned Society" guidelines?
9. Do readings and assignments address the community's needs?
10. If you are teaching this course, what would you do differently? Why?

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

Enter text...

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

None

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

1. The course participants gain an advanced knowledge of curriculum theories and issues which influence curricular practices.

2. Course participants gain an in depth awareness of factors involved in designing, implementing and evaluating curricular programs.

3. Participants gain an awareness of the wide range of curricular options available for educators from all levels.

4. Participants focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.

21. Reading and writing requirements:

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

Brighouse, H. (2006). *On education: Thinking in action*. London, GB: Routledge.

Joseph, P. B. (2010). *Cultures of curriculum* (2<sup>nd</sup> ed.). London, GB: Routledge.

Merriam, B., S. (Ed). (2008). *Third update on adult learning theory: New directions for adults and continuing education*. N.Y: Jossey Bass

Schiro, M. S. (2012) *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles, CA: Sage.

b. Number of pages of reading required per week: An average of 100-150pages per week

c. Number of pages of writing required over the course of the semester: 100 pages for all assignments

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

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

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

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

The course participants gain an advanced knowledge of curriculum theories and issues which influence curricular practices.

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

Readings, class and discussions,

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

Reflections

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

**Outcome #2:**

Course participants gain an in depth awareness of factors involved in designing, implementing and evaluating curricular programs

Learning Activity:

Think Tank Papers

Assessment Tool:

Rubric Evaluation attached

**Outcome #3:**

3. Participants gain an awareness of the wide range of curricular options available for educators from all levels.

Learning Activity:

Curriculum Analysis Paper

Assessment Tool:

Rubric Evaluation Attached

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

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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

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

# APPENDIX A

Choose two below...

ELCI 6083 Supervision & Evaluation of Teaching

ELAD 6063 Curriculum Management

ELAD 6003 School & Comm. Relations

ELAD 6326 Elementary Curriculum

ELCI 6423 Middle School Curriculum

ELCI 6523 Sec. School Curriculum

**Cognate/Electives (21 hrs)**

ELAD 7063 Educational Facilities ELAD 7013 School Personnel Administration

ELAD 7103 School District Admin. ELAD 7023 School Business Management

ELAD 6423 Special Education Law ELAD 7033 Contemporary Issues

ELAD 6593 Supervised Internship ELCI 6583 Evaluation of Programs/Systems

ELCI 7523 Curriculum Theory/Practice

**Minimum hours required for this program: 99**

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# Insert Here

## Doctorate in Global Education

### Purpose of the Degree

*The Global Education Program (GEP)* is designed to provide graduates with the necessary skills to successfully navigate a diverse world. The program aids graduates to become globally informed, concerned educators. GEP presents graduates with the global perspectives of education which better prepare them for the 21<sup>st</sup> Century. The program meets the needs of educators who are interested in pursuing a doctoral degree focused on global educational studies and advanced research. Program graduates are expected to pursue positions in fields such as: higher education teaching, public schools in the United States and abroad, government, educational policy, government, educational policy, Non-Governmental Organizations (NGO), Non-Profit Organizations, curriculum design, and educational institutions leadership.

### Program of Study

The Ph. D. program in Global Education consists of a minimum of 60 course credit hours at the graduate level (Beyond the Masters Degree). The program will have a common global theme that links the different courses to better prepare graduates to participate and lead the education field in a global society. Each

course has a research focus which helps program graduates become experienced researchers in educational inquiry methods.

**I. Global Education Core:**

The global education core consists of 21 credit hours. The core explores issues related to education in the 21<sup>st</sup> Century.

**II. Research Core:**

The research core is a minimum of 12-14 credit hours. The research core focuses on research methods, social inquiry techniques, and technical writing. Pre-requisite ELFN 6773

**III. Specialized Electives:**

The program participants choose a minimum of 15 credit hours from a core of a pre- approved list of elective courses that are offered from other departments/colleges across campus. Academic advisor must approve all courses

**I. Core Global Cognate: (21 hours)**

ELAD 8243	Epistemology, Learning and Pedagogy
GLED 8103	Global Perspectives in Curriculum
GLED 8203	Global Educational Politics, Economics, and Policy
ELCI 8303	Curriculum Ideology and Instructional Design
ELAD 8343	Comparative Education
GLED 8403	Special Topic Seminar
GLED 8503	Education for a Global Society (Capstone Course)

**II. Research Cognate (12-14 hours)**

ELFN 6773	Introduction of Statistics and Research (Pre-Requisite)
ELAD 8473	Advanced Educational Research
ELFN 8483	Advanced Educational Statistics
ELFN 8783	Qualitative Research and Evaluation
ELAD 8431	Experimental Research Design
ELAD 8411	Succeeding in the Ph.D. Program
ELFN 8753	Multivariate Analysis
ELFN 8773	Educational Research and Evaluation
ELAD 8421	Designing Surveys

**III. Specialized Cognate/Electives: (15 hours- Advisor must approve all courses )**



## **History**

HIST 6273	Global History Perspectives
HIST 6513	Theory and Practice of Global History
HIST 6273	Global Heritage Issues
HIST 6273	Global Environmental History
HIST 6273	Identity, Race, and Gender

## **Education**

ELAD 8053	Perspectives on an Academic Career in Higher Education
ELFN 6773	Philosophies of Education
ELAD 6323	Organization & Governance of Higher Education

## **Business**

IBS 6593	Global Strategic Initiatives
IBS 6293	Seminar in International Corporate Social Responsibility
IBS 6143	Seminar in International Human Resources Management

## **Sociology**

SOC 6423	Seminar in Race, Gender, & Class
SOC 6383	Advanced Data Analysis
SOC 5273	Population and Demography
SOC 6213	Sociology of Education

## **Political Sciences**

POSC 5223	Middle Eastern Political Systems
POSC 6223	Seminar in Comparative Politics
POSC 6213	Major Asian Political Systems
POSC6333	International Relations Theory
POSC 6313	Contemporary International Relations
POSC 5313	International Organizations
POSC 6343	Environment and World Politics
POSC 6323	Revolutions and Foreign Policy

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

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

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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

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

**ELFN 8783 Qualitative Research and Evaluation** Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry Prerequisites: ELFN 6773, ELFN 7773 and ELFN 7783, and admission to doctoral program

**ELFN 8793 Doctoral Seminar: Proposal Development** The study and application of research methodologies and data analysis techniques appropriate to the development of a dissertation The primary emphasis will be the completion of a dissertation proposal Prerequisites: admission to doctoral program and satisfactory completion of the comprehensive examination in Educational Leadership Special Education

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## INSERT HERE

**GLEED 8103 Global Perspectives in Curriculum Theory** provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels.

**GLEED 8203 Global Educational Politics, Economy, and Policy** Participants will be involved in an in-depth study of the different political powers that impact educational practices in different cultures. Course participants will also examine the different economical and financial systems that govern the different educational systems across the globe. The students will assess these systems' effectiveness in a global society.

**ELCI 8303 Curriculum Ideology and Instructional Design** The participants will be involved in an in-depth examination of the different curriculum development theories and their relationship to schools of psychology.

Also, the participants will focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.

**GLEED 8403 Special Topic Seminar** This seminar will be offered by visiting scholars and/or campus faculty members. The course can be offered on campus or through the use of distant technology such as Skype. The focus of the course will differ based on the expertise of the visiting scholars. The course may be divided into several sections offered by different visiting faculty members.

**GLEED 8503 Education for a Global Society** The participants will examine the social, psychological, and economical aspects of several cultures and their impact on education. This course serves as a capstone course in which students will be engaged in a semester-long project. The students will assess these systems' effectiveness in a global society. Students will explore the issues related to preparing a new generation for a global society. They will prepare a vision for an education system that will address these issues.

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## Secondary Education

**TI 5826 Teaching Internship in the Secondary School** Culmination of the secondary education program Provides 16 weeks of directed teaching under the supervision of a qualified teacher Requires application of knowledge, skills, and demonstration of appropriate dispositions for teaching

**TISP 5826 Teaching Internship in the Secondary School (Speech Communication and Theatre)** This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes

**Arkansas State University  
Center for Excellence in Education  
ELCI 8303 Curriculum Ideology and Instructional Design**

**I. Contact Information**

**Instructor:** Dr. Amany Saleh  
**Office:** Smith Center 336  
**Phone:** 972-2894  
**Fax:** 972-3945  
**E-mail:** [asaleh@astate.edu](mailto:asaleh@astate.edu)  
**Web address:** <http://myweb.astate.edu/asaleh>  
**Office Hours:**  
Wednesdays 1-4, Fridays 1-5, and by appointment

**II. Readings:**

Brighouse, H. (2006). *On education: Thinking in action*. London, GB: Routledge.  
Joseph, P. B. (2010). *Cultures of Curriculum* (2<sup>nd</sup> ed.). London, GB: Routledge.  
Merriam, B., S. (Ed). (2008). *Third update on adult learning theory: New directions for adults and continuing education*. N.Y: Jossey Bass  
Schiro, M. S. (2012) *Curriculum theory: Conflicting visions and enduring concerns*. Los Angeles, CA: Sage.

**III. Purpose of the Course:**

This course provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels. Also, the participants will focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.

**IV. Course Objectives:**

1. Participants will be familiar with the current trends in curriculum development.
2. Participants will gain an understanding of the historical perspective of the curriculum ideologies.
3. Participants will be able to evaluate current curricular practices in light of the recent changes in the education field.
4. Participants will gain awareness of the learning theories underpinning current curriculum practices.

**VI. Instructional Methodology:**

Various activities are utilized to increase learning and accommodate the class participants' learning styles. Power Point presentations, group discussions are among the methods used.

**VII. Evaluation of Course Objectives/Grade Determination**

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

Assignment	Due Date	Points
Class participation	Continuously	100
Discussion Leadership	Class Schedule	100
Reflections	Class Schedule	100
Think Tank Project	November 14	100
Course Curriculum Analysis	November 28	100
Total		500

**Classroom Participation.** Class attendance is mandatory. I expect you to be **on time** and prepared for each class. Consistent later arrival to class will result in point deduction from your participation grade. I expect you to participate in all class discussions. This grade includes attendance and participation in all class activities. I trust that other obligations will NOT preclude you from fulfilling your responsibilities in this class. If you plan to miss a class, please call me or e-mail me. Any absence after the first one will cost the participant a letter grade.

**Reflections:** Course participants will write four journals per semester. In these journals, the participant is expected to reflect on the readings as they relate to his/her beliefs, convictions, and practices. Reflections should demonstrate a consistent effort to dialogue with self about the implications of personal thoughts and actions for progress toward goals, the nature of professional working relationships, and the need to modify personal thinking, behavior or plans. Reflections should demonstrate a discussion of relevant implications and an effort to internalize the class experiences for new insights.

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5. Do the course readings help students realize the course objectives?
6. What is the nature of the course assignments?
7. What is the ideology of the Instructor, as reflected in the readings selection and assignments? Why?
8. Do the readings and assignments reflect the “Learned Society” guidelines?
9. Do readings and assignments address the community’s needs?
10. If you are teaching this course, what would you do differently? Why?

## **Grading**

90-100%	A
80-89%	B
70-79%	C

## **VIII. 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, class participants will be notified of any changes that occur prior to any due date for assignments.

## **IX. Disability Clause**

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

## **X. Academic Conduct**

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

## **XI. Expectations:**

**Class meetings are mandatory.** E-mail will be the main form of communication between us in addition to the class. I expect you to check your e-mail (ASU and otherwise).

**It is your own responsibility to make sure that I received your assignments. Any late assignment will result in no credit for that assignment.**

## **XII. Quality**

All work must be in APA style. The newest edition is the sixth edition, 2006. Use spell check and proofread!!!

### **XIII. References**

- Ackoff, R., & Greenberg, D. (2008). *Turning learning right side up*. Upper Saddle River: Pearson Education, Inc. as Wharton School Publishing.
- Brady, M. (1989). *What's worth teaching? Selecting, organizing, and integrating knowledge*. New York: State University of New York Press.
- Canciamilla, L.S. (1999). Align your system for success. *Thrust for Educational Leadership*, 28 (3), 122-125.
- Crew, R., & Dyja, T. (2007). *Only connect: The way to save our schools*. New York, NY: Sarah Crichton Books.
- Darder, A., Baltodano, M. P., & Torres, R. (2009). *The critical pedagogy reader* (2<sup>nd</sup> ed.). N. Y.: Routledge.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, Teachers College, Columbia University.
- Eby, J. W. (1998). *Reflective planning, teaching, and evaluation k-12*. Upper Saddle River, NJ: MerrillPrentice Hall.
- Egan, K. (1997). *The educated mind: How cognitive tools shape our understanding*. Chicago, IL: University of Chicago Press.
- Ellis, A. K. (2004). *Exemplars of curriculum theory*. Larchmont, NY: Eye on Education.
- Flinders, D. J., Thornton, S. J. (Eds.). (2009). *The curriculum studies reader* (3<sup>rd</sup> ed). N.Y: Routledge.
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- Garner, B., K. (2007). *Getting to got it: Helping struggling students learn how to learn*. Association for Supervision and Curriculum Development.
- Goodlad, J. J. (2004). *Romances with schools: A life of Education*. New York, N.Y.: McGraw Hill.
- Glotthorn, A. A., Boschee, F., & Whitehead, B. M. (2006). *Curriculum leadership: Development and implementation*. Thousands Oaks, CA: Sage Publications.
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- Henderson, J. G., & Kesson, K. R. (2004). *Curriculum wisdom: Educational decisions in democratic societies*. Columbus, Ohio: Pearson-Merrill Prentice Hall.

