

Graduate Council Minutes

October 8, 2012 @ 2 pm

Present: Drs. Sustich, Schmidt, Humphrey, Kemp, Lee (Holman), Owen, Gilbert, Koizumi, Welsh, Milligan, Srivatsan, Hill, Jones, Drake, Tusalem (McLean) and Ms. Finch, Terrell and Tamanathan

1. Welcomed everyone to a new year and all new members
2. Business
 - MBA and MAcc admission requirement changes **APPROVED**
 - MBA-Logistics name change to MBA-Supply Chain Management **APPROVED**
3. Education
 - ESPE 6103 Ethical Issues in Sport new course **APPROVED**
 - MSE Physical Education bulletin changes **APPROVED**
 - MS Sports Administration bulletin changes **APPROVED**
4. Humanities and Social Sciences
 - Heritage Studies bulletin change **APPROVED**
5. Sciences and Mathematics
 - BIO 5684 Biological Data Analyses new course **APPROVED**
 - BIO 5683 Biological Data Analysis deletion **APPROVED**

Code #

Bulletin Change Transmittal Form

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

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

N/A

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
N/A			
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)
 Russell Jones, College of Business, BU205, rjones@astate.edu, 972-3988

2. Proposed Change
 Revise conditional admission requirements for MBA and MACCT programs within the College of Business.

3. Effective Date
Spring 2013

4. Justification
 Currently, a student with a lower GPA is allowed to be conditionally admitted if they perform adequately on the GRE/GMAT exam before completing more than nine hours of 6000-level courses. The change allows a student with a higher than minimum GPA to be conditionally admitted with a slightly lower GRE/GMAT score. Students admitted under this provision must maintain a higher graduate GPA during the first 12 hours of 6000-level coursework then students with the normal GRE/GMAT requirements.

Currently on page 70 of the Graduate Bulletin:

ADMISSION REQUIREMENTS (for all but the MSE in Business Technology degree)

An applicant's complete application package, including application to Graduate School, official transcripts, official GMAT/GRE scores, required application fee and, when required, proof of immunization must be received in the Office of the Graduate School no later than 30 days prior to the beginning of classes each semester. To ensure time for issuance of an I-20, international students must submit a complete application, including all the above plus official TOEFL scores and a financial guarantee no later than 90 days prior to the beginning of classes each semester.

Unconditional Admission

Applicants for the Master of Business Administration (M.B.A.) degree program must submit a score on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Entering students will be granted unconditional admission if they meet one of the following sets of criteria:

1. A minimum cumulative GPA of 2.75, or its equivalent on a 4.0 scale, on all undergraduate coursework completed AND a minimum GMAT composite score of 480.
2. A minimum cumulative GPA of 3.00, or its equivalent on a 4.0 scale, on the last 60 hours of undergraduate coursework completed AND a minimum GMAT composite score of 480.
3. A minimum cumulative GPA of 2.75, or its equivalent on a 4.0 scale, on all undergraduate coursework completed AND a minimum GRE composite score of 300 with a minimum of 145 on the Verbal Section and a minimum of 145 on the Quantitative Section.
4. A minimum GPA of 3.00, or its equivalent on a 4.0 scale, on the last 60 hours of undergraduate coursework completed and a minimum GRE composite score of 300 with a minimum of 145 on the Verbal Section and a minimum of 145 on the Quantitative Section.

Information pertaining to the GMAT or GRE may be obtained by contacting the Testing Center at (870) 972-2038. International students must submit the required TOEFL or IELTS scores.

Conditional Admission

An applicant for the Master of Business Administration (M.B.A.) degree program may be admitted conditionally with a minimum overall undergraduate GPA of 2.75 at the discretion of the Director of Graduate Programs. However, no more than nine hours of MBA coursework (excluding foundation courses) may be taken by an individual who has not met the minimum GRE/GMAT scores.

