

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SCHOOL OF ACCOUNTING

COLLEGE: BUSINESS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ___ GEB ___ COURSE NUMBER ___ 7068 ___ LAB CODE (L or C) ___

COMPLETE COURSE TITLE: SEMINAR IN UNIVERSITY BUSINESS EDUCATION

EFFECTIVE DATE

(first term course will be offered)

FALL 2014

CREDITS: 3

TEXTBOOK INFORMATION:

Required readings are from scholarly journals and relevant websites. No text is required. The reading list is provided with the syllabus. This is a hybrid course; instruction is in class and e-learning.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR _____ SATISFACTORY/UNSATISFACTORY X _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This course provides knowledge and skill development for doctoral level business students to prepare them for the teaching component of an academic career.

PREREQUISITES*:

Doctoral standing.

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

ACCOUNTING, BUSINESS, PH.D. PROGRAM

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: GRADUATE FACULTY MEMBER, PH.D. REQUIRED.

Faculty contact, email and complete phone number:

Dr. Karen Hooks, khooks@fau.edu, (561) 297-3932

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

College of Business: Departments of Marketing, Finance, and Management

College of Education

(Documentation from each is attached.)

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

Date:

10/24/13

10/25/13

10.29.13

11-20-13

11.21.13

ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements:
<http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)

♦Written consent from all departments affected by new course

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



Florida Atlantic University
COLLEGE OF BUSINESS

GEB 7068 – Section xxx
CRN – xxxxx
Seminar in University Business Education
Fall 201X and Spring 201X
Location and Meeting Dates
Hybrid Course, Instruction is in Class and E-Learning

Professor Information

Karen L. Hooks, Ph.D., CPA
Office: DeSantis 101-D
Email: khooks@fau.edu
Phone Number: (561) 297-3932

Office Hours

DeSantis 101-D
Tuesdays and Wednesdays 9AM-1PM
After class as needed on the Fridays when classes are scheduled, and by appointment.

Required Text and Materials

Required readings are from scholarly journals and relevant websites. No text is required.
Reading list is provided with this syllabus.

Course Description

Catalog description: Special topics in accounting.

Course description: "Seminar in University Business Education" - This course provides knowledge and skill development for doctoral level business students to prepare them for the teaching component of an academic career. Topics include: curriculum, learners, pedagogy, classroom management, assessment, e-learning, educational research, and university environments. Skill development includes: preparing syllabi, writing learning objectives, lecturing, utilizing active learning techniques, preparing student learning aids, using electronic learning platforms, and providing peer feedback.

Course Prerequisites and Credit Hours and Class Time Commitments

Course Prerequisites: College of Business doctoral students only. (3 credits)
(Official catalog statement of course prerequisites: Admission to a Ph.D. program)



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Class time commitments: According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.

Course Learning Objectives

Students will be able to:

1. Assess the effective focus of course curricula on desired student skill and student knowledge development.
2. Prepare a syllabus, including developing and writing learning objectives.
3. Prepare and deliver content lectures in classroom and e-learning settings; prepare student-learning aids to support lecture content.
4. Plan and execute active learning exercises in the classroom.
5. Identify and explain learner characteristics and match them with effective pedagogical and classroom management techniques.
6. Use electronic learning platforms.
7. Distinguish appropriate uses of different student performance assessment techniques.
8. Identify institutional requirements, such as accreditation expectations and applicable laws and regulations that impact faculty performance in a university environment.
9. Provide peer feedback on pedagogy-related performance.

Course Evaluation Method

This syllabus and accompanying course information includes numerous activities and assignments that must be completed. Each activity or assignment is equally weighted. Class attendance is also included in the course grade with each class carrying a weight equal to an activity or assignment. Letter grades are assigned for the course at the end of the semester.

Additional Course Policies

Missing Exams

No exams are required for this course.

Late Assignments

Late assignments will be given a score of one half the value they would have been awarded if submitted timely. Late submission is not penalized only as a result of university policy.



Attendance Policy

Class attendance is mandatory and included in the course grade with each class weighted equally compared to an assignment or activity. Class absence is excused only as a result of university policy.

Course Outline

Detailed information about all assignments and activities is provided at the end of this syllabus.