- Henson, K. T. (2006). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform* (3<sup>rd</sup> ed.). Long Grove, IL: Waveland Press, Inc.
- Hoy, A. W., & Hoy, W. K. (2009). *Instructional Leadership: A research-based guide to learning in schools*. Needham Heights, MA: Allyn and Bacon.
- Jardine, D. W., Friesen, S., & Clifford, P. (2006). *Curriculum in abundance*. Mahwah, New York: Lawrence Erlbaum Associates, Inc.
- Jarvis, P., & Parker, S. (Eds.). (2005). *Human Learning: An holistic approach*. London, UK: Routledge: Tylor & Francis Group.
- Kelly, A. V. (2004). *The curriculum: Theory and practice* (5 ed.). London: Sage publication.
- Knowles, M.S., Holton III., E. F., Swanson, R. A. (2011). *The adult learner* (7<sup>th</sup> ed.). Oxford: Elsevier, Inc.
- Kunskak, C. (1998). Curriculum development: Planning, implementation, and evaluation in theory and practice. *Journal of Intensive English Studies*, 12, 75-96.
- Kozol, J. (2005). *The shame of the nation: Restoration of apartheid schooling in America*. New York, N.Y: Three Rivers Press.
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- Parkay, F. W., Anctil, E. J., Hass, G. (2006). *Curriculum planning: A contemporary approach* (8<sup>th</sup> ed.). Boston, MA: Pearson-Allyn & Bacon.
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- Wagner, T. Kegan, R., Lahey, L. Lemons, R. W., Garnier, J., Helsing, D., Howell, A., & Thurberasmussen, H. (2006). *Change Leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey Bass.
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- Wiles, J., & Bondi, J. (2007). *Curriculum Development: A guide to practice*. Columbus, OH: Pearson-Merrill Prentice Hall.
- Wlodkowski, R.J. (2008). *Enhancing adult motivation to learn: A comprehensive guide to teaching all adults*. N.Y: Jossey Bass
- Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standard for teaching and learning in America's schools*. Portsmouth: Heineman.

**Tentative Schedule**

No.	Date	Topic	Presenter	Readings	Assignment due
1	1/15	Overview of the course Syllabus			
2	1/22	The Purpose of Education		<b>Brighouse</b>	
3	1/29	Curriculum Ideologies Introduction		<b>Schiro -Chapter 1</b>	
4	2/5	Curriculum Ideologies Academics & Social		<b>Schiro- Chapters 2 &amp; 3</b>	
5	2/12	Curriculum Ideologies Humanist & Reconstructionist		<b>Schiro- Chapters 4 &amp; 5</b>	<b>First Reflection</b>
6	2/19	Curriculum Ideologies Comparative analysis & reflections		<b>Schiro -Chapters 6 &amp; 7</b>	
7	2/26	The Curriculum Cultures		<b>Joseph- Chapters 1 &amp; 2</b>	<b>TTP</b>
8	3/5	Reculturing the Curriculum		<b>Joseph- Chapters 3 &amp; 4</b>	<b>Second Reflection</b>
9	3/12	Curricular Understanding		<b>Joseph -Chapters 5 &amp; 6</b>	
10	3/26	Purposeful Curriculum		<b>Joseph- Chapters 7, 8 &amp; 9</b>	<b>Third Reflection</b>
11	4/2	Reflections on the Purpose of the Curriculum		<b>Joseph -Chapters 10, 11, &amp; 12</b>	
12	4/9	Education for Everyone?		<b>Murray -Chapters 1, 2, &amp; 3</b>	<b>TTP</b>
13	4/16	Letting Change Happen		<b>Murray -Chapters 4 &amp; 5</b>	<b>Fourth Reflection</b>
14	4/23	Class Presentations			<b>Project is due</b>
<b>Fin als</b>	<b>4/30</b>	Class Presentations			

### Reflective Journal Rubric

The reflections are evaluated according to the effectiveness, insights, and in-depth analysis used to discuss the issues. The reflections should be about 3-4 pages in length each and must address the following questions:

- What are the central issue/problem(s) addressed in the readings?
- What are the main theoretical and methodological strengths or weaknesses of each reading in presenting the issues/problems?
- What is the specific value (or lack thereof) of addressing these issues in comparative literature to the field of education?

Criteria	Excellent 9-10	Good 7-8	Average 6	Below Average <6
<b>Content</b>	<p>The journal fully addresses the components/topics covered and/or knowledge gained from the readings.</p> <p>The journal reflects an understanding of the multiple perspectives, context when interpreting ideas.</p> <p>The journal includes a full discussion of ‘lessons learned’ from readings and insights that lead to understanding of important issues or raising of new questions</p> <p>The journal reflects a personal growth and awareness of issues discussed in the readings</p>	<p>The journal closely relates to topics covered and/or knowledge gained from readings.</p> <p>The journal includes an explicit discussion of readings’ content with evidence of personal connection and insights of personal growth.</p> <p>The journal explores how the future will be impacted by ideas offered in the readings or poses questions that need to be pursued further to better understand the issues.</p> <p>The journal conveys evidence of a personal response to the issues raised in the readings.</p>	<p>The journal barely relates to topics covered and/or knowledge gained from readings.</p> <p>The journal includes superficial discussion of ideas of the readings with little evidence of personal connections or insights for implications for the future.</p> <p>The journal conveys little evidence of a personal response to the issues/concepts raised in the readings.</p>	<p>The journal does not relate to topics covered and/or knowledge gained from readings.</p> <p>No new insights. No linking of personal experience and class readings. No evidence of personal growth/insight.</p> <p>No discussion of unanswered questions that need to be pursued or insights for the future.</p> <p>The journal demonstrates that no personal response is made to the issues/concepts raised in the readings.</p>
<b>Organization</b>	Ideas are clearly and eloquently stated in a well organized, fluent fashion	Ideas are clearly made in an easy to follow and logically organized fashion. Writing may be awkward but errors do not inhibit comprehension.	Main ideas can be identified, but weak organization, poor use of paragraphs, and some mechanical errors get in way of comprehension	Difficult to follow main ideas due to lack of organization, grammar, punctuation, and spelling mistakes.
<b>Writing Style</b>	The journal has a high standard of writing quality with no grammatical or other writing errors	The Journal is well written with no more than two grammatical or other writing errors	The journal has an average length with 3-5 grammatical or other writing errors	The journal is not long enough with more than 5 grammatical or other writing errors

## Discussion Leadership Assignment Grading Rubric

<b>Performance Assessment</b>	<b>Grade</b>
<p>The discussion is rich in content                      The information clearly relates to the main topic and adds new concepts                      The discussion is full of thoughts and insights                      The discussion is strongly supported by research                      Examples are used to support the main idea                      The discussion strongly exhibit evidence of reflection                      The discussion has a real connection to school practices                      Clearly articulated and rich implications of the ideas expressed in the discussion                      The ideas are covered in depth and in great details                      The leader encourages and facilitates interaction among class members</p>	90-100
<p>The discussion covers essential information                      The information relates to the main topic                      The discussion has evidence of thought and insight                      The discussion is moderately supported by research                      The discussion exhibits evidence of reflection                      The discussion has some connections to school practices                      Some articulated implications of the ideas expressed in the discussion                      The ideas are covered in some details                      The leader facilitates interaction among class members</p>	80-89
<p>The discussion covers commonplace information                      The discussion has superficial thought and insight                      The discussion is weakly supported by research                      The discussion has weak connections to school practices                      Weak implications of the ideas expressed in the discussion                      The ideas are poorly articulated                      The leader fails to encourage interaction among class members</p>	70-79
<p>The discussion covers rudimentary information                      The discussion has no thought nor insight                      The discussion is not supported by research                      The discussion has no connections to school practices                      The discussion lacks implications of the ideas expressed                      No new ideas                      No meaningful discussion of the ideas takes place among class members</p>	<70

## Think Tank Paper Review Guidelines and Grading Rubric

In this project, each participant will review reports from think tanks regarding curricular practices and educational policy. Each participant will choose to review a particular Think Tank paper and the corresponding Think Tank Review. The participant then will write a critical review of the TT and TTR, discussing the ideas in light of the class discussion and readings.

Each review must evaluate the claims of the paper and its review. In doing this, you must perform the following for **both**:

- Identify the claim the author (s) of the original TT paper is making and the author (s) of the response (review).
- Identify the evidence for the claims for both papers.
- Evaluate the validity of the claims of both papers using references from the class readings.
- State the line of reasoning regarding the claim for both.

Class participants must use the following format:

- The review should be **no longer than five pages**, double spaced.
- If the review is significantly too short and undeveloped, grades will be deducted
- The TT and TTR must be from a legitimate Think Tank.
- The article must be related to the topic of curriculum.
- Along with the review, a copy of the TT and TTR papers must be attached.
- Reviews will be graded for effective writing style, which includes using proper grammar.
- Each review should be organized in three parts:
  - a. An introduction, which states the claim the author (s) is making for each paper,
  - b. A body which provides the evidence the author (s) uses to support the claim
  - c. A conclusion that evaluates the evidence and states whether you
    - Accept the claim the author (s) is making for each paper stating the reason for your acceptance, or
    - Reject the claim the author (s) is making for each paper, stating the reasons for your rejection.
- A reference list for sources used must be included.

### Think Tank Paper Review Grading Rubric

	<b>Thesis Development</b>	<b>Support</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Documentation</b>	<b>Process</b>
90-100 Exemplary	Author posed thoughtful, creative ideas that engaged the reader in challenging or provocative thoughts. The ideas break new ground or contribute to knowledge in a focused, specific area.	Author used appropriate, relevant, balanced and critical readings relating to the thesis.	Author carefully analyzed the information and drew appropriate and inventive conclusions supported by evidence.	Author developed appropriate structure for communicating ideas. Information is logically and creatively organized with smooth transitions.	Author documented all sources according to APA style. Sources are properly cited, both in-text and in bibliography. Documentation is error-free.	Author effectively and creatively conveyed his/her conclusions. The review is well written and error free.
80-89 Acceptable	Author posed a focused thesis involving the reader in a challenging debate.	Author used information from relevant and appropriate literature.	Author showed good effort was made in analyzing the evidence collected.	Author logically organized the information and made good connections among ideas.	Author documented sources with some care, Sources are cited, both in-text and in Bibliography. Few errors noted.	Author effectively communicated his/her conclusion. The review is well written with some noted errors.
65-79 Moderate	Author constructed a review that lends itself to readily available ideas.	Author used information with a limited applicability and relevance.	Author's conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Author could have put greater effort into organizing the review.	Author needed to use greater care in documenting sources. Documentation was poorly constructed.	Author needed to work on communicating ideas more effectively.
<64 Weak	Author's review is	Author used	Author's conclusi	Author's work is not	Absent documentation	Author showed little evidence

	underdeveloped	information that lacked relevance, quality, depth and balance.	ons simply involved restating information. Conclusions were not supported by evidence.	logically or effectively structured.		of thoughtful reasoning. Review does not effectively communicate author's conclusion.
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**Course Curriculum Analysis Assignment:**

Each participant will select a course syllabus/outline of his/her choosing to write a detailed analysis report. The report should be no longer than five pages long. The report should address the following Questions:

1. What is the name and level of the course?
2. What is the purpose of the course?
3. What are the objectives of the course?
4. What issues/topics are addressed in the course?
5. Do the course readings help students realize the course objectives?
6. What is the nature of the course assignments?
7. What is the ideology of the Instructor, as reflected in the readings selection and assignments? Why?
8. Do the readings and assignments reflect the “Learned Society” guidelines?
9. Do readings and assignments address the community’s needs?
10. If you are teaching this course, what would you do differently? Why?

**Grading Rubric**

<b>Category</b>	<b>Possible Points</b>	<b>Earned Points</b>
<b>Syllabus Heading:</b> <ul style="list-style-type: none"> <li>• Identifies the course, with name of department/program, course number, title of course, credit hours, semester/days/times.</li> <li>• Identifies course objectives</li> </ul>	<b>5</b>	
<b>Course Description:</b> <ul style="list-style-type: none"> <li>• Provides paragraph narrative overview.</li> <li>• Describes pre-requisites, if applicable.</li> <li>• Analyzes the course description in terms of its clarity, relationship to the course/program objectives, etc.</li> </ul>	<b>5</b>	
<b>Materials / Texts:</b> <ul style="list-style-type: none"> <li>• Lists texts required for the course.</li> <li>• Analyze full bibliographical citations for all reading materials. Are they current? Are they suitable to the students’ level? Are they in accordance with the course objectives?</li> </ul>	<b>5</b>	
<b>Learning Outcomes / Objectives:</b> <ul style="list-style-type: none"> <li>• Lists the objectives of the course.</li> <li>• Are the objectives are written in clear or unambiguous terms?</li> <li>• Are the objectives well aligned to the program goals?</li> <li>• Are the objectives suitable to the level of the course?</li> </ul>	<b>5</b>	
<b>Instructional Strategies / Methodology:</b> <ul style="list-style-type: none"> <li>• Includes explanation of how material will be taught, relating teaching approach to learning outcomes (lecture, small group discussion, group/individual presentation, etc.).</li> <li>• Includes evidence that diversity of methodology is included.</li> <li>• Identifies technology used</li> <li>• Are the methods used suitable for the level of the students?</li> <li>• Are the instructional methods conducive to achieving course objectives?</li> </ul>	<b>10</b>	
<b>Course Requirements:</b> <ul style="list-style-type: none"> <li>• Describe student assignments in as much detail as possible.</li> <li>• Includes purpose for assignment/test.</li> <li>• Are the assignments appropriate to the course level?</li> </ul>	<b>10</b>	



<ul style="list-style-type: none"> <li>• Are the assignments conducive to achieving course objectives?</li> </ul>		
<b>Evaluation / Grading Policy:</b> <ul style="list-style-type: none"> <li>• Describes in detail how students are to be graded (e.g., research paper (30%); journal entries (15%), tests (30%); etc.).</li> <li>• Notes the percentage or point system used to weigh the final grade (A, B, C, and F).</li> <li>• What message do the weights of the assignments convey to the students?</li> </ul>	<b>10</b>	
<b>Course Content / Topical Outline / Course Format:</b> <ul style="list-style-type: none"> <li>• Lists chronologically the topics to be covered.</li> <li>• Includes number of class meetings, the number of contact hours per session, or the portion of the course dedicated to each unit. What message does this convey to students?</li> </ul>	<b>15</b>	
<b>Does the Course syllabus include the following?</b> <ul style="list-style-type: none"> <li>• Describes policy on late assignments.</li> <li>• Describes plagiarism policy.</li> <li>• Makes explicit the policy regarding attendance, with expectations and consequences.</li> <li>• Includes Extended Campus Programs On-line Services paragraph.</li> <li>• Includes College and Education policies</li> <li>• What does including these policies or lack thereof implies?</li> </ul>	<b>10</b>	
<b>Level of reflection and analysis:</b> <ul style="list-style-type: none"> <li>• <b>The report demonstrates a high level of reflection and thorough, mature analysis of the content</b></li> <li>• <b>The report provides sound and unbiased analysis of the content</b></li> </ul>	<b>10</b>	
<b>Writing Style</b> <ul style="list-style-type: none"> <li>• <b>The report is well written, concise, and at the graduate level.</b></li> <li>• <b>The report has few grammatical errors.</b></li> <li>• <b>The report follows APA style (six edition)</b></li> </ul>	<b>15</b>	
<b>Total</b>	<b>100</b>	

**Comments**

# 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](mailto:mmcginnis@astate.edu)

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

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

	ENTER DATE...
--	---------------

**COPE Chair (if applicable)**

	ENTER DATE...
--	---------------

**Department Chair:**

	ENTER DATE...
--	---------------

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

	ENTER DATE...
--	---------------

**College Curriculum Committee Chair**

	ENTER DATE...
--	---------------

**Undergraduate Curriculum Council Chair**

	ENTER DATE...
--	---------------

**College Dean**

	ENTER DATE...
--	---------------

**Graduate Curriculum Committee Chair**

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

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

Global Special Topics Seminar- GLED 8403

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

Global Special Topics Seminar

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

## Seminar

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

Letter grade

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

No

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

No

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

This seminar will be offered by visiting scholars and/or ASU faculty. Each seminar will be single themed based on the expertise of the visiting scholars. The seminar may be divided into sections offered by different visiting or ASU scholars.