Change the paragraph on **Condition Admission** to the following:

Conditional Admission

An applicant for the Master of Business Administration (MBA) degree program may be admitted conditionally in one of the following ways at the discretion of the Director of Graduate Programs:

1. A minimum overall undergraduate GPA of 2.75. However, no more than nine hours of MBA coursework (excluding foundation courses) may be taken by an individual who has not met the minimum GRE/GMAT score;
2. A minimum overall undergraduate GPA of 3.25 AND a minimum GMAT composite score of 450;
3. A minimum overall undergraduate GPA of 3.25 AND a minimum GRE composite score of 280 with a minimum of 140 on the verbal section and a minimum of 140 on the quantitative section.

To be moved from conditional to unconditional admission under option #1 above, the candidate must complete either the GRE or the GMAT with the required minimum score for unconditional admission. If admitted conditionally under either option #2 or #3 above, the candidate must have achieved a minimum GPA of 3.25 in the first twelve hours of 6000-level courses in the MBA program. If the candidate fails to meet these requirements, they will not be allowed to continue in the program unless the minimum GRE/GMAT scores for unconditional admission are achieved.

Code #

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**Bulletin Change**

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

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)Dr. C. William Roe; College of Business, Arkansas State University, State University, AR 72467; BROE@astate.edu; 870-972-3035.**2. Proposed Change**

Change the name of the logistics concentration in the MBA program to "Supply Chain Management."

3. Effective Date

1/1/2013

4. Justification

The proposed name change for the concentration more accurately reflects the course content of the curriculum. The course content includes a global supply chain and sourcing/procurement class as well as two logistics classes which make its content more accurately described as supply chain management.

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.

MASTER OF BUSINESS ADMINISTRATION CONCENTRATION IN ~~LOGISTICS~~ SUPPLY CHAIN MANAGEMENT

The MBA with a Concentration in ~~Logistics~~ Supply Chain Management is designed to allow students to complement their studies in business administration with in-depth coverage of the core components of the ~~logistics supply chain~~ functions of business as they relate to firms operating in a dynamic global business environment. Students will complete the

75

27 hours of the MBA core and 12 additional hours of graduate level courses in logistics.