**Tentative Class Calendar
2013-2014 Academic Year**

8/22-23	FAU TA Orientation
8/30	Class - Course Introduction, Your First Week of Teaching
9/6	Class - Curriculum: What We Teach
9/20	Due date, Learning Objectives assignment
9/27	Class - Students: Who We Teach
9/27	In-class lectures
10/4	Completion date, At Risk Students assignment
10/11	Due date, Personal Teaching Philosophy statement
10/25	Class - Pedagogy: How We Teach
10/25	In-class lectures
11/1	COB Panel, Teaching Using the Case Method (10am-noon)
11/22	Class - Assessment: How We Evaluate
11/22	In-class lectures
11/22	Due date, Syllabus preparation assignment
1/10	Class - Lecturing, Guest Speakers*
1/10	Due date, PowerPoint deck
2/7	Class - Outside Forces: Accreditation & Legal Issues, Guest Speakers*



- 2/7 Completion date, Copyright CD assignment
2/7 Due date, video lecture
- 3/14 Class - On Being A Faculty Member
3/14 In-class lectures
3/14 Due date, peer evaluations PowerPoint
3/14 Due date, peer evaluations video lectures
- 3/28 Due date, Education journals assignment
- 4/11 Class - Distance Learning, Guest Speakers*
4/11 Completion date, COB archived training on Lecture Capture
- 4/24-30 Final Exam week, individual meetings with Dr. Hooks

*Dates with guest speakers are subject to change based on speaker availability

Selected University and College Policies

School of Accounting Policies

You are responsible for School of Accounting policies at

<http://business.fau.edu/departments/accounting/school-of-accounting-policies/index.aspx>.

These policies are considered to be an integral part of this syllabus.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 139 (561-799-8698) —and follow all OSD procedures.



Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices **and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.** For further information, please see Academic Policies and Regulations.

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

College of Business Minimum Grade Policy Statement

The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

Grade Appeal Process



A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.



In-Class Topics

Course Introduction and First Week of Teaching (Instruction time, 3 hours)

Curriculum: What We Teach (Instruction time, 3 hours)

Students: Who We Teach (Instruction time, 4 hours)

Pedagogy: How We Teach (Instruction time, 4 hours)

Assessment: How We Evaluate (Instruction time, 4 hours)

Lecturing – Guest Speakers (Instruction time, 3 hours)

Outside Forces: Accreditation and Legal Issues – Guest Speakers (Instruction time, 3 hours)

On Being a Faculty Member (Instruction time, 4 hours)

Distance Learning – Guest Speakers (Instruction time, 3 hours)



Outside of Class Instruction from FAU OIT

Background document:

Read and familiarize yourself with this document.

FAU Office of Information Technology

Faculty Technology Guide, 2013

<http://www.fau.edu/oit/files/faculty-tech-guide.pdf>

Blackboard training (Estimated instruction time, 5 hours):

On the FAU OIT website, find the following instruction modules. Both formal, structured training modules and PDF documents with instructions are available. You have a choice in how to fulfill your Blackboard training requirements. You may attend the class and turn in a completion certificate, or you may review/study the PDF document and provide evidence of your exposure and practice in the skills listed. The evidence may be a written summary of how you are currently using or have in the past used the Blackboard functions, or how you independently practiced the described functions.

Blackboard Basics

Blackboard Posting Content

Blackboard Assignments and Safe Assign

Blackboard Grade Center

Blackboard Tests

Lecture video training (Estimated instruction time, 1 hour):

FAU offers training in "Echo Personal Capture." You may attend this training and utilize this software for your video lecture assignment, or use another program if you prefer different software. No evidence of training is required, however, you will need proficiency to produce your video lecture, which must be submitted as a course requirement, and is to be peer reviewed by your classmates.

PowerPoint (Estimated instruction time, 2 hours):

On the FAU OIT website, find the following instruction modules. Levels of exposure and expertise in the use of PowerPoint vary widely among students, so how much training you need will depend on your current skill level. You are required to obtain sufficient expertise to prepare a PowerPoint deck for a lecture in your discipline. No evidence of training is required, however, your final PowerPoint lecture product must be submitted as a course requirement. (Note that you are also required to view the archived College of Business faculty training session on PowerPoint.) PowerPoint – Level 1. PowerPoint – Level 2.



Other Required Outside-of-Class Instruction

FAU Teaching Assistants Workshop (Estimated instruction time, 8 hours)

This should have been completed prior to the start of Fall semester.

FAU Online Training on At-Risk Students (Estimated instruction time, 1 hour)

Log on to myfau and click on the Staff tab. Find “Responding to Students At-Risk” Training Program. After completing the training, write a brief summary of what you learned from the training, and aspects that you believe are important for you to remember.