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

a. Are there any prerequisites?

None

b. Why?

It is a graduate course

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

Fall, and Spring

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

Amany Saleh, [asaleh@astate.edu](mailto:asaleh@astate.edu), 870-972-2894

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

Doctorate in Global Education

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

If yes, what course?

No

Has this course number been used in the past? No

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

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

This course will be offered by visiting scholars or ASU faculty who are interested in offering courses of special interest in their related fields to global education. The course can be divided to several sections offered by different faculty members. This course offers students the opportunity to be exposed to varied experts from different fields that will enhance their knowledge and expertise. Visitors and speakers from the World Bank and the United Nations will be invited to offer parts of this course.

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 enhances the focus on the course on global education. The format will enable students to be exposed to and make contact with experts from around the world

c. Student population served.

Graduate students with a Masters degree in social sciences or humanities and are interested in attaining a doctoral degree in global or international education.

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

The course is a doctoral level class and is offered to students with a Masters' degree

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

The course is individualized based on the theme for topics offered and the expertise of the visiting scholars.

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

Course Requirements will be changeable due to the nature of the course

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

Special Topics

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

Visiting Scholars-Skype A scholar, Release time for ASU faculty

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

1. Exposing students to great world-wide expertise and addressing their interests and needs

21. Reading and writing requirements:

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

Will vary by instructor

b. Number of pages of reading required per week: Will vary by instructor k

c. Number of pages of writing required over the course of the semester: Will Vary by instructor

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

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

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

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

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

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

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

**Outcome #2:**

Learning Activity:

Assessment Tool:

**Outcome #3:**

Learning Activity:

Assessment Tool:

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

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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

**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.

# APPENDIX A

## Page 143

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

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

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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

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

**ELFN 8783 Qualitative Research and Evaluation** Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry Prerequisites: ELFN 6773, ELFN 7773 and ELFN 7783, and admission to doctoral program

**ELFN 8793 Doctoral Seminar: Proposal Development** The study and application of research methodologies and data analysis techniques appropriate to the development of a dissertation The primary emphasis will be the completion of a dissertation proposal Prerequisites: admission to doctoral program and satisfactory completion of the comprehensive examination in Educational Leadership Special Education

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## INSERT HERE

**GLLED 8103 Global Perspectives in Curriculum Theory** provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels.

**GLLED 8203 Global Educational Politics, Economy, and Policy** Participants will be involved in an in-depth study of the different political powers that impact educational practices in different cultures. Course participants will also examine the different economical and financial systems that govern the different educational systems across the globe. The students will assess these systems' effectiveness in a global society.

**ELCI 8303 Curriculum Ideology and Instructional Design** The participants will be involved in an in-depth examination of the different curriculum development theories and their relationship to schools of psychology. Also, the participants will focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.



**GLEED 8403 Special Topic Seminar** This seminar will be offered by visiting scholars and/or campus faculty members. The course can be offered on campus or through the use of distant technology such as Skype. The focus of the course will differ based on the expertise of the visiting scholars. The course may be divided into several sections offered by different visiting faculty members.

**GLEED 8503 Education for a Global Society** The participants will examine the social, psychological, and economical aspects of several cultures and their impact on education. This course serves as a capstone course in which students will be engaged in a semester-long project. The students will assess these systems' effectiveness in a global society. Students will explore the issues related to preparing a new generation for a global society. They will prepare a vision for an education system that will address these issues.

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### **Secondary Education**

**TI 5826 Teaching Internship in the Secondary School** Culmination of the secondary education program Provides 16 weeks of directed teaching under the supervision of a qualified teacher Requires application of knowledge, skills, and demonstration of appropriate dispositions for teaching

**TISP 5826 Teaching Internship in the Secondary School (Speech Communication and Theatre)** This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes

**Arkansas State University  
Center for Excellence in Education  
GLED 8403 Special Topic Seminar**

This seminar will be offered by visiting scholars and/or campus faculty members. The course can be offered on campus or through the use of distant technology such as Skype. The focus of the course will differ based on the expertise of the visiting scholars. The course may be divided into several sections offered by different visiting faculty members. The syllabus will be developed based on the availability of the visiting scholars and ASU Professors who already offered to teach in this course.

# 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](mailto:mmcginnis@astate.edu)

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

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

**Department Curriculum Committee Chair**

**COPE Chair (if applicable)**

**Department Chair:**

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

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)  
Education for a Global Society- GLED 8503

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

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

## Seminar

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

Letter grade

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

No

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

No

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

The participants will examine the social, psychological, and economical aspects of several cultures and their impact on education. This course serves as a capstone course in which students will be engaged in a semester-long project. The students will assess these systems' effectiveness in a global society. Students will explore the issues related to preparing a new generation for a global society. They will prepare a vision for an education system that will address these issues

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

a. Are there any prerequisites?

None

b. Why?

The course is a graduate course

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

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

Amany Saleh, [asaleh@astate.edu](mailto:asaleh@astate.edu), 870-972-2894

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

Doctorate in Global Education

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

If yes, what course?

No

Has this course number been used in the past? No

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

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

Education for a Global Society is the capstone experience which represents the culmination of the Global Education program learning experiences. It was conceived as the final course that caps two years of study and that ties all of the program educational experiences together. The participants will examine the social, psychological, and economical aspects of one or more cultures and their impact on education. The course participants will be engaged in a semester-long project. Course members will explore the issues related to preparing a new generation for a global society

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

This course allows students to engage in a field-based experience to conduct comparative education study through participation in an internship with NGO or Non Profit organization. Also, students can participate in exchange research programs through ASU international programs.

c. Student population served.

Graduate students with a Masters degree in social sciences or humanities and are interested in attaining a doctoral degree in global or international education.

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

The course is a doctoral level class and is offered to students with a Masters' degree

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

The course is individualized based on students' projects

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

**Reflections:** Course participants will post weekly reflective journals on the course Blackboard site (A total of ten per semester). In these journals, the participant is expected to reflect on the progress of the project as it relates to his/her beliefs, convictions, and practices. Reflections should demonstrate a consistent effort to dialogue with self about the implications of personal thoughts and actions for progress toward goals, the nature of professional working relationships, and the need to modify personal thinking, behavior or plans. Reflections should demonstrate a discussion of relevant implications and an effort to internalize the project experiences for new insights.

**Project:** Course participants will be asked to conduct a field- based experience of their choice in an international setting. Participants can choose to work with a community of immigrants, international student organization, a non-profit organization, or a non-governmental organization in the United States or abroad. Examples of acceptable projects include but not limited to: teaching abroad to native populations, participating in development projects such as Habitat International, working with NGO or Non-Profit Organization abroad, etc. Each participant must acquire his/her academic advisor's approval of the project before the final semester by submitting a project's proposal that details the structure of the project and include the approval or agreement of the hosting or cooperating organization. A final project should be submitted to the student's academic advisor electronically.

**Project Presentation:** Each course participant will post a presentation of his/her presentation on the course website to share with all program participants. The presentation should include the following:

Objectives or purposes of the project.

Main perspective or theoretical/conceptual framework used.

Analytical methods, research design, or modes of inquiry.

Data sources or evidence.

Results and/or conclusions.

Significance of the study to the field of global or international education.

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

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)  
None

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

1.

1. Develop an understanding of program learning objectives and effective frameworks for evaluation and assessment of those goals within different settings.
2. Investigate significant educational problems and conduct well-crafted research.
3. Appreciate different perspectives through evaluation of such perspectives thoughtfully and respectfully.
4. Communicate ideas effectively with diverse audiences, overcoming geographic, linguistic, ideological, and cultural barriers.
5. Take action to improve conditions of project participants

21. Reading and writing requirements:

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

Readings will be recommended based on students' individual projects

b. Number of pages of reading required per week: 50 pages per week

c. Number of pages of writing required over the course of the semester: 100 pages for all assignments

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

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad

- Internship
- Capstone or senior culminating experience
- Other Explain:

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

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)  
Develop an understanding of program learning objectives and effective frameworks for evaluation and assessment of those goals within different settings.

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

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

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

**Outcome #2:**  
Communicate ideas effectively with diverse audiences, overcoming geographic, linguistic, ideological, and cultural barriers and take action to improve conditions of project participants

Learning Activity:  
Project

Assessment Tool:  
Rubric Evaluation attached

**Outcome #3:**  
Course participants effectively share the results of their research

Learning Activity:  
Project presentation

Assessment Tool:  
Grading Rubric is attached

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

- a. Global Awareness
  - Minimally
  - Indirectly
  - Directly

- b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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# APPENDIX A



## Page 143

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

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

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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

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

**ELFN 8783 Qualitative Research and Evaluation** Study of the theoretical, conceptual and methodological aspects of research and evaluation methods derived from traditions of ethnographic and ethnomethodological inquiry Prerequisites: ELFN 6773, ELFN 7773 and ELFN 7783, and admission to doctoral program

**ELFN 8793 Doctoral Seminar: Proposal Development** The study and application of research methodologies and data analysis techniques appropriate to the development of a dissertation The primary emphasis will be the completion of a dissertation proposal Prerequisites: admission to doctoral program and satisfactory completion of the comprehensive examination in Educational Leadership Special Education

---

## INSERT HERE

**GLLED 8103 Global Perspectives in Curriculum Theory** provides participants with the advanced knowledge of curriculum theories and issues which influence curricular practices and instructional design. Course participants gain in depth awareness of factors involved in designing, implementing and evaluating curricular programs. Participants will gain awareness of the wide range of curricular options available for educators from all levels.

**GLLED 8203 Global Educational Politics, Economy, and Policy** Participants will be involved in an in-depth study of the different political powers that impact educational practices in different cultures. Course participants will also examine the different economical and financial systems that govern the different educational systems across the globe. The students will assess these systems' effectiveness in a global society.

**ELCI 8303 Curriculum Ideology and Instructional Design** The participants will be involved in an in-depth examination of the different curriculum development theories and their relationship to schools of psychology. Also, the participants will focus on best teaching practices for adults' learning. They will study adult learning theories, adult motivation and assessment.

**GLEED 8403 Special Topic Seminar** This seminar will be offered by visiting scholars and/or campus faculty members. The course can be offered on campus or through the use of distant technology such as Skype. The focus of the course will differ based on the expertise of the visiting scholars. The course may be divided into several sections offered by different visiting faculty members.

**GLEED 8503 Education for a Global Society** The participants will examine the social, psychological, and economical aspects of several cultures and their impact on education. This course serves as a capstone course in which students will be engaged in a semester-long project. The students will assess these systems' effectiveness in a global society. Students will explore the issues related to preparing a new generation for a global society. They will prepare a vision for an education system that will address these issues.

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### **Secondary Education**

**TI 5826 Teaching Internship in the Secondary School** Culmination of the secondary education program Provides 16 weeks of directed teaching under the supervision of a qualified teacher Requires application of knowledge, skills, and demonstration of appropriate dispositions for teaching

**TISP 5826 Teaching Internship in the Secondary School (Speech Communication and Theatre)** This course is a culmination of the entire secondary education curriculum for speech and theatre. The course involves application of all materials and methods previously learned in major coursework and professional education preparatory classes

**Arkansas State University  
Center for Excellence in Education  
GLED 8503 Education for a Global Society**

**Instructor:**        **Student's Academic Advisor**

**I.        Purpose of the Course:**

Education for a Global Society is the capstone experience which represents the culmination of the Global Education program learning experiences. It was conceived as the final course that caps two years of study and that ties all of the program educational experiences together. The participants will examine the social, psychological, and economical aspects of one or more cultures and their impact on education. The course participants will be engaged in a semester-long project. Course members will explore the issues related to preparing a new generation for a global society.

**II.       Course Objectives:**

**Upon completing this course, each course participant will be able to:**

1. Gain a comparative understanding of teaching practices, academic policies, organization and administration of different educational systems and institutions in the United States and abroad.
2. Develop an understanding of program learning objectives and effective frameworks for evaluation and assessment of those goals within different settings.
3. Investigate significant educational problems and conduct well-crafted research.
4. Appreciate different perspectives through evaluation of such perspectives thoughtfully and respectfully.
5. Communicate ideas effectively with diverse audiences, overcoming geographic, linguistic, ideological, and cultural barriers.
6. Take action to improve conditions of project participants.

**III.      Evaluation of Course Objectives/Grade Determination**

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

Assignment	Due Date	Points
Reflections	Weekly	100
Project	April 23	200
Project Presentation	Class Schedule	25
Total		325

**Reflections:** Course participants will post weekly reflective journals on the course Blackboard site (A total of ten per semester). In these journals, the participant is expected to reflect on the progress of the project as it relates to his/her beliefs, convictions, and practices. Reflections should demonstrate a consistent effort to dialogue with self about the implications of personal thoughts and actions for progress toward goals, the nature of professional working relationships, and the need to modify personal thinking, behavior or plans. Reflections should demonstrate a discussion of relevant implications and an effort to internalize the project experiences for new insights.