Admission Requirements

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

Program of Study

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

ACCT 6003, Accounting for Planning and Control

ECON 6313, Managerial Economics

FIN 6723, Corporate Financial Management

IBS 6593, Global Strategic Initiatives

MIS 6413, Management Information Systems

MGMT 6403, Seminar in Organizational Behavior and Leadership

MGMT 6423, Strategic Management

MKTG 6223, Strategic Marketing

MIS 6543, Business Analytics

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

MKTG 6253, Seminar in Logistics Management

MKTG 6283 Global Supply Chain Management

MKTG 6513 Logistics Operations

MKTG 6523 Sourcing and Procurement

Total Program Coursework: 39 hours

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) ESPE 6103
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Ethical Issues in Sport
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. This course examines contemporary views of moral and ethical issues within various sport environments. Course includes discussion of major social criticisms and constructs of sport, analysis of relevant ethical theories in sport, application of critical self-evaluation, and synthesizing ethical reasoning knowledge and skills.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? Yes. b. Why? Must be graduate level standing
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Tom Adams, Graduate Coordinator HPESS, or David LaVetter, Program Director, Sport Administration, Arkansas State University- Jonesboro, PO Box 240 State University, AR 72467, tadams@astate.edu, or lavetter@astate.edu, 972-3066</p>
<p>11. Proposed Starting Term/Year Spring 2013</p>
<p>12. Is this course in support of a new program? If yes, what program? M.S. Sport Administration, Department of Health, Physical Education & Sport Sciences</p>
<p>13. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past? No</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. Originally, the MS Sport Administration degree plan required a 3-credit ethics course offered through the Department of Educational Leadership, Curriculum and Special Education (ELAD 6103 Ethical Leadership). However, Dr. Mitch Holifield, department chair, ELCSE, recommended that it be offered within Department of HPESS. This course has been previously offered as a "Special Course", or "9" course during Spring 2012.</p> <p>This course does not affect any graduate program. It serves as one of the core curriculum requirements in the MS degree, Sport Administration.</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain) The purpose is to expand the critical personal awareness of values, and apply discussed ethical theories to the relevant moral and ethical issues confronting current sport administrators/managers/coaches.</p> <p>Advanced levels of ethical theories and moral reasoning literature in sport are discussed in order to effectively develop advanced academic skills in effectively researching and analyzing the sport ethics literature. Included in the core competencies: Ethical theories, absolute/relativism in sport, moral reasoning and moral development models, sport and education, competition, violence in sport, over-commercialization, codes of conduct in sport, race and gender equity in sport, diversity in sport, and effective ethical decision-making skills applicable to the sport environment</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. This course enhances HPESS graduate programs by providing graduate students an advanced, ethics-based course pertinent to the physical education and sport management fields. This course is aligned with the mission of the department as well as the COE. Specifically, this course addresses instructional areas that values diversity, innovation, and professional (as well as personal) reflection. The college's mission reads:</p> <p>The faculty of the College of Education teaches, conduct research, and provides community and professional service in the areas of pedagogy, behavioral sciences, physical education and leisure studies, and advanced education-related professional studies. Instructional programs are offered within a student-centered organizational context that values diversity, innovation, and professional reflection; these programs are delivered by a faculty committed to the beliefs that (a) every student can learn, and (b) teachers themselves model commitment to learning by visibly demonstrating their own continuing personal and professional growth.</p> <p>Additionally, the course's content aligns with the required content areas necessary for accreditation of the national governing body for sport management/administration degree programs. Our accreditation site visit is currently scheduled for Spring, 2013. The accrediting agency is Council on Sport Management Accreditation (COSMA). ESPE 6103 provides the required outcome competencies for COSMA.</p> <p>C. Student population served. ASU graduate students</p> <p>D. Rationale for the level of the course (lower, upper, or graduate). Advanced levels of ethical theories and moral reasoning literature are discussed. Various ethical issues are discussed in</p>

detail. Students are expected to research each issue and provide significant classroom discussion. Advanced academic skills in effectively researching and analyzing the sport ethics literature will be expected. Students should possess excellent oral and written communications abilities in order to competently fulfill course assignments. Due to the rigorous writing expectations for this course, students are expected to thoroughly understand article database searching, effectively analyzing pertinent literature, summarize articles, apply critical thinking skills, and provide proper referencing. Student also orally present assignments in significant detail.

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

Week 1: Introduction, ethical theories, core values
 Week 2: Moral reasoning in sport, relativism
 Week 3: Sport and education, competition in sport
 Week 4: Commercialization (amateur sport)
 Week 5: Commercialization (professional sport)
 Week 6: Violence in sport
 Week 7: Moral development models
 Week 8: Moral development models cont.
 Week 9: Codes of conduct (ICA, interscholastic)
 Week 10: Diversity issues in sport
 Week 11: Race and religion equity issues in sport
 Week 12: Gender equity issues in sport
 Week 13: Ergogenic aids
 Week 14: Gambling in sport
 Week 15: Final paper presentations

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

1. Critical response papers (2)	20%
2. Personal values clarification paper	10%
3. Article reviews (2)	10%
4. Debates (2)	10%
5. Exam (1)	20%
5. Research paper (including presentation)	30%

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

Professional sport practitioner guest speakers

19. Required reading

Simon, R. Z. (2010). *Fair play: The ethics of sport*. Westview Press: Boulder, CO.

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

Current faculty is sufficient.

21. What is the primary goal of this course?

Expand the knowledge of ethical theories applicable to sport and relevant ethical issues in sport. Students will better understand their personal core values, ethical reasoning foundations, and critical thinking skills as it relates to the sport environment.

