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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| **[x ] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Gwendolyn L. Neal 9/24/2019 **Department Curriculum Committee Chair** | Joanna Grymes 10/30/2019  **COPE Chair (if applicable)** |
| Joan Henley 9/24/19 Enter date… **Department Chair:** | Mary Jane Bradley 10/31/2019  **Head of Unit (If applicable)** |
| Wayne Wilkinson 10/16/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/16/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Dr. Joseph Nichols, [jnichols@astate.edu](mailto:jnichols@astate.edu), 870-972-3631

2. Proposed Starting Term and Bulletin Year

Spring 2020

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

ELAD 8246

4. 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).

Dissertation Seminar I: Dissertation Chapter 4

Short title: Diss Sem I Diss Chap 4

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

Synthesizes concepts and knowledge from each corresponding seminar and previous course content to build a systems orientation toward change and an understanding of the components and process of developing Chapter 4 of a Dissertation. Prerequisite: ELAD 8211, ELAD 8221, ELAD 8231 and admission to doctoral program.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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).

1. **Yes / No** Are there any prerequisites?
   1. If yes, which ones?

YES, ELAD 8211, ELAD 8221, ELAD 8231, and admission to doctoral program

* 1. Why or why not?

Students must have completed Chapters 1-3 of their dissertation

1. **Yes / No** Is this course restricted to a specific major?
   1. If yes, which major? YES, Ed.D. Educational Leadership

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

N/A

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Dissertation

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Credit/No Credit

10. **Yes / No** Is this course dual listed (undergraduate/graduate)?

NO

11. **Yes / No** Is this course cross listed?

NO

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program?

NO

a. If yes, what program?

Enter text...

13. **Yes / No** Does this course replace a course being deleted?

a. If yes, what course?

NO

14. **Yes / No** Will this course be equivalent to a deleted course?

a. If yes, which course?

NO

15. **Yes / No** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

YES from Meredith McFadden

16. **Yes / No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

NO

**Course Details**

17. 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.)

**Students in this course will have a one-to-one relationship with the course professor since activities are predicated on the dissertation topic.**

**Week 1: Student will meet with dissertation mentor to outline Chapter 4 of the dissertation**

**Weeks 2 – 12: Student will complete Chapter 4 of the dissertation through weekly consultation with the dissertation mentor. Activities in this course are highly individualized depending on the kind of dissertation (Qualitative or Quantitative) and the study’s topic. Activities will be completed by the student with weekly guidance from the dissertation mentor.**

**Week 13: Student will submit Chapter 4 of dissertation to the dissertation mentor and dissertation chair for corrective action.**

**Week 14: Student will submit final draft of Chapter 4 of dissertation for final approval from dissertation chair.**

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

**Students will be engaged in weekly face-to face or video conferencing with the dissertation mentor until Chapter 4 of the dissertation is in its final form.**

19. Department staffing and classroom/lab resources

1. Will this require additional faculty, supplies, etc.?

NO

20. **Yes / No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

No

**Course Justification**

21. Justification for course being included in program. Must include:

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

**This course provides detailed guidance through Chapter 4 of the dissertation process with weekly interaction with the course professor. Unlike in the past where a student was mostly self-directed on completing Chapter 4 of the dissertation, this course provides weekly instruction and consultation throughout the semester with the expected outcome to be a completed dissertation chapter.**

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 capstone requirement of this program is to complete a dissertation. A central mission of the program is to have program completers receive a doctoral degree. It is essential that doctoral students receive proper instruction and guidance in the dissertation process to become a program completer.**

c. Student population served.

**Ed.D. Educational Leadership Students**

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

**Course required for Doctoral program (Graduate)**

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**PLO 5. I**nterpret, apply, and conduct educational research.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 5 (from question #23)** | **Interpret, apply, and conduct educational research.** |
| Assessment Measure | **Direct Assessments:**  **1. Completion and Approval of Dissertation Proposal**  **2. Successful Defense of Dissertation**  **Indirect Assessment:**  **One-year Program Completer Exit Survey** |
| Assessment  Timetable | **The assessment will occur in the seventh semester of the student’s doctoral program.** |
| Who is responsible for assessing and reporting on the results? | **The course instructor will assess the final document and report the results to the registrar, the director of the doctoral program, and student’s dissertation chair. The doctoral program director will be responsible for action plans that would result in an unsuccessful completion of course requirements.** |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | **The course outcome will be the completion of Chapter 4 of the student’s dissertation.** |
| Which learning activities are responsible for this outcome? | **Learning activities responsible for this outcome and the following components of Chapter 4 of the dissertation: Introduction, Statement of the Problem, Purpose of the Study, Research Questions, Findings of the Study, and Chapter Summary.** |
| Assessment Measure | **The assessment measure of this outcome will be final approval of Chapter 4 of the dissertation by the course professor and the student’s dissertation chair.** |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**2019-20 Graduate Bulletin Pg. 308**

ELAD 8243. Epistemology and Pedagogy An overview of the major concepts of epistemology

and learning with emphasis on understanding research theories and best teaching practices. This

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

ELAD 8246. Dissertation Seminar I: Dissertation Chapter 4

Synthesizes concepts and knowledge from each corresponding seminar and previous course content to build a systems orientation toward change and an understanding of the components and process of developing Chapter 4 of a Dissertation. Prerequisite: ELAD 8211, ELAD 8221, ELAD 8231 and admission to doctoral program.

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

and legal decision and educational practice. Among issues addressed are the relationship between schooling and the state, the nature and scope of students’ and teachers’ substantive and

procedural rights, and the many meanings of educational opportunity. Emphasis is given to consideration of the tension among political, professional, and legal authority at the local level and

the distinctive policy role of the federal government. Prerequisite: ELAD 6073 and admission to

doctoral program.