**Project:** Course participants will be asked to conduct a field- based experience of their choice in an international setting. Participants can choose to work with a community of immigrants, international student organization, a non-profit organization, or a non-governmental organization in the United States or abroad. Examples of acceptable projects include but not limited to: teaching abroad to native populations, participating in development projects such as Habitat International, working with NGO or Non-Profit Organization abroad, etc. Each participant must acquire his/her academic advisor's approval of the project before the final semester by submitting a project's proposal that details the structure of the project and include the approval or agreement of the hosting or cooperating organization. A final project should be submitted to the student's academic advisor electronically.

**Project Presentation:** Each course participant will post a presentation of his/her presentation on the course website to share with all program participants. The presentation should include the following:

Objectives or purposes of the project.

Main perspective or theoretical/conceptual framework used.

Analytical methods, research design, or modes of inquiry.

Data sources or evidence.

Results and/or conclusions.

Significance of the study to the field of global or international education.

#### **IV. Grading**

90-100%	A
80-89%	B
70-79%	C

#### **Disability Clause**

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

#### **V. Academic Conduct**

All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed as indicated in the Student Handbook in the event of academic conduct. **Any work that has been submitted to another class and received credit in that class will result in a zero for the received work, no make-up will be allowed. Any plagiarized materials will result in a grade of "F" for the course!**

#### **VI. Expectations:**

**It is your own responsibility to make sure that I received your assignments. Any late assignment will result in no credit for that assignment.**

#### **VII. Quality**

All work must be in APA style. The newest edition is the sixth edition, 2006. Use spell check and proofread!!!

## Capstone Reflective Journal Rubric

The reflective journal is designed to help you organize your thoughts on an issue related to your research/project topic or concept, to document your work and experience, to provide a place for you to write questions and comments; and to help me by providing additional insight into your experiences.

Criteria	Outstanding  A	Proficient  B	Basic  C	Below Expectations
Content	Reflection conveys extensive evidence of a personal response to the issues faced/experienced. Student demonstrates personal growth and awareness  Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples	Reflection conveys evidence of a personal response to the issues faced/experienced that he/she is beginning to develop new ways of reflecting on the world  Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition.	Analysis conveys little or some evidence of a personal response to the issues faced/experienced.  Demonstrates an ability to reflect on own work but provides few examples	No personal response is made to the issues/concepts faced/experienced.  Does not reflect on own work at all and no examples are provided
Text	Is able to make inferences well and comprehends deeper meaning, consistently demonstrating insights and their relevance to the world and society	Is able to make inferences and comprehends deeper meaning on most occasions. Relates previous readings, experiences to world and society	Demonstrates some basic comprehension of issues but does not make connections with the bigger picture.	Is not comprehending or reflecting on the issues
Tasks	Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative	Work demonstrates that some effort was made to attempt all tasks set	Little effort was made to attempt all tasks set	Very little effort was made to attempt all tasks set

## Capstone Research Project Paper Grading Rubric

Criteria	Potential Points	Earned Points
<b>Content and Ideas Development</b>	<b>30</b>	
The title is appropriate and informative	2	
The topic is clear and focused	4	
The focus of the research is clearly stated	4	
The research is explained in great details	5	
The methodology is explained in appropriate terms	5	
Results are reported accurately and in details	5	
Implementation and conclusion are clearly stated	5	
<b>Organization</b>	<b>25</b>	
Well structured paper with all parts included	6	
Thoughtful transitions clearly show how ideas are connected	5	
Details are included in the appropriate places	4	
Sequencing is logical and effective	5	
The paper flows easily from one ideas to another	5	
<b>Argument and Support</b>	<b>25</b>	
The research cited is relevant to the research	6	
The research documented is recent	3	
The research is summarized in clear terms	9	
Adequate number of research studies is cited	3	
Research is properly documented in the text and bibliography	4	
<b>Language Use</b>	<b>10</b>	
Language is specific and accurate	2	
Right words and phrases are chosen to convey certain ideas	2	
Sentences flow easily and enhance the meaning	2	
Free of grammatical errors	2	
Free of spelling errors	2	
<b>Style</b>	<b>10</b>	
All research is adequately documented within the text and in the bibliography	7	
The paper adheres to the latest APA Manual guidelines	3	
<b>Total</b>	<b>100</b>	

## Presentation Rubric

Criteria	Possible Points	Earned Points
<p style="text-align: center;"><b>Content</b></p> <ul style="list-style-type: none"> <li>❖ The content is clearly and concisely introduced.</li> <li>❖ Ideas covered in great details that show that the presenter is well informed about the topic.</li> <li>❖ Information is accurate and current.</li> <li>❖ Research comes from primary and professional sources.</li> </ul>	10	
<p style="text-align: center;"><b>Citations</b></p> <ul style="list-style-type: none"> <li>❖ Sources of information are properly cited.</li> <li>❖ All sources are clearly identified using APA style</li> </ul>	5	
<p style="text-align: center;"><b>Writing Mechanics</b></p> <ul style="list-style-type: none"> <li>❖ The presentation is free of errors in grammar, capitalization, punctuation, and spelling</li> </ul>	5	
<p style="text-align: center;"><b>Text Mechanics</b></p> <ul style="list-style-type: none"> <li>❖ The fonts are easy to read.</li> <li>❖ The font size changes to indicate headings, subheadings, or text.</li> <li>❖ The use of italics, bold, etc. enhances the presentation readability.</li> <li>❖ The background and font colors enhance the readability of the presentation.</li> </ul>	2	
<p style="text-align: center;"><b>Animation</b></p> <ul style="list-style-type: none"> <li>❖ The graphics, sound and/or animation assist, not impede the delivery and understanding of concepts and relationships within the presentation.</li> </ul>	3	
<b>TOTAL</b>	<b>25</b>	



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Dr. Amany Saleh   
**Department Curriculum Committee Chair**

N/A   
**COPE Chair (if applicable)**

Dr. George Foldesy   
**Department Chair:**

N/A   
**General Education Committee Chair (If applicable)**

Dr. Amany Saleh   
**College Curriculum Committee Chair**

N/A   
**Undergraduate Curriculum Council Chair**

Dr. Thilla Sivakumaran   
**College Dean**

Dr. Erik Gilbert   
**Graduate Curriculum Committee Chair**

Dr. Lynita Cooksey   
**Vice Chancellor for Academic Affairs**

---

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

George Foldesy  
[gfoldesy@astate.edu](mailto:gfoldesy@astate.edu)  
(870) 972-3943

**2.Proposed Change**

Change course number of ELFN 7783 – Advanced Educational Statistics to ELFN 8483

**3.Effective Date**

Spring semester, 2014

#### 4. Justification

Graduate students who take ELFN 7773 are exclusively those pursuing the doctoral degree. The 8000 level is used to designate doctoral level courses. The switch from 7000 to 8000 level will place administration (scheduling, hiring of faculty, etc.) in the Center for Excellence in Education.

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Page 88, 2013-2014

#### Research Foundations (9 hrs)

ELFN 6773 Introduction to Statistics and Research

ELFN 7773 Advanced Educational Research

ELFN ~~7783~~ 8483 Advanced Educational Statistics

Page 143

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

**ELFN ~~7783~~ 8483 Advanced Educational Statistics** A study of inferential statistics utilizing parametric and nonparametric procedures Prerequisite: ELFN 6773 or equivalent

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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Dr. Thilla Sivakumaran   
**College Dean**

Dr. Erik Gilbert   
**Graduate Curriculum Committee Chair**

Dr. Lynita Cooksey   
**Vice Chancellor for Academic Affairs**

---

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

George Foldesy  
[gfoldesy@astate.edu](mailto:gfoldesy@astate.edu)  
(870) 972-3943

### 2.Proposed Change

Change course number of ELFN 7773 – Advanced Educational Research to ELFN 8473

### 3.Effective Date

Spring semester, 2014

#### 4. Justification

Graduate students who take ELFN 7773 are exclusively those pursuing the doctoral degree. The 8000 level is used to designate doctoral level courses. The switch from 7000 to 8000 level will place administration (scheduling, hiring of faculty, etc.) in the Center for Excellence in Education.

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Page 88 2013-2014

#### Research Foundations (9 hrs)

ELFN 6773 Introduction to Statistics and Research

ELFN ~~7773~~ 8473 Advanced Educational Research

ELFN 7783 Advanced Educational Statistics

Page 143

**ELFN ~~7773~~ 8473 Advanced Educational Research** An advanced study of the methodology of research including quantitative and non-quantitative procedures

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

**ELFN 8753 Multivariate Analysis** A study of statistical analyses involving multiple dependent and independent variables. Prerequisites: ELFN 6773 Introduction of Research and Statistics or equivalent, ELFN 7773 Advanced Educational Research or equivalent, ELFN 7783 Advanced Educational Statistics or equivalent. This course is limited to those students in the Center for Excellence in Education PhD program.

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**Department Curriculum Committee Chair**

**COPE Chair (if applicable)**

Jim Stillwell

**Department Chair:**

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

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

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

Tom Adams, [tadams@astate.edu](mailto:tadams@astate.edu), 680-8110.

**2.Proposed Change**

Remove GRE admission requirement for M.S. E. in Physical Education (College of Education) and edit the Purpose of the Degree

**3.Effective Date**

Spring 2014

**4.Justification**

Results from GRE studies have demonstrated that the test has some ability to predict certain facets of graduate student performance; however the extent to which the test predicts positive academic outcomes has varied widely. GRE scores accounted for less than 10% of the variation in an array of criteria against which GRE was compared. In general, studies

showed that GRE scores are largely unrelated to indicators of graduate student performance in most academic disciplines. Undergraduate GPA was found to serve as the most reliable predictor. Recognizing that ASU M.S. Sport Administration admissions criteria utilizes several criteria (undergraduate degree program, undergraduate GPA, recommendation letters, written statement of purpose, and field experience), this proposal recommends elimination of the GRE score requirement only

Edits were made to the Degree purpose statement so the statement addressed the Physical Education tract only.

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**MASTER OF SCIENCE IN EDUCATION DEGREE  
WITH A MAJOR IN PHYSICAL EDUCATION**

**Purpose Of The Degree**

~~The Department of health, Physical Education, and Sport Sciences currently offers two Graduate degrees.~~ The Master of Science in Education degree with a major in Physical Education offers two programs of study options. ~~The first program of study is a 30 credit hour program of study with a Thesis requirement and no elective course requirements. The second program of study is a 33 credit hour program of study that requires a Graduate Project and 6 credit hours of restricted electives.~~ The Master of Science in Education degree in Physical Education is designed to provide a quality professional program in the field of Physical Education that meets standards at the graduate level, including the Professionally Emerging Teacher and the Emerging Profession.

**Admission Requirements**

Students seeking admission into the Master of Science in Education degree program in Physical Education must meet the admission requirements of the Graduate School and specific program requirements. In addition, applicants must have completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certificate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certificate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certificate. These courses may be completed concurrently with graduate work, but must be completed before the student is admitted to candidacy for the degree. In addition, undergraduate deficiency course removal must be sequenced in order to provide the student with the appropriate back129

ground knowledge before enrollment into the respective graduate level course will be allowed.

Applicants must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance will be used to provide the primary data for judging academic ability. Other indicators, such as quality of writing in the Applicant's prepared statement and faculty references, will also be considered. Based on past academic performance, an applicant must qualify for either unconditional or conditional admission status.

- For unconditional admission, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- For conditional admission, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Applicants are required to submit the following:

1. Official transcripts as verification of all coursework and degree(s).
2. A formal Statement of Goals which should explain in at least 500 words why he/she is seeking admission into the program and what plans he/she has following the attainment of the degree.
3. A current resume.
4. At least two letters of recommendation from individuals who can speak to the applicant's academic potential and professional capabilities.  
Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student.  
The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.

#### ~~5. Official scores from the Graduate Record Examination (GRE).~~

Lastly, faculty may require interviews in addition to written credentials as part of the admission process. In addition to the above requirements, admission to the degree program may require completion of specific prerequisite undergraduate courses. Applicants will be considered for admission during a given review cycle only if all of the above materials have been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered.

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**Department Curriculum Committee Chair**

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Jim Stillwell

**Department Chair:**

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

**College Curriculum Committee Chair**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Graduate Curriculum Committee Chair**

**Vice Chancellor for Academic Affairs**

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

Tom Adams, [tadams@astate.edu](mailto:tadams@astate.edu), 680-8110.

### 2. Proposed Change

Remove GRE admission requirement for M.S. in Exercise Science (College of Education)

### 3. Effective Date

Spring 2014

### 4. Justification

Results from GRE studies have demonstrated that the test has some ability to predict certain facets of graduate student performance; however the extent to which the test predicts positive academic outcomes has varied widely. GRE scores accounted for less than 10% of the variation in an array of criteria against which GRE was compared. In general, studies showed that GRE scores are largely unrelated to indicators of graduate student performance in most academic



disciplines. Undergraduate GPA was found to serve as the most reliable predictor. Recognizing that ASU M.S. Sport Administration admissions criteria utilizes several criteria (undergraduate degree program, undergraduate GPA, recommendation letters, written statement of purpose, and field experience), this proposal recommends elimination of the GRE score requirement only.

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## **MASTER OF SCIENCE DEGREE WITH A MAJOR IN EXERCISE SCIENCE**

### **Purpose Of The Degree**

The Master of Science degree in Exercise Science offers both a thesis and a non-thesis program of study. Both program of study tracts require 33 credit hours. Specifically, the purpose of the Master of Science in Exercise Science degree is to serve students wanting to work in the areas of health and wellness in the clinical, corporate or commercial environments.

### **Admission Requirements**

Students seeking admission into the Master of Science degree program in Exercise Science must meet the admission requirements of the Graduate School for unconditional or conditional status. In addition, applicants must meet specific program requirements. Candidates who do not meet the Exercise Science program admission requirement will be required to complete undergraduate coursework to meet identified deficiencies. Previously completed coursework will be evaluated on an individual basis to determine if any deficiencies exist in foundation courses for the discipline. Identified courses may be completed concurrently with graduate work, but must be completed before the student is admitted to candidacy for the degree. In addition, undergraduate deficiency course removal must be sequenced in order to provide the student with the appropriate background knowledge before enrollment into the respective graduate level course will be allowed.

Applicants must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance will be used to provide the primary data for judging academic ability. Other indicators, such as quality of writing in the Applicant's prepared statement and faculty references, will also be considered. Based on past academic performance, an applicant must qualify for either unconditional or conditional admission status.