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

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

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

Primary Goal Outcome #1: Gain understanding and appreciation of ethical theories

Learning Activity: Class discussion of ethical concepts and theories

Measurement: Critical response and personal values clarification papers

Primary Goal Outcome #2: Gain understanding of ethical theories application to the management of sport programs

Learning activity: Group projects, class discussion, and Bb discussion boards activities
Measurement: Critical response and personal values clarification papers

Primary Goal Outcome #3: Analyze current moral and ethical issues in sport settings; apply ethical theories to scenarios
Learning Activity: Group projects, debates and class discussion
Measurement: Debates, critical response paper, and term paper/presentation, Exam

Primary Goal Outcome #4: Evaluate and synthesize personal core values and moral decision-making models
Learning activity: Class discussion, Bb discussion boards activities
Measurement: Personal values paper, Exam

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.

pp. 148-149, 2011-12 graduate bulletin:

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

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

ESPE 6103

This course examines contemporary views of moral and ethical issues within various sport environments. Course includes discussion of major social criticisms of sport, relevant ethical theories in sport, critical self-evaluation, and refines ethical reasoning knowledge and skills.

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

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Bulletin Change

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<i>Amy Magley</i>	<i>9-18-2012</i>		
Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
<i>Jim Stillwell</i>	<i>9-18-12</i>		
Department Chair	Date	General Education Committee Chair (if applicable)	Date
<i>Jacques Singleton</i>	<i>9/19/12</i>		
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

<p>1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>HPESS Jim Stillwell, Chair HPESS or Tom Adams, Graduate Coordinator HPESS, Arkansas State University, P.O. Box 240, State University Arkansas, Email: jstillwel@astate.edu or tadams@astate.edu, Phone: 870-972-3066</p>
<p>2. Proposed Change</p> <p>The revision below incorporates and illustrates proposed changes in the admission criteria for the MSE Degree in Physical Education. Specifically, the changes move away from a GPA and a minimum GRE score to a multi-point admission criteria. Criteria will now include: GPA, GRE, Resume, Writing sample, Letters of Recommendation, and potentially an on-site interview.</p>
<p>2. Effective Date</p> <p>Fall 2012</p>
<p>4. Justification</p> <p>a. The proposed changes correct the catalog to reflect recent changes in the GRE scoring. In addition, and perhaps more importantly, the proposed changes reflect a move by our department to use multiple sources of information when determining student admission. This is a move away from the practice of being limited by past academic performance (GPA) and minimum entrance exam scores (GRE or MAT).</p>

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COLLEGE OF EDUCATION

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SEP 18 2012

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 the 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.~~

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

~~• A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours) and a scaled score of at least 384 on the Miller Analogies Test (MAT) or a minimum score of 790 on the combined verbal and quantitative sections of the Graduate Record Examination (GRE).~~

~~• A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours) and a scaled score of at least 388 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE.~~

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

~~• The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by 10 and then multiplied by the MAT score the total is at least 9700.~~

~~• The total undergraduate GPA is 2.50 AND when the undergraduate GPA is multiplied by the GRE score the total is at least 1850.~~

Replace With:

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 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 been received by the Graduate School's application deadlines. After the initial review of admission materials the

Revised 9/25/2008

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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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)

HPESS Jim Stillwell, Chair HPESS or Tom Adams, Graduate Coordinator HPESS or David LaVetter, Sport Administration Program Director, Arkansas State University, P.O. Box 240, State University Arkansas, Email: jstillwel@astate.edu or tadams@astate.edu or lavetter@astate.edu Phone: 870-972-3066

2. Proposed Change

The total hour requirement in the MS degree in Sport Administration changed from 33 hours to 36 hours. The course proposed to be added is ESPE 6643 Current Readings Seminar in Physical Education and Sport Science (3 credits), an existing course in HPESS Department. This addition pertains to both thesis and non-thesis options tracks.

This 33 to 36-credit hour change reflects both traditional and WEB programs.

3. Effective Date

Spring 2013

4. Justification

The proposed change provides an expansion of knowledge and research skill in this field. Additionally, we found 90% of Sport Administration majors are choosing non-thesis option. This course addition will enable Sport Administration students to further develop research and critical analysis skills in contemporary issues within sport organizations. This course requires students to research and analyze research publications that will enhance their knowledge, understanding, and abilities to synthesize various managerial aspects of administering sport or athletics-related organizations. Students will need instructor approval of specified study areas.