- For unconditional admission, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- For conditional admission, students are required to have a 2.75 cumulative GPA or 3.0 GPA during the last 60 credit hours of university work.

Applicants are required to submit the following:

1. Official transcripts as verification of all coursework and degree(s).
2. A formal Statement of Goals which should explain in at least 500 words why he/she is seeking admission into the program and what plans he/she has following the attainment of the degree.
3. A current resume.

4. At least two letters of recommendation from individuals who can speak to the applicant's academic potential and professional capabilities. Applicants must have at least one recommendation from a university faculty member who is familiar with the applicant's work as a student. The professional recommendation should come from a supervisor in which he/she has evaluated the applicant's current or prior work.

~~5. Official scores from the Graduate Record Examination (GRE).~~

Lastly, faculty may require interviews in addition to written credentials as part of the admission process. In addition to the above requirements, admission to the degree program may require completion of specific prerequisite undergraduate courses. Applicants will be considered for admission during a given review cycle only if all of the above materials have

Revised 1/17/13

been received by the Graduate School's application deadlines. After the initial review of admission materials the committee members can either choose to reject the candidate without an interview or decide to proceed with an interview. Following the interview phase, the Admissions Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered.

Revised 1/17/13

Committee makes its final recommendation to accept the candidate for admission or to deny admission. Incomplete applications will not be considered.

**Bulletin Change Transmittal Form**

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

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

**Bulletin Change**

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

Brad Holloway, Ph.D, LCSW

11/21/13

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)

Brad Holloway, Ph.D, LCSW

Arkansas State University

Regional Center for Disaster Preparedness Education

P.O. Box 910

State University, AR 72467

bholloway@astate.edu

870-972-3672

**2. Proposed Change**

Remove pre-requisites from DPEM 6553

**3. Effective Date**

Spring 2014

**4. Justification**

The prerequisites are no longer needed. The relevant information they contain has been incorporated in required courses.

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

**To copy from the bulletin:**

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

**From the Graduate Bulletin 2013-2014 Page 240 - Changes in Red DPEM**

Revised 9/10/09

**DPEM 6553 Leading Hospital Response To Mass Casualties** Prepares hospital leadership to utilize the Hospital Incident Command System (HICS). Integrates the community emergency response network with the operation of an Emergency Treatment Area (ETA). Includes hospital personnel as first responders during a Mass Casualty Incident involving patient contamination. ~~Prerequisite: DPEM 1101, DPEM 1111 and DPEM 1121.~~

**DPEM 6563 Leading Hospital Response To Mass Casualties Instructor Course**

Provides students with instructional presentation guidance specific to Hospital Emergency Response Training (HERT) course materials. Upon completion students may serve as trainers for a hospital emergency response team. Prerequisite: DPEM 6553.

**DPEM 6573 Complex Radiological Emergencies** Provides students with skills necessary to respond to and manage incidents involving radiological hazards through a practical, performance-oriented, team-response approach. Includes lectures, hands-on training, and exercises, culminating with an exercise utilizing emergency response skills and training learned. Prerequisite: DPEM 1101, DPEM 1201 and DPEM 3013.

# ARKANSAS STATE UNIVERSITY

## Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 1/14/2014

On Campus

Off Campus

Instructor Name: Fredonia Bean

Faculty Position: X00003

College: Education and Behavior Science

Department: School of Teacher Education and Leadership

Course Prefix(es) Number and Title: See Attachment

Requested Duration: 3 years

RECEIVED  
COLLEGE OF EDUCATION

JAN 16 2014

### A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

Dr. Fredonia Bean will be an adjunct to assist professors who teach specialist level courses via the Academic Partnership. Because of this fact and her experience, she needs to be approved as an adjunct for all the attached courses.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Jan 16, 2014

Originator: Annette R. Hays

Date: Jan 16, 2014

Department Chair: Annette R. Hays

Date: 1-16-14

College Dean: SPZ

Date: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

## CURRICULUM VITA

**Fredonia V. Bean**

Educational Leadership

Capella University

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1401 Oak Wood Dr  
FBean@esd.k12.ar.us

Memphis TN 38116  
(901) 487-0729

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### EDUCATION

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#### **Capella University**

Degree Doctor of Philosophy, graduation October, 2013

Specializations Educational Leadership, Special Education Leadership

Dissertation Planning Co-Teaching Processes: A Study of Co-Teaching Implementation That Leads To Teacher Satisfaction

Committee members Scott Hollinger, (Chair), Jackson Beazley, Cassandra Turner

#### **Arkansas State University**

Degree Masters of Science December 2000

Specialization Special Education

#### **Arkansas State University**

Degree Educational Specialist August 2003

Specialization Educational Leadership

#### **Philander Smith College**

Degree Bachelors of Arts, December 1998

Specialization English Education

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**Higher Education Teaching**

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Instructor (2004) CDFS404 – Working with children families and communities of diverse cultures.

Taught prospective general and special educators the theory and practice of working with children families and communities of diverse cultures

Instructor ( 2003-2005) EDUC 224 – Survey of exceptional students. Taught prospective general and special educators the basics of special education.

Instructor (2014) -- Basic English. Scheduled to teach in Spring English to students not ready for college English.

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### **Selected professional Lectures**

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#### **Associational Presenter**

Bean, F.V. (2004). *Working effectively with students identified with emotional disturbance (ED)*. Workshop presented to teachers in Memphis TN. City Schools working who instruct students with ED.

Bean, F.V. (2005). *When all else fails: Knowing where to seek help for my troubled child*. Invited speaker to Westwood High Schools parent association Memphis TN.

Bean, F.V. (2006). *Everything you wanted to know about special education and were afraid to ask*. Professional development presented to teachers in Earle AR. School District.

Bean, F.V. (2007). *Child Find: Recognizing students who may need special education services*. Invited speaker, Earle School District Parent meeting. Earle AR.

Bean, F.V. (2008-2013). *Providing Modifications and Accommodations to students with disabilities in the general education classroom*. Professional development workshop presented to teachers in Earle, AR School District.

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### **PROFESSIONAL EDUCATIONAL/ADMINISTRATIVE EXPERIENCE**

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#### **Director of Special Education**

*Earle AR. School District*

2009-present

Responsible for all operations of district-wide special education services. Ensure highly qualified teachers and paraprofessionals, Implementation of state mandates, schedule caseloads, manage

budget, work with families and community stakeholders, and ensure a free and appropriate education in the Least restrictive environment is provided for all students with disabilities.

**Assistant principal**

2011-2013

*Earle AR. High School*

Earle, Ar.

Assist in the management of operation of a public school district high school. Supervise instructional and non-professional staff. Assist in the management of extra-curricular programs. Work with Deans in managing discipline. Responsible for communicating with the community and school stakeholder's all school policy and decisions. Taught one class of Journalism and directed the department of Special Education.

**Educational Administrator**

2008-2010

*Exceeding the Odds, Inc*

Marianne, AR.

Manage the afterschool tutoring program grades k-12. Supervise instructional and non-professional staff. Develop programming to match assessment results. Responsible for communicating and reporting to the school and parents on student progress and behavior. Responsible for scheduling transportation for students in tutoring program.

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**SLECTED PROFESSIONAL & COMMUNITY SERVICE**

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**Scholastic auditor** (2012-13) Arkansas Public Schools identified as being in school improvement year three and beyond must participate in a scholastic audit conducted by the Arkansas Department of Education (ADE) A scholastic audit is a comprehensive review of the learning environment, organizational efficiency, and academic performance of schools and districts. Audit findings will be used to determine the type and level of support necessary to continuously improve student academic performance in each school and district audited. The scholastic audit team will make recommendations for assistance to the school and the district and submit a comprehensive report following the site visit to the ADE.

**Peer Reviewer** for the 21st Century Community Learning Centers' Grant Program (2013).  
Responsible for using the prescribed guidelines to score grant applications submitted by various school districts in Arkansas

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**RELEVANT COURSE WORK**

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### **Coursework in Special Education Leadership**

- Leadership for Dir of Special Ed
- Governance of Ed Institutions
- Principles of Ed Admin
- Eval. Effness of Educ Processes
- Grant Writing for Higher Ed
- The Politics of K-12 Education
- Leading Innovation
- Special Ed C & I Strategies
- Teacher Superv & Evaluation
- Adv Study in Research
- Special Education Law
- School Business Mgmt
- Admin and Superv of Special Ed.
- Educational facilities
- Affective Programming
- The Superintendency

### **Coursework Educational Leadership**

- School Law
- School Personnel Administration
- Principles Educational Leadership
- Ethics of Educational Leadership
- Systematic Inquiry in Educational Leadership

### **AFFILIATIONS**

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- Council of Exceptional Children (CEC)
- Arkansas Association of Educational Administrators (AAEA)

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED  
COLLEGE OF EDUCATION  
JAN 10 2014

Date: 1/10/14 \_\_\_\_\_

On Campus

Off Campus

Instructor Name: Shannon Lewis \_\_\_\_\_

Faculty Position: X00003 \_\_\_\_\_

College: Education and Behavioral Sciences \_\_\_\_\_

Department: School of Teacher Education and Leadership \_\_\_\_\_

Course Prefix(es) See Attachment  
Number and Title:

Requested Duration: 3 years \_\_\_\_\_

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

Dr. Shannon Lewis will be an adjunct to assist professors who teach specialist level courses via the Academic Partnership. Because of this fact and his experience, he needs to be approved as an adjunct for all the attached courses.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Jan. 10, 2014 \_\_\_\_\_

Originator: Annette R. Huff \_\_\_\_\_

Date: Jan 10, 2014 \_\_\_\_\_

Department Chair: Annette R Huff \_\_\_\_\_

Date: Jan 10, 2014 \_\_\_\_\_

College Dean: S T 2 \_\_\_\_\_

Date: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Note: This instructor may NOT be assigned to teach courses other than those approved.

## Course Listing

### Core Courses

School Business Management Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7023
School District Administration Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7103
School Personnel Administration Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7013
Evaluation Education Program and System Duration: 7 weeks   Credit Hours: 3   \$762.00	ELFN 7583
Contemporary Issues in American Education Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7033
Curriculum Theory and Practice Duration: 7 weeks   Credit Hours: 3   \$762.00	ELCI 7523
Schooling in a Pluralistic Society Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7073
Management of Operational Systems for Learning Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7043
Supervised Internship Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7493
Field Study Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7473

## Dr. Shannon Lewis

1207 Rainwood Drive  
Jonesboro, AR 72401

cell phone: (870) 562-5179  
home phone: (870) 275-6031

email: Lewisa9@hotmail.com

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### **PROFESSIONAL GOALS**

I seek a position as an Adjunct faculty with Arkansas State University. My serious commitment to excel as an adjunct faculty will be buoyed by my ability to keep current with the most effective teaching methods.

### **EDUCATION AND CREDITIALS**

- 2013 Doctor of Education in Educational Leadership, University of Arkansas.
- 2013 Framework for Teaching Proficiency Test, The Danielson Group ETS, Teachscape.
- 2006 Education Specialist in Educational Leadership, Arkansas State University. Certification: District Administrator (P-12).
- 2005 Master of Science in Educational Leadership, Arkansas State University. Certification: Building Administrator (P-12) and Curriculum and Instruction (P-12).
- 2003 Bachelor of Science in Agricultural Education, Southern Arkansas University. Certification: Secondary (7-12) and Agriculture (7-12).

### **PROFESSIONAL EXPERIENCE**

#### ***Academy Principal***

#### **The Academies at Jonesboro High School**

**2011-present**

Assist the executive principal with day-to-day operations of the school, helping oversee staff, students, and activities.

- Manage student supervision issues; assist staff and parents to develop student behavioral expectations and individual student behavior plans; develop programs promoting positive behavior and intervention strategies; enforce school behavioral expectations; prepare alternative-education placement; confer appropriate consequences for behavior including detention, in-school suspension, and out-of-school suspension; serve as a resource to staff in addressing classroom-management issues.
- Counsel students and parents about school and district policies.
- Evaluate teacher and classified staff.
- Assist with implementation of Danielson teacher evaluations as a pilot school.
- Assist with Coordination and monitoring the implementation of Career Academies and school curriculum, including walk-through observations and monitoring conferences; coordinate and direct summer-school programs; coordinate special education and 504 plans.

### ***Principal***

#### **Lee High School**

**2009–2011**

Planned, controlled, and directed overall activities for high school's 400 students and 53 faculty/staff members. Scope of the position included staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; program initiatives; team building; shared vision making; school values promotion; and creation of a safe, respectful, and fair environment.

- Worked with a positive discipline plan, which promoted student responsibility, problem solving skills, and student accountability; reduced student discipline
- Increased students' thoughts concerning education; increased school performance on the state achievement test; launched a school-leadership team; devised a schedule to maximize instruction
- Increased student attendance; increased school graduation rate from 54 % to 80%
- Ensured that attention was provided to the beautification and maintenance of the school; Supervised the custodial staff and prepared reports and the maintenance of records
- Fostered collegiality and team building among staff members; ensured a high level of staff involvement in the decision-making process in the educational program and the work environment; planned and implemented orientation, professional-development opportunities, and ongoing support for staff; defined expectations for staff performance in instructional strategies, classroom management, and communication with the public.
- Sought and secured business partnerships for the school.
- Reviewed school practices and activities for operational effectiveness and efficiency; took action to improve the school's effectiveness and efficiency in light of long-range objectives defined by the Lee County Board of School Directors, the Superintendent of Schools, and school-improvement consultants.
- Managed school budget, Title I, and activity account budgets.

### ***Building Administrator***

#### **Marvell High School**

**2005–2008**

Served as administrator for 325 students and 32 faculty members and other assigned personnel; received, distributed, and communicated information to satisfy school, district, and state education policies; maintained the safety of the school environment; coordinated assigned school activities; assisted students to modify inappropriate behavior and develop successful interpersonal skills; and communicated information to staff, the central office, and the public.

### ***Teacher***

#### **Agriculture Lee County High School**

**2008–2009**

#### **Brinkley High School**

**2003–2005**

- Used centers for welding, plumbing, sheet metal, gas cutting, power woodworking, and hand woodworking to complement the student-based hands-on curriculum.
- Worked with a positive discipline plan that promoted student responsibility, problem solving skills, and student accountability.
- Worked with the Career Development Events program and used the Supervised Agricultural Experience to encourage reading/writing at home, parent involvement, and listening/speaking/writing skills.
- Member of the textbook adoption committee; senior class sponsor; National Honor Society Board member

## **PROFESSIONAL COMMITTEES AND PANELS**

- Advisor Future Farmers of America 2003–2005
- Trio Science Fair Co-Chair 2005
- Agricultural Frameworks Committee (Aquaculture) 2003–2005
- Southern Arkansas University Agricultural Department Employment Search Committee Member 2003
- Marvell School District Personnel Policy Committee; Americas Choice Leadership Team School (Chair and Co-Chair in various years)
- Arkansas Leadership Academy–Team I Institute Graduate
- Arkansas Leadership Academy–Team II Institute Graduate
- Arkansas Teacher Evaluation Teacher Pilot School–Lee High School (Principal)
- Arkansas Teacher Evaluation Teacher Pilot School Jonesboro High School (Assistant Principal)
- Arkansas Leadership Academy Phase I of Master Principal Graduate
- Textbook Adoption Committee (Districtwide) Lee County School District
- National Alliance of Black School Educators- Focus group on Broadband

## **PROFESSIONAL PRESENTATIONS**

*Expansion of Agriculture Department.* (2004). Paper presented at Arkansas State University Educational Leadership, Curriculum & Special Education Spring Conference.

*Classroom Management.* (2009). Paper presented at Lee High School for school staff.

*School Crisis Plan.* (2010). Paper presented at Lee County School District for district staff.

*School Safety.* (2009). Paper presented at Lee High School

*Examination of Robert Marzano's Findings of Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.* (2010). Lee High School for staff.

*Implementation of Charlotte Danielson—Enhancing Professional Practice.* (2010). Paper presented at Lee High School

## **PROFESSIONAL TRAINING**

Step Up To Writing, Keystone, Path wise Mentor Training, Vocational Coordinator/Carl Perkins Career Academy Endorsement, Motivation—Make it Work, Classroom Management, Discipline Management, Team-Building Techniques, Arkansas School Bus Drivers Training, Americas Choice, Charlotte Danielson Teacher Evaluation, Kagan Institute

## **ADDITIONAL QUALIFICATIONS**

- Very proficient in the use of computers and programs.
- Completed PET program
- Credential for Framework for Teaching Proficiency Test
- In-service hours on No Child Left Behind (Arkansas Department of Education) and Standardized Test Procedures and Standards as a administer or test proctor

## **AWARDS / AFFILIATIONS**

Arkansas Trio Hall Of Fame, Southern Arkansas University Walton Delta Teacher Scholar, Alpha Tau Alpha (Ag Ed Honor Society), National Agricultural Educators Association (Member), Kappa Alpha Psi Fraternity, Arkansas Education Association, FFA, American Degree Recipient, Arkansas Association Of Educational Administrators, Phase I of Master Principal Graduate, National Alliance of Black School Educators,

**REFERENCES** available upon request.



ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED COLLEGE OF EDUCATION

JAN 10 2014

Date: 1/10/14

On Campus

Off Campus

Instructor Name: Grace McElrath

Faculty Position: X00003

College: Education and Behavioral Sciences

Department: School of Teacher Education and Leadership

Course Prefix(es) Number and Title: ELCI 6773, TE 6263, ELCI 6043

Requested Duration: 3 years

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

Dr. Grace McElrath is nationally board certified and holds a Specialist in Educational Leadership. Because of this fact and his experience, he needs to be approved as an adjunct for the three courses in the Masters in Theory and Practice.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Jan 10, 2014

Originator: Annette R. Shuf

Date: Jan 10, 2014

Department Chair: Annette R. Shuf

Date: Jan 10, 2014

College Dean: ST 2

Date:

Graduate School Dean:

Note: This instructor may NOT be assigned to teach courses other than those approved.

## **Grace Petersen McElrath**

3101 Village Circle

Jonesboro, AR 72404

Phone: 870-761-7687

Email: [grace.mcelrath@gmail.com](mailto:grace.mcelrath@gmail.com)

[gmcelrath@nettletonschoools.net](mailto:gmcelrath@nettletonschoools.net)

### **EDUCATION:**

- 2010-2012                      Arkansas State University  
State University, AR 72467  
Specialist in Education  
Major: Educational Leadership  
GPA: 4.00  
Certification: District Level Administration
- 2002-2004                      Arkansas State University  
State University, AR 72467  
Masters of Science in Education  
Major: Educational Leadership  
GPA: 4.00  
Certification: Building Administration 7-12
- 1987-1990                      Arkansas State University  
State University, AR 72467  
Bachelors of Science in Education  
Major: English  
GPA: 3.98, Magna Cum Laude  
Certification: English 7-12
- May 1987                        Weiner High School  
Weiner, AR 72479  
Honor Graduate  
GPA 4.00

### **AREAS OF LICENSURE:**

- Arkansas                      Secondary English Language Arts – Grades 7-12  
Building Level Administration – Grades 5-12

### **PROFESSIONAL EXPERIENCE:**

- 1998-- Present                      **Nettleton Junior High School, Nettleton Public Schools**  
*Jonesboro, Arkansas*  
Principal (2006-present)  
Assistant Principal (2004-2006)  
Eighth and Ninth Grade English Teacher (1998-2004)
- Responsible for day-to-day operations of school
  - Evaluation of all certified and classified staff

- Serve on Building and District Leadership Teams
- Rick DuFour's Professional Learning Community Institute
- Master Principal Institute, Phase I
- Response to Intervention Team Member
- Classroom Walkthrough Training
- Positive Behavior Interventions and Support Team Member
- Organize Back to School Program
- Member of School Improvement Team

1994 -- 1998

**Covington High School and Brighton High School, Tipton County  
Department of Public Instruction**

*Covington, Tennessee*

Ninth, Tenth, and Eleventh Grade English Teacher

- Block Schedule Research Committee
- Attended Conference in Orlando, Florida on Block Scheduling and planned professional development for staff

1990 -- 1993

**Westside High School, Westside Consolidated School District**

*Jonesboro, Arkansas*

Ninth and Twelfth Grade English Teacher

- Assistant Volleyball Coach
- Responsible for Graduation Program

**PROFESSIONAL AWARDS AND HONORS:**

- National Board Re-Certification, 2011
- Golden Apple Award, Rotary 2003
- Recipient of Nettleton Education Foundation Grant, 2002
- National Board Certified Teacher, 2001
- Magna Cum Laude, ASU 1990
- Dean's List, ASU 1987-1990

**PROFESSIONAL ORGANIZATIONS:**

- Association for Supervision and Curriculum Development (ASCD)
- National Association of Secondary School Principals (NASSP)

**TRAINING ATTENDED:**

**2012-2013**

- ADE Flexibility Training
- ESC Works Training
- TESS Training for Teachers and Administrators

**2011-2012**

- National Conference on Common Core Standards in Chicago
  - Attended sessions on the following:
    - Deconstructing the Standards
    - Making a Difference with Data
    - Literacy in a Common Core World

- Engaging 21<sup>st</sup> Century with Mobile Technologies
  - Preparing Today's Students for a Changing World
  - Creating Rigor Through Prompts and Project-Based Work
- AdvancEd Training in Little Rock
  - Reviewed Standards for Quality School Systems
  - Process for School AdvancEd visit
- Professional Learning Communities Institute with Rick DuFour in Little Rock
  - Learned how to organize and lead teams of teachers into PLC's to impact student learning.
  - Completed several books on PLC's including Leaders of Learning, Every School, Every Team, Every Classroom, and Learning by Doing.
- National Board Certification, 2011
  - Recertified for English Language Arts Certification by borrowing a classroom
- Study Island Training
  - Serve as the building administrator for this program which is used for RTI, remediation, and intervention
- Apple Training for MacBook and iPads
  - Assisted English teachers with the implementation of iPads in the classroom

#### **2010-2011**

- Principal's Leadership Institute at ASU with Tom Many
- Total Instructional Alignment Training
- The Learning Institute Training
  - Reports for Administrators
  - Advanced Reports
  - AIP Training
  - Common Core Training in ELA and Math
- Improving Test Scores training by Quest
  - Adapted this curriculum to use for Benchmark prep in Seminar classes
- Attended APSRC, TICAL, AAEA in Little Rock

#### **2009-2010**

- Classroom Walkthrough Training/Teachscape
  - Use this training to conduct weekly walkthroughs of classrooms in the building and to collect data on effective strategies used by teachers
- Max Teaching Strategies
  - High yield strategies to use with struggling learners
- Attended TICAL in Little Rock
- Attended Ed Tech Site Visit in Fayetteville, AR sponsored by SBA

#### **2008-2009**

- Positive Behavior Intervention and Support Training
  - Serve as a Universal Team Member for the PBIS Team which works to organize the school-wide PBIS program and celebrations and rewards for students

#### **2007-2008**

- Master Principal Institute, Phase I
  - 78 hours of training in best practices and leadership skills
  - Developed a network of principals across the state

### **PRESENTATIONS AND TRAININGS FOR TEACHERS:**

- Organize and Conduct New Teacher Training Each Year
- Various Technology Training Sessions Held After School
  - Learn 360
  - Study Island
  - Digital Sandbox
  - SAS Curriculum
  - Livebinders
  - IDEAS
  - Google Docs for Teachers
- Marzano's Classroom Instruction That Works
  - Focus on a strategy each month
- Curriculum Team Meetings each summer to align curriculum and pacing guides
- Organized a motivational program for Benchmark testing for students and teachers
- Monthly Faculty Meetings
- Monthly Content Team Meetings
- Organized Math and Literacy Teachers to Assemble an Assessment Wall each nine weeks to assess the progress of students
- Various Book Study Groups including the following titles:
  - Framework of Understanding Poverty, by Payne
  - Through Ebony Eyes, by Thompson
  - Please Stop Laughing at Me, by Blanco
- Academic Improvement Plan (TLI) Training for Administrators

### **OTHER LEADERSHIP ACCOMPLISHMENTS:**

- Encouraged mentoring groups on campus including the following
  - Big Sister/Little Sister
  - Gentlemen of Knowledge
  - Teacher Mentors
- Implemented the use of literacy and math interventionists to help struggling students
- Write a weekly newsletter for teachers to keep them informed of the events on campus
- Building Leadership Team
  - Developed an active team that continues to meet weekly to review data

**REFERENCES:**

James Dunivan, Superintendent

Nettleton Public Schools  
3300 One Place, Jonesboro, AR 72404  
(870) 910-7800  
jdunivan@nettletonschoools.net

Karen Curtner, Assistant Superintendent

Nettleton Public Schools  
3300 One Place, Jonesboro, AR 72404  
(870) 910-7800  
kcurtner@nettletonschoools.net

David Shipman, Assistant Principal

Nettleton Junior High School  
4208 Chieftain Lane, Jonesboro, AR 72401  
(870) 910-7819 Extension 123  
dshipman@nettletonschoools.net

Donnie Tennison, Assistant Principal

Nettleton Junior High School  
4208 Chieftain Lane, Jonesboro, AR 72401  
(870) 910 7819 Extension 122  
dtennison@nettletonschoools.net

Sharman Bell, Counselor

Nettleton Junior High School  
4208 Chieftain Lane, Jonesboro, AR 72401  
(870) 910 7819 Extension 124  
sbell@nettletonschoools.net


## ARKANSAS STATE UNIVERSITY

## Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: December 04, 2013  On Campus  Off CampusInstructor Name: Darrell Phillips Faculty Position: Temporary InstructorCollege: Humanities and Social Sciences Department: Political ScienceCourse Prefix(es) and Title: POSC 6613 Administrative Leadership Requested Duration: 2 years**A CURRENT VITA MUST ACCOMPANY THIS FORM**

Other Experience and Qualifications (Optional): Mr. Phillips possesses both the MPA and MBA degree. He has extensive leadership experience in one of the largest public utilities in the state of Arkansas. Further, he fulfills NASPAA accreditation requirements of having significant practitioner involvement as part of the MPA program.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: 12-4-13Originator: Date: 12-4-13Department Chair: Date: 12-4-13College Dean: 

Date: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

DARRELL L PHILLIPS  
815 Spring Grove Road  
Paragould, Arkansas 72450

## WORK EXPERIENCE

- 1987 - Present      Paragould Light Water and Cable  
                                 1987 Wastewater Treatment Plant Lab Supervisor  
                                 1989 Wastewater Treatment Plant Superintendent  
                                 1990 Operations Superintendent / Chief Operations Officer  
                                 2008 Assistant General Manager  
                                 2013 General Manager/ CEO Paragould Light Water & Cable
- 2012 - Present      Arkansas State University MPA Program  
                                 Adjutant Faculty Member
- 1984 - 1987        New Madrid County Central Vocational/Technical School  
                                 Electronics/ Electricity Instructor

## EDUCATION

- 2004    Masters Degree Public Administration (MPA),  
          Arkansas State University - Jonesboro, AR
- 2001    Executive Masters Business Administration (MBA)  
          Christian Brothers University - Memphis, TN
- 1983    Bachelor of Science Degree - Electronic Communication Technology  
          Southeast Missouri State University, Cape Girardeau, MO
- 1982    Associates Degree Electronic Engineering Technology  
          Forrest Park Community College, St. Louis, MO

## OTHER EDUCATION

- 2008    Harvard High Potential Leadership  
          Harvard University - Boston, MA
- 2007    Leadership Dynamics  
          Vanderbilt University - Nashville, TN
- 2006    Executive Development  
          Vanderbilt University - Nashville, TN
- 1992    APPA Executive Development  
          University of Missouri - Columbia, MO



## LICENSES

Class III Wastewater License from ADEQ  
Class III Industrial Wastewater license from ADEQ  
Grade IV Water Treatment Operator  
Grade IV Water Distribution Operator

## ORGANIZATIONS

Greene County Regional Chamber of Commerce  
Board Member 2006 - 2009  
Officer 2010 - 2013  
Board Chair 2012 - 2013

Arkansas Water Works & Water Environment Association (AWW&WEA) Member  
Program Chair 2004  
Hotel Chair 2001  
Officer 2005 - 2009  
Conference Chair 2008

Arkansas Municipal Power Association (AMPA) Board of Directors 2008 - present

ASU MPA Advisory Committee Member 2007 - present

Cardiology Associates Foundation Member  
Board Chair 2007 - 2008

Greene County Industrial Training Center  
Board Chair 2003

Crowley's Ridge Academy Board Member 2002 - 2003

Leadership Paragould Class VI 2001 - 2002

Arkansas Select Society of Sanitary Sludge Shovelers

Water Environment Federation Bedell Award 2004

# ARKANSAS STATE UNIVERSITY

## Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 1/14/2014

On Campus

Off Campus

Instructor Name: Markel Quarles

Faculty Position: A00113

College: Education

Department: Teacher Education and Leadership

Course Prefix(es) CSPS 6373-10A Multicultural Dynamics  
Number and Title: in Higher Education

Requested Duration: Spring 2014-Spring 2017

### A CURRENT VITA MUST ACCOMPANY THIS FORM

Other  
Experience and  
Qualifications  
(Optional):

RECEIVED  
COLLEGE OF EDUCATION  
JAN 16 2014

The Department and College have reviewed this instructor's credentials  
and approve him/her to teach the courses listed above.