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

Purpose of the Degree

The M.S. Sport Administration degree in the Department of Health, Physical Education & Sport Sciences is designed as a ~~33~~ **36**-credit hour program that serves graduate students interested in preparing for management or administrative opportunities in professional sports, intercollegiate and interscholastic athletics, sport facilities, and sports marketing and management agencies.

Program of Study

Required Core Coursework

ELAD 6103 Ethical Leadership

ESPE 6113 Sport Law

ESPE 6123 Sport Marketing

ESPE 6133 Sport Finance & Budgeting

ESPE 6143 Sport Communications

ESPE 6153 Sport Leadership

ESPE 6163 Sport Governance & Operations

ESPE 6603 Sport in Society

**ESPE 6643 Current Readings Seminar in Physical Education and Sport
Science**

ESPE 6673 Research Design

ESPE 681V Internship or ESPE

Minimum hours required for this program: 36

p. 118 in 2011-12 Graduate Bulletin

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		Vice Chancellor for Academic Affairs	Date

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

Dr. Clyde A. Milner II, Arkansas State University, Heritage Studies Ph.D. Program, P.O. Box 69, State University, AR 72467
cmilner@astate.edu, 972-3130

2. Proposed Change New deadline for creating doctoral advisory committee of a student in the Heritage Studies Ph.D. Program to allow for more time to work with a larger number of faculty. And change in specific guidelines for the Qualifying Exam Portfolio to make the capstone research seminar paper one of the required three examples of a student's work placed in the portfolio.

3. Effective Date Jan. 1, 2013 (or start of spring semester 2013)

4. Justification As indicated in # 2 above. We want students to work with a greater number of faculty before determining the membership of the Doctoral Advisory Committee. We feel the Qualifying Exam Portfolio needs clarification and an emphasis on the importance of the capstone research seminar paper. The Heritage Studies Ph.D. Program Committee that consists of thirteen faculty members has approved these changes.

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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.

Change wording in present Graduate Bulletin, 2011-2012, page 177 & 178

On page 177

Advisory Committees

It is the responsibility of the Doctoral Advisory Committee to work with a student to develop a specific course of study. Each student is expected to initiate this process by identifying a doctoral dissertation advisor who will chair the advisory committee. The members of Doctoral Advisory Committees must be drawn from Arkansas State University graduate faculty. Each committee must have at least three members. No more than two members may represent the same academic discipline. Committee membership is subject to the approval of the Heritage Studies Ph.D. Program Committee.

The Director of the Heritage Studies Ph.D. Program will serve as the initial advisor for students entering the program. In this capacity, the Director will institute a tentative curriculum for the student pending establishment of the Doctoral Advisory Committee. ~~Before the end of the first 12 months after beginning the program full time, or before completing 18 semester credit hours of study, the student in consultation with the Director is expected to have selected a dissertation advisor, formed a Doctoral Advisory Committee, and declared a course of study.~~

Before beginning the final year of course work or no later than after the completion of 30 semester credit hours of study, the student in consultation with the Director is expected to have selected a dissertation advisor, formed a Doctoral Advisory Committee, and declared a course of study

On page 178

The Portfolio for the Qualifying Exam will contain:

- ~~• A major example of the student's work from EACH of the four-course clusters in the curriculum (the core, specialty area, and enrichment). These THREE EXAMPLES from the student's course work are improved and enhanced before they are placed in the portfolio. These THREE items will demonstrate breadth and depth in terms of the student's studies. At least one of these should be a significant example of the student's writing.~~