Date: Jan. 16, 2014

Originator: Annette R. Hux

Date: Jan. 16, 2014

Department Chair: Annette R. Hux

Date: 1-16-14

College Dean: St L

Date: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

# Markel D. Quarles, Ed.D.

## EDUCATION

<b>Doctor of Education</b>	<b>Educational Leadership</b> University of California at Santa Barbara – Santa Barbara, CA	<b>2010</b>
	<i>Dissertation Title: Self-Efficacy and Career Decision-Making: The Interplay on African-American College Students</i>	
<b>Master of Arts</b>	<b>Education, specialization in Counseling and Guidance</b> California Polytechnic State University – San Luis Obispo, CA	<b>2003</b>
<b>Bachelor of Science</b>	<b>Physical Education</b> California Polytechnic State University – San Luis Obispo, CA	<b>1998</b>

## COLLEGE EXPERIENCE

**Arkansas State University** – a public four-year university in Jonesboro, AR that is the 2<sup>nd</sup> largest university in the state. Offers 160 fields of study and the following degrees: associate, bachelor, master, and doctorate. Enrolls over 14,000 students.

*Director – Career Services* 2012 – Present

### *Responsibilities:*

- Oversee the administration of career development, job placement, student employment, and experiential education programs for the largest campus in the Arkansas State University system.
- Monitor and evaluate operations and corresponding policies related to student and alumni access to services, internal and external communications, staffing, and workflow.
- Provide frameworks for developing systems that ensure effective and efficient integration of communication, information management, and the technological tools needed to support them.
- Supervise a staff of administrative, professional, support, and interns to carry out departmental functions.

### *Accomplishments:*

- Increased the number of student workshops by over 100%.
- Developed new recruiting relationships with multinational employers.
- Broadened service delivery capacity to serve both residential and online students.
- Collaborated with College of Business departments to create career development benchmarks in the curriculum.
- Created and instituted the university's career destination survey, data collection, and analysis process.

## COLLEGE EXPERIENCE (continued)

**Cuesta College** – a public two-year community college in San Luis Obispo, CA that offers 64 degree and 119 certificate programs.

*Adjunct Faculty – Department of Workforce & Economic Development* 2010 – 2012

*Responsibilities:*

- Taught college-level and high school credit courses that supported academic, career, economic, and interpersonal success.

*Accomplishments:*

- Increased course satisfaction and enrollment.

**California Polytechnic State University** – a public four-year university in San Luis Obispo, CA that is the 2<sup>nd</sup> largest land-holding university in California. Offers 95 bachelor and master degree programs and enrolls over 18,000 students. Ranked “Best in the West” by U.S. News and World Report’s America’s Best Colleges for 21 consecutive years. Ranked #3 public university in the country for alumni earnings by Forbes.

*Career Counselor – Career Services* 2003 – 2012

*Responsibilities:*

- Utilized various technologies to provide comprehensive career counseling services to students and alumni.
- Facilitated career development workshops and employment trend analyses for all levels of university constituents.
- Mediated interests of industry and university communities to provide strategic interdisciplinary career development programs.
- Assisted in formulating, planning, and evaluating integrated departmental and divisional priorities.
- Facilitated ethical hiring processes for staff recruitments and serve as divisional representative for staff development.

*Accomplishments:*

- Developed new recruiting relationships with software development and biotechnology companies.
- Resystematized and managed data collection, analysis, and publication of the university’s career destination survey.
- Took lead role delivering services to various campus units: including Admissions, Athletics, TRIO, and military veterans.

<b>COLLEGE EXPERIENCE (continued)</b>
---------------------------------------

**California Polytechnic State University** – a public four-year university in San Luis Obispo, CA that is the 2<sup>nd</sup> largest land-holding university in California. Offers 95 bachelor and master degree programs and enrolls over 18,000 students. Ranked “Best in the West” by U.S. News and World Report’s America’s Best Colleges for 21 consecutive years. Ranked #3 public university in the country for alumni earnings by Forbes.

*Lecturer – School of Education*

2009 – 2012

*Responsibilities:*

- Taught graduate-level core course to school, community, and college counselor candidates.

*Accomplishments:*

- Created and assessed new learning outcomes in accordance with CACREP accreditation standards.

*Academic Services & Life Skills Coordinator – Athletics Department*

2001 – 2003

*Responsibilities:*

- Managed all advising and academic support services for entire intercollegiate Division IA student-athlete population.
- Administered and implemented academic policies and procedures in accordance with NCAA and university regulations.
- Lead 22-member advisory committee that initiated and sponsored institutional and community initiatives.
- Designed curriculum and taught study skills enhancement course for 20+ academically low-achieving student-athletes.
- Supervised and trained staff, interns, and tutors.

*Accomplishments:*

- Increased breadth of the tutoring program by creating a partnership with an on-campus Federal TRIO program.
- Upgraded facilities and equipment for the Academic Resource Center.

*Academic Advisor & Instructor – Educational Opportunity Program*

1999 – 2001

*Responsibilities:*

- Provided advising services to low-income and 1<sup>st</sup>-generation college students.
- Conducted various analyses focusing on retention, multicultural counseling effectiveness, and technological access for program participants.
- Administered and taught tutor training course certified by College Reading and Learning Association.

*Accomplishments:*

- Spearheaded newly-formed online advising service.

## COURSES TAUGHT

Multicultural Counseling  
College Success for At-Risk Student-Athletes  
College Success for Low-Income and 1<sup>st</sup> Generation Students  
Tutor Training and Certification  
Life Skills for Success: Who Am I  
Life Skills for Success: How Do I Decide  
Life Skills for Success: How Much Do I Need  
Life Skills for Success: Living Healthy Relationships  
Life Skills for Success: Staying Healthy  
Life Skills for Success: Finding Your Future  
Life Skills for Success: Community Connections  
Life Skills for Success: Developing a Sense of Community

## OTHER PROFESSIONAL EXPERIENCE

*Department Head – Santa Maria Foursquare – Santa Maria, CA* 2010 – 2012

*Responsibilities:*

- Managed all Music Arts-related operations, directly overseeing 3 departments with over 30 volunteers.
- Part of senior management team that led efforts to serve members of various socioeconomic and language demographics.
- Provided executive leadership over the development and implementation of organizational policies and goals, personnel matters, risk management, inventory, and skill development.

*Accomplishments:*

- Oversaw the implementation of a new stage design and sound system.

*Associate Education Services Coordinator – Rape Crisis Center of San Luis Obispo County*  
San Luis Obispo, CA 1998 – 2000

*Responsibilities:*

- Facilitated developmentally-appropriate rape risk-reduction/prevention seminars to middle school, high school, and college students.
- Completed 40-hour training for crisis intervention certification.
- Counseled sexual assault, domestic violence, and child molestation survivors on an on-call basis.
- Assisted in community outreach, program development, and training interns and volunteers.

*Accomplishments:*

- First male staff member in organization's history.

## PROFESSIONAL AFFILIATIONS

National Association of Colleges and Employers  
Arkansas Association of Colleges and Employers  
National Career Development Association  
Student Affairs Administrators in Higher Education  
California Institute for Educational Leadership  
National Athletic Advisors Association  
National Academic Advising Association  
College Reading and Learning Association

## SELECTED PRESENTATIONS

Keynote Speaker – “Yes, Career Planning is Everybody’s Problem” – Arkansas Association of Colleges and Employers Fall Conference, 2013.

“Creating Your Brand” – Annual Women’s Leadership Conference: Arkansas State University, 2013.

Keynote Motivational Speaker – Annual Pre-Collegiate Symposium: California Polytechnic State University, 2007 – 2012.

“Utilizing StrengthsQuest as a Tool in College Student Career Decision-Making” – California State University Long Beach Career Development Center Counselor Training, 2011.

“Cross-Generational Management Lessons: Implications for Senior-Level Student Affairs Officers” – Student Affairs Administrators in Higher Education (NASPA) Annual Conference, 2009.

“Career Steak and Potatoes: Preparing Students for the Jobs of Tomorrow” – California State University Annual Regional High School and Community College Counselor Conference, 2009.

“Protecting Yourself and Those You Love in Cyberspace” – Southern California Annual Church State Youth Congress Summit, 2006 – 2008.

Keynote Motivational Speaker – California Youth Authority Annual Black History Month Celebration, 2007.

“You Too Can Achieve: A No-Excuse Approach to Success” – Youth Encouraged to Strive for Success Annual Convention, 2006.

“Reclaiming Our Black Men: Career Development for Incarcerated Males” – Atascadero State Hospital: Annual African-American Leadership In-Service, 2006.

### SELECTED PRESENTATIONS (continued)

Keynote Motivational Speaker – Martin Luther King, Jr. Foundation, San Luis Obispo Chapter, 2006.

“The Psychosocial Effects of Institutional Racism: Implications for Higher Education” – Change the Status Quo Annual Conference: California Polytechnic State University, 2005.

“The Career Development Process for Intercollegiate Student-Athletes: How Athletic Performance Inspires Career Direction” – California Polytechnic State University Athletics Department In-Service, 2004.

“Bridging the Advising Divide Between Student-Athletes and Advisors” – 29th National Academic Advising Association Pacific Region Conference, 2002.

“Latino Students in Higher Education: Implications for the Next Millennium” – 5th Annual Conference on the Retention of Latino Students in Higher Education, 2002.

### UNIVERSITY COMMITTEES

Instructional Related Activities Committee, **Vice President’s Designee**  
Workplace Violence Prevention Committee, **Vice President’s Designee**  
President’s Diversity Award Selection Committee  
Student Affairs Division Professional Development Committee  
Council for Student Success  
Committee on Veteran Student Affairs  
Student-Athlete Advisory Committee  
Health Professions Advisory Committee  
Black Faculty and Staff Association, **Co-Chair**  
Week of Welcome Committee  
National Student Exchange Selection Committee

### COMMUNITY SERVICE

Jonesboro Chamber of Commerce, 2013  
Breakthrough Ministries – Advisory Board, 2010 – 2012  
Nipomo Titans Youth Football League – Head Coach, 2008 – 2010  
Santa Maria Foursquare – Board of Directors, 2009  
Nipomo Recreation Association – Basketball Coach, 2006 – 2007  
American Youth Soccer Organization – Advisory Board, 2006  
Sexual Assault-Free Environment Resource Program – Advisory Board, 2005  
Central Coast Christian Center – Music Director, 2001 – 2003  
Rape Crisis Center of San Luis Obispo County – Crisis Line Volunteer, 1998 – 2000  
House of Prayer Church – Youth Director, 1994



## **AWARDS AND CERTIFICATIONS**

Graduate Opportunity Fellow, 2007.

Distinguished Leadership Award – Black Faculty and Staff Association, 2006.

Certified Crisis Intervention Counselor – Rape Crisis Center of San Luis Obispo County, 1998.

# ARKANSAS STATE UNIVERSITY

## Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: December 04, 2013

On Campus

Off Campus

Instructor Name: Tony Thomas

Faculty Position: Temporary Instructor

College: Humanities and Social Sciences

Department: Political Science

Course Prefix(es) and Title: POSC 6573 Grant Writing

Requested Duration: 2 years

### A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

Mr. Thomas possesses extensive grant writing experience at a number of levels including, university, city, county, state and federal levels. Further, he fulfills NASPAA accreditation requirements of having significant practitioner involvement and participation of minority faculty members as part of the MPA program.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: 12-4-13

Originator: 

Date: 12-4-13

Department Chair: 

Date: 12-4-13

College Dean: 

Date: \_\_\_\_\_

Graduate School Dean: \_\_\_\_\_

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

## Tony E. Thomas

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### QUALIFIED BY:

- Effective administrator, manager, and department leader.
- Writer and administrator of a wide array of grant opportunities for the public and nonprofit sector.
- Four years of classroom teaching and academic planning in the public school system.
- Proven ability to effectively plan, develop, implement and deliver program services.
- Effective middle manager that has a proven track record of securing outside funding that support organization goals.

### EXPERIENCE:

- 2011-present      Craighead County,      Jonesboro, Arkansas  
*Assistant to the County Judge*  
Responsible for the implementation of the daily operations of the Office of the County Judge. This includes the coordination of activities of all offices and county personnel. Supervision of financial resources to ensure effective delivery of governmental operations. Assist in the identification of outside resources that support the goals and mission of the Craighead County
- Direct or coordinate the supportive services department of a governmental organization.
  - Prepare and review operational reports and schedules to ensure accuracy and efficiency.
  - Set goals and deadlines for departmental units.
  - Analyze internal processes and recommend and implement procedural or policy changes to improve operations and operational efficiency.
  - Plan, administer and control budgets for contracts, equipment and supplies.
  - Hire and terminate clerical and administrative personnel.
  - Oversee construction and renovation projects to improve efficiency and to ensure that facilities meet environmental, health, and security standards.
- 2006-2011      City of Jonesboro      Jonesboro, Arkansas  
*Project/Grants Administrator*  
Responsible for the oversight of special projects that support the vision and goals of the Office of the Mayor. Implemented a grants management plan and provided oversight of all outside funding. Design, coordinate and supervise all project components
- Establish and maintain relationships with funding agencies or congressional offices.
  - Coordinate and develop the team to research and provide data for grant applications.
  - Examine, evaluate, or process loan applications.
  - Plan, direct, or coordinate the activities of workers departments.
  - Oversee the flow of cash or financial instruments for grant related programs.
  - Recruit staff members and oversee training programs.
  - Network within communities to find funding opportunities.
  - Prepare financial or regulatory reports required by grantees and the Mayor.
  - Establish procedures for custody or control of assets.
  - Complete quarterly and annual reporting for all funded programs.

# Tony E. Thomas

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- 2002-2006      Arkansas State University      Jonesboro, Arkansas  
**Director of Upward Bound**  
Responsible for the overall management, design, supervision and evaluation of program objectives in accordance with University policies and federal guidelines.
- Design, coordinate and supervise all project components.
  - Develop and submit proposals to the United States Department of Education and United States Department of Agriculture.
  - Administers the budget, approve expenditures and reconciliation of monthly budget reports.
  - Overall supervision and evaluation of program operations.
  - Overall supervision and evaluation of all program staff.
- 2000-2002      Arkansas State University      Jonesboro, Arkansas  
**Associate Director, Upward Bound**  
Responsible for the day-to-day operation and general program administration. Planned, designed, and implemented project policies and procedures in the following areas:
- Academic year and summer program curriculum.
  - Career planning services.
  - Cultural enrichment activities.
  - Evaluation of program activities and services.
- 1998-2000      Arkansas State University      Jonesboro, Arkansas  
**Academic Advisor, Upward Bound**  
Responsible for academic advising and career planning services. Supported and implemented overall project plans and procedures.
- 1994-1998      Jonesboro Public Schools      Jonesboro, Arkansas  
**Classroom Teacher, Douglas Macarthur Junior High School**  
Responsible for the design and daily preparation of a vocational instruction program, delivered instruction, and managed student behavior in the classroom. Provided general oversight of a student organization.

## EDUCATION:

Master of Science in Education, Arkansas State University  
Counselor Education  
Completion of 39 hours of a 48 hour program

Bachelor of Science in Education, Arkansas State University  
Business Education with Computer Technology Emphasis and  
Career Orientation Endorsement  
Degree conferred August 1994

# Tony E. Thomas

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## PROFESSIONAL MEMBERSHIPS:

Arkansas Chapter of the Grants Professional Association  
Southwest Association of Student Assistance Programs (SWASAP)  
Arkansas Association of Student Assistance Program (AASAP)  
Council for Opportunity in Education—*Financial Aid Committee Member*  
National Business Education Association (NBEA)  
Arkansas Business Education Association (ABEA)  
Arkansas Floodplain Management Association

## COMMUNITY ACTIVITIES:

Deacon of Finance—Trinity Church (2000-2009)  
Member of the Board—Trinity Church (2009-2011)  
NAACP member—Craighead County Chapter  
African American Read-in, University Heights Intermediate School and  
Math & Science Magnet School  
Lunch Buddy/Student Mentor, University Heights Intermediate and Math &  
Science Magnet School  
Jonesboro Chamber of Commerce—Board Member  
Craighead County Single Parent Scholarship Fund—Board Member  
Abilities Unlimited, Inc.—Board Member  
United Way—Board Member  
Northeast Arkansas Literacy League—Board Member  
Sons of Thunder Men's Ministry  
Member--The Rock of Northeast Arkansas

## REFERENCES:

Professional references available upon request

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 1/17/2014

On Campus

Off Campus

Instructor Name: Julius Wynn

Faculty Position: X00003

College: Education and Behavior Science

Department: School of Teacher Education and Leadership

Course Prefix(es) Number and Title: See Attachment

Requested Duration: 3 years

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

Dr. Julius Wynn will be an adjunct to assist professors who teach specialist level courses via the Academic Partnership. Because of this fact and his experience, he needs to be approved as an adjunct for all the attached courses.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: 1-21-14

Originator: Annette R Hux

Date: 1-21-14

Department Chair: Annette R Hux

Date: 1-22-14

College Dean: S J L

Date:

Graduate School Dean:

RECEIVED COLLEGE OF EDUCATION

Note: This instructor may NOT be assigned to teach courses other than those approved.

JAN 22 2014

## Course Listing

### Core Courses

School Business Management Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7023
School District Administration Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7103
School Personnel Administration Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7013
Evaluation Education Program and System Duration: 7 weeks   Credit Hours: 3   \$762.00	ELFN 7583
Contemporary Issues in American Education Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7033
Curriculum Theory and Practice Duration: 7 weeks   Credit Hours: 3   \$762.00	ELCI 7523
Schooling in a Pluralistic Society Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7073
Management of Operational Systems for Learning Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7043
Supervised Internship Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7493
Field Study Duration: 7 weeks   Credit Hours: 3   \$762.00	ELAD 7473

## Julius L. Wynn, Sr., Ed.D.

### Address

1901 Nugget Drive, Clearwater, Florida 33755

### Contact Numbers

727/441-2670 (home) 727/475-0982 (cell)

### Email

[juliuswynn63@gmail.com](mailto:juliuswynn63@gmail.com) (primary) [revjwynn@yahoo.com](mailto:revjwynn@yahoo.com) (secondary)

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### Current Position

**Adjunct Professor:** Studies in Interdisciplinary EdD in Leadership  
**Creighton University**

**Adjunct Professor:** Studies in Applied Ethics, and Diverse Populations in Education  
**St. Petersburg College**

**Core Faculty:** Curriculum and Instruction, and Educational Leadership  
**American College of Education**

**Assistant Principal,** Middle Grades, Pinellas County Schools, Palm Harbor Middle School

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### Education

Ed.D.	2010	University of South Florida-Tampa, Florida; Educational Leadership
M.A.	1993	University of South Florida-Tampa, Florida; Educational Leadership
B.S.	1985	Florida State University, Tallahassee, Florida Major: Purchasing and Materials Management Minor: Public Administration

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### Professional Experience

Current	Assistant Principal, Pinellas County Schools, Palm Harbor Middle School
7/2001-6/2005	Assistant Principal, Pinellas County Schools, Gibbs High School
8/1996-6/2001	Assistant Principal, Pinellas County Schools, Lakewood High School
2/1994- 6/1995	Interim Assistant Principal, Pinellas County Schools, Pinellas Park Middle School & Meadowlawn Middle School
1/1989-5/1996	Mathematics Instructor, Pinellas County Schools, Meadowlawn Middle School
10/1988-1/1989	Mathematics Instructor, Pinellas County Schools, Largo Senior High School
9/1987-10/1988	Mathematics Instructor, Pinellas County Schools, Robinson Alternative School
1986-1987	Claims Processor, Department of Insurance-Division of Rehabilitation and Liquidation, Tallahassee

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### Related Position

**Adjunct Professor:** Studies in Interdisciplinary EdD in Leadership  
**Creighton University**

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## Professional Experience

**Delegate**, Association for Practical and Professional Ethics, March 2010  
**Volunteer**, Southeast College Ethics Bowl, St. Petersburg, February 2010  
**Judge**, Pinellas County High School Ethics Bowl, Seminole, April 2010, November 2013  
**Delegate, 2011 WCET Conference, Denver, Colorado**

**Julius L. Wynn, Sr.** 1901 Nugget Drive, Clearwater, Florida 33755  
727/441-2670 (home) 727/475-0982 (cell)  
[juliuswynn63@gmail.com](mailto:juliuswynn63@gmail.com) (primary) [revjwynn@yahoo.com](mailto:revjwynn@yahoo.com) (secondary)

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## Certification

Florida Professional Certificate:  
Educational Leadership  
Business Education 7-12  
Mathematics K-12  
Middle Grades  
Quality Matters – Peer Reviewer Course (PRC) since September 2012

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## Technology Skills

Technology skills included but not limited to: Podcasting, Eluminate, Microsoft Word, PowerPoint, Access, and Excel, Moodle, SASI, Portal, and Blackboard student data management software, Xerox, digital camera, digital imaging, infusing technology into curriculum, streamlining administrative tasks with technology

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## Presentations

- Wynn, J. (Fall, 2009). Grade retention. Presented to Palm Harbor Middle School faculty.
- Wynn, J. (Fall, 2009). Hidden Racism: Representation of Blacks in the Media. Presented at the University of South Florida for Media Ethics seminar
- Wynn, J. (Fall, 2008 & 2009). Olweus Bullying Prevention. Presented to Palm Harbor Middle School faculty and students
- Wynn, J. (Fall, 2008 & 2009). Cultural Competencies. Presented to Palm Harbor Middle School faculty

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## Staff and Curriculum Development

- Coach teachers to integrate technology into lessons within the mathematics curriculum
  - Support teacher in the classroom when implementing new teaching strategies for at-risk students
  - Coach teachers in effectively utilizing management and learning systems in their classroom
  - Assisted in the planning and implementation of the school mission for professional development
  - Developed and implemented Smaller Learning Communities with a concentration on Global Studies
  - Established a tutoring and enrichment program for African-American at-risk students
-

## Area of Specialization

Education Leadership, Ethics, Diverse Populations and Social Foundations

**Julius L. Wynn, Sr.** 1901 Nugget Drive, Clearwater, Florida 33755  
727/441-2670 (home) 727/475-0982 (cell)  
[juliuswynn63@gmail.com](mailto:juliuswynn63@gmail.com) (primary) [revjwynn@yahoo.com](mailto:revjwynn@yahoo.com) (secondary)

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## Selected Publication in Press & in Draft Form for Publication

Wynn, J. (Spring, 2010). A Study of Selected Teachers Perceptions of Grade Retention in a Florida School District. *University of South Florida, Dissertation (March 29, 2010).*

Wynn, J. (Fall, 2010). Hidden Racism: Representation of Blacks in the Media. *University of South Florida, Article. Draft Form*

Shapiro, A. and Wynn, J. (Summer, 2010). Middle School Grade Retention: Is it ethical? *University of South Florida, Article. Draft Form*

Wynn, J. (Summer, 2010). Highland Horizons! Improving Academics and High-Stakes Test Scores for At Risk Students. *Grant Proposal. Draft Form*

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## Faculty Loads

**Creighton University**

**ILD 823 Leadership in a Global Society**

**American College of Education**

**EL 5753 Law and Policy**

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## Research Interest and Teaching Strategies

- Ethical and diverse aspects of education governing student achievement
- Think Pair Share- Think Pair Share is an invaluable tool that allows every student to think and communicate. Its benefits are numerous, wait time, socializing, interacting with peers, high level of engagement and participation, accountable talk, and more.
- Socratic Discourse- the Socratic Method searches for general, commonly held truths that shape opinion, and scrutinizes them to determine their consistency with other beliefs. The basic form is a series of questions formulated as tests of logic and fact intended to help a person or group discover their beliefs about some topic, exploring the definitions or logoi (singular *logos*), seeking to characterize the general characteristics shared by various particular instances.
- Case Studies
- Debates

# College of Engineering Graduate Faculty Qualification Standards

January 2014

This document provides the qualification standards for the College of Engineering Graduate Faculty. The standards comply with the Arkansas State University Handbook. Appointment to the Graduate Faculty may be made as a Regular Member or Temporary Member. Each category has associated qualification standards, appointment requirements and procedures, and privileges and responsibilities as defined below.

## A. Regular Member

### 1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. A doctoral degree, such as a Doctor of Philosophy (Ph.D), Doctor of Science (Sc.D), Doctor of Engineering (Eng.D), or equivalent, is considered an appropriate terminal degree in the College of Engineering. Appropriate disciplines for the terminal degree include all areas of engineering (such as civil, electrical, mechanical, chemical, etc.) and applied science.

In exceptional cases, unique experience, specialized training, and professional competence may substitute for a terminal degree. The College of Engineering allows for two exceptional cases options.

- I. The faculty member holds an earned doctoral degree in a discipline or field not listed as appropriate for regular faculty members in engineering. However, due to undergraduate or graduate training in engineering and/or professional practice or research, the faculty member has attained unique experience, specialized training and professional competence appropriate for appointment as a Regular Member of the Graduate Faculty in the College of Engineering.
- II. The faculty member does not hold an earned doctoral degree, but does hold a Master of Science degree in engineering or applied science, is a registered Professional Engineer or has demonstrated several years of progressive practice in the engineering profession, and has served in a satisfactory manner as a member of the Temporary Faculty for at least three years.

Under both options, recommendation to the Graduate Council will be made after approval by the College of Engineering Graduate Committee and Dean of the College of Engineering.

Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee, and program levels. Scholarly activity in the College of Engineering includes presentations to learned forums, engineering technical reports, external consulting activities, accreditation reviews for ABET, service to peer-reviewed publications, patents, books, book chapters, and other similar work.

## **2. Appointment requirements and procedure**

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the applicant must meet the qualification standards of the program or department. An appointment is recommended by the department/program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council. Appointment is for up to a six year term at which time the faculty member may reapply; although individual programs, department, or colleges may choose to have shorter terms of appointment. Upon hire as a pre-tenure or tenured faculty member possessing a terminal degree in an appropriate discipline, an initial graduate faculty appointment will be made for up to a six year term. Upon promotion to associate or full professor, a graduate faculty appointment will be made or an existing appointment will be reset to a new term of up to six years. The College of Engineering appoints Graduate Faculty Regular Members to six year terms.

## **3. Privileges and responsibilities**

A Regular Member may teach graduate courses at any level, serve on the Graduate Council; direct research; and serve on thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. With the approval of the graduate program director and the Dean of the Graduate School, a Regular Member may chair thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. The Graduate School recommends that faculty who chair thesis and dissertation committees either have previous experience on such committees or work with a mentor, a faculty member who has successfully chaired thesis or dissertation committees in the past.

## **B. Temporary Member**

### **1. Qualifications**

An individual with a terminal degree or documented knowledge and equivalent experience shall be eligible for appointment to the graduate faculty as a Temporary Member to teach specific courses and/or serve on committees over a specified time period.

### **2. Appointment requirements and procedure**

Application is through, or nomination is by the department/program graduate faculty or chair (or program director in the case of interdisciplinary programs). Recommendations must include specific qualifications as related to the course(s) to be taught or committee membership. An appointment is approved by the Graduate Dean for a specified time period. The College of Engineering appoints Graduate Faculty Temporary Members to three year terms. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply.

### **3. Privileges and responsibilities**

A Temporary Member may teach graduate level courses at the masters, specialist and doctoral levels and serve on student committees. A Temporary Member appointment is only valid for the time frame specified and for the course(s) or activities approved on the application.