A major example of the student's work from EACH of the three divisions of the doctoral curriculum (the core, specialty area, and enrichment). These THREE EXAMPLES from the student's course work are improved and enhanced before they are placed in the portfolio. The first example will be drawn from one of the required core seminars. The second example of enrichment may come from any class in the Heritage Studies program, other than a core seminar or the capstone research seminar, that demonstrates breadth and depth in terms of the student's studies. The third example will be the research paper from the capstone research seminar (HS 7213). It is required as the representation of the specialty area and as a significant example of the student's writing.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) BIO 5684
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Biological Data Analysis
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and Lab
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letters
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Use of statistical tests and models (regression, ANOVA, generalized linear models, and mixed-effect models, PCA) to analyze ecological/biological data. Applications using a free statistical program[A1].
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? Applied[MS2] Statistics[A3] +or equivalent b. Why? Because basic statistics will be reviewed but only for a few weeks.
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Virginie Rolland, Department of Biological Sciences, LSE 314, vrolland@astate.edu , 972-3194
11. Proposed Starting Term/Year Spring 2013
12. Is this course in support of a new program? If yes, what program? No.

13. Does this course replace a course being deleted?

Yes

b. **If yes, what course?** BIO 5683c. **Has this course number been used in the past?**

No.

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

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

No.

15. Justification should include:

- A. **Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).**
This course should give students in biology a better understanding of statistics through the use of ecological/biological examples. Students will be using program R for exercises. R, a free version of S-Plus, is a high-level language and an environment for data analysis. It is increasingly used and cited in the literature. Because it is free, students will be able to download it on their personal computers without a license. At the end of the course, students will have the tools to analyze a variety of data or to look for other tools not seen during the class, and they should indirectly acquire some basic knowledge of programming as well.
- 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.**
 By combining biology with statistics, this course fits with the emphasis put on interdisciplinary instruction in the department. Students will have concrete tools to conduct good quality research in biology, wildlife, or ecology studies.
- C. **Student population served.**
 This course will serve as an elective for Biology graduate students.
- D. **Rationale for the level of the course (lower, upper, or graduate).**
This course will be offered as a graduate level course. It will start with an introduction to the program R and a review of the basics in statistics, which are essential for the understanding of further tests and models. Data manipulation, analysis, and interpretation – appropriate for a graduate level class – will foster critical thinking.

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.)**Unit I: Introduction and Review**

Week 1: Introduction to R

Week 2: Descriptive Statistics and Probability Distributions

Week 3: Hypothesis testing and Classical tests

Unit II: Linear models

Week 4: Regression and 1-way ANOVA

Week 5: Multiple regression, Multiple testing, and Model inference and selection

Week 6: 2-way ANOVA and ANCOVA

Week 7: *Mid-term exam***Unit III: Generalized linear models**

Week 8: Introduction

Week 9: Poisson regression (count data)

Week 10: *Spring break*

Week 11: Logistic regression (binary and proportion data)

Unit IV: More complex models

Week 12: Mixed effect models (repeated measures) I

Week 13: Mixed effect models II

Unit V: Miscellaneous

Week 14: Principal Component Analysis

Week 15: Additional questions

Week 16: *Finals***17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

There will be quizzes (one per unit), homework assignments, a mid-term exam, and a final test. Students will also be asked to conduct an individual project using their own research data or a given dataset.

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

None.

19. Required reading

This course would require students to read "The R Book (Crawley 2007)" to have a reference for both statistical tests (from basics to complex models) and R language. The course will also be supplemented with current literature.

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

Because this course includes computer exercises, a computer lab will be needed. No additional faculty will be required to teach this course.

21. What is the primary goal of this course?

To learn how to analyze ecological/biological data using an increasingly used free software.

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

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

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

The successful students in the course "Biological Data Analyses" will:

1. Demonstrate competency manipulating and graphically exploring biological data
2. Apply appropriate statistical models to demographic and ecological questions
3. Analyze data from an independent research project

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.

This proposal would affect p246 of the most current electronic version of the graduate bulletin (2011-2012).

BIO 5441-3 Special Topics in the Biological Sciences Topical or technique driven seminar relating to the biological sciences that will lead to the training of students in a body of work, such as newly developed research technique/approach. Number of credit hours will vary. Prerequisites: consent of the instructor.

BIO 5684 Biological Data Analyses Use of statistical tests and models (regression, ANOVA, generalized linear models, and mixed-effect models, PCA) to analyze ecological/biological data. Applications using a free statistical program. Pre-requisites: Applied Statistics I or equivalent.

BIO 6001 Biological Seminar Required of all graduate students.

BIO 6003 Scientific Methods and Research Design A focus on the understanding and development of the scientific method as it pertains to research. Required of the graduate life sciences major, including students studying within the Biology, Botany, Wildlife Management and Zoology emphasis.

BIO 6023 Science Communication for Scientists The goal of the course is to expose graduate students in the sciences to the forms of science communication they must master to become professionals. (e.g, science writing, oral communication, etc). Fall. Prerequisites: graduate status in the sciences and permission of the instructor.

BIO 6033 Biosafety and Ethics in Research Biosafety in the workplace, including chemical and radiation safety. Examination of moral and ethical issues in the laboratory and in research, including the concepts of transgenics, intellectual property and writing in research.

BIO 6103 Genetic Engineering An introduction to genetic engineering through an overview of the types of experiments that recombinant DNA makes possible, and an explanation of the information that such experiments have revealed. Lecture three hours per week.

BIO 6113 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 the professor

BIO 6013 Evolutionary Biology A summary of current theories concerned with evolution of biological organisms. An elective course particularly directed to the needs of biological science majors including students of Biology, Botany, Zoology, and Wildlife Management. (Fall of even years)

BIO 6123 Specialized Biochemistry An advanced study of biochemical pathways leading to specialized biologically active metabolites. Emphasis will be on specialized

BIO 6143 Introduction to Biotechnology & Research Design Study of molecular biological techniques and experimental designs through oral and written review of scientific literature. Career preparation by construction of curriculum vitae and work portfolios. Prerequisites: Students must be graduate students in a biological field of science.

BIO 6144 Laboratory in BioTechniques I Laboratory techniques in protein chemistry and analysis, cell culture, and DNA/RNA isolation techniques. Techniques also include a variety of chromatographic methods, electrophoresis, UV-vis spectroscopy and radiochemistry.

BIO 6154 Laboratory in BioTechniques II Laboratory techniques in DNA/RNA analysis and applications, including PCR, real-time PCR, recombinant DNA and the production of gene expression products.

BIO 6196 Internship in Biotechnology Participation in an internship with a private business, research center or public agency in the field of biotechnology. Included is a minimum of 300 work hours. Internship may be a volunteer or paid position. Included is the completion and approval of a synthesis paper covering methods and applications of molecular tools used

Revised 2/24/11

during this internship. Prerequisite: BIO 6144, BIO 6154

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

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

Program and/or Course Deletion

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

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

1. Program and/or Course Title, Prefix and Number BIO 5683 Biological Data Analysis
2. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Virginie Rolland, Department of Biological Sciences, ASU, PO Box 599, State University AR 72467, vrolland@astate.edu , (870)972-3194
3. Last semester student can graduate with this degree and/or last semester course will be offered Spring 2012.
4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students? This course was created for graduate students in biology and environmental science. The week was partitioned into 2 hours of lecture and 1 hour of lab. The students were frustrated to have that little time in lab and the lecture material would be better covered with three hours a week. Therefore, the same course (content, requirements) will be offered except that more time will be allocated (through a 4 credit hour course). In this sense, the deletion of the course in the present format will not affect the students who took it in any ways.
5. How will this affect the department? Does this program and/or course affect another department? If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects. The Department of Biological Sciences will not be affected. Since no student from the Agriculture[MS1] Department[MS2] took the course and because a similar course will be substituted, the Department of Agriculture and Technologies will not be affected wither by the deletion of this course. Neither Biological Sciences nor other departments or colleges will be affected.
6. (For courses only) Will another course be substituted? If yes, what course? Yes, another course with the same title will be substituted. The new prefix and number will be BIO 5684 (see attached)

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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Revised 09/10/2009

8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

The most recent graduate bulletin online (2011-2012) does not include a description (or a mention) for BIO 5683 Biological Data Analysis offered in Spring 2012.