College of Business Faculty Training (Estimated instruction time, 2 hours for each session, total 8 hours)

Archived, online:

“Creating dynamic lectures with PowerPoint” (Friday, 9/9/11)

“Faculty Workshop 2012” (subject is Lecture Capture, (Friday, 11/9/12)

View both of these training modules after the in-class session on “Pedagogy: How We Teach.” Complete your independent PowerPoint training prior to the COB PowerPoint training.

<https://busweb.fau.edu/content/workshop2012/Dates.aspx>

In person:

“Teaching Using the Case Method” -- Live Panel Discussion scheduled for 11/1/13, 10AM to noon

Tentative: “Characteristics of the Current Generation of College Students”
Guest speaker, Spring semester 2014

After completing the training, write a brief summary of the training and what you gained as incremental knowledge that you think will be helpful to you as you teach.

Magna Online Seminar (Estimated instruction time, 1 hour)



“How Recent Copyright Court Cases Affect Distance Education”

I attended this online seminar in Spring 2013 and received the CD. The following statement accompanies the CD: “Single CD: It may be used by an individual or small department, sharing the single CD, like a library book. Copyright laws do not permit it to be copied or uploaded onto a computer website. (The handout PDFs may be copied for viewers.)

Students will sign up to check out the CD for one week. After viewing you will summarize content overall, highlighting that which you believe will be most useful to you and those areas that you feel a need to keep up with as the legal environment evolves.

Students will sign up to check out the CD for one week. (If schedules permit, the one week period may be extended.) A sign up sheet for checking out the video will be completed at the first class.

One-On-One Instruction (Estimated instruction time, 2 hours)

During final exam week in April 2014, each student will participate in a scheduled in-person meeting for one-on-one instruction with the professor. The session will focus on feedback on your video lecture and PowerPoint deck from the professor and your peers. Other topics will be discussed as needed or desired.



Outside-of-Class Lab-Type Activities

PowerPoint deck (Estimated lab activity time, 8 hours)

You are required to plan and prepare a PowerPoint deck that is appropriate to accompany a lecture for the course you are (or expect to be) teaching. Plan for the presentation to cover either one chapter in a textbook or what would be covered in a 50-minute lecture. Your goal should be to provide content that would reinforce a student's understanding of an in-class or online lecture.

Before attempting this assignment you must complete any PowerPoint training that you need, as well as the COB archived faculty training on PowerPoint.

In addition to submitting the file to me, you must share it with the rest of the class.

Due date: 1/10/14

Video lecture (Estimated lab activity time, 5 hours)

You are required to plan, prepare, present and video capture a 10 to 15-minute lecture appropriate for the course you are (or expect to be) teaching. This is not to be a "voice over PowerPoint" lecture, but a true "talking-head" lecture, that would be appropriate to post on the Blackboard website for your course. The 10 to 15 minutes length is your target because this length is generally believed to be effective for lecture delivery in this type of format. Some "experts" believe online lectures should be even shorter – 7 minutes is commonly expressed as a good target length. I am giving you a little longer because this is your first attempt and condensing lecture content for recorded presentation can be challenging.

One of your outside-of-class training assignments is on Echo Personal Capture. You should complete this training (if you need it) prior to developing your lecture video. If you prefer, you may use another program. There are lots of them available. Screen-cast-o-matic is an easy video capture program that will host your video after you record it. Another possibility is Blackboard's Video Anywhere which utilizes U-tube.

(<http://net.educause.edu/ir/library/pdf/ELI7018.pdf>)

Once you complete your video you must upload it to your choice of server and send a link to me and the rest of the class.

Due date: 2/7/14



In-Class Lab Activities

In-Person lecture

Each student will present a lecture in class. The lecture should be from 10 to 20 minutes. Prepare the lecture on a topic appropriate to your discipline, and a class you are or will be teaching. Your purpose is to role-play with you as an instructor and your peers as students. Teach them something. You may use any visual aids that the classroom can accommodate as well as handouts or documents that you would typically post on Blackboard for your students.

Due date: Signup sheet with dates will be completed at the first class.

Designing an Active Learning assignment

The class will be divided into groups based on academic discipline. As a group you will develop an active learning assignment that would be appropriate for an elementary-level class in your field that would take no more than 15 minutes of class time. Each group will present their active learning assignment to the class for critique and discussion.

In class on 10/25

Assignments with Written Output

1. Provide written peer evaluations of all in-class student-lecture presentations. Due one week after the class in which the lecture was given.

Each student is required to present a live course-content lecture to the class. Each non-presenting student in class is required to provide a written critique of the presentation. Your comments must address both strengths of the presentation and constructive feedback on how the presenter can improve. Your comments do not have to be lengthy – one paragraph is usually sufficient. Consider questions like: Did I learn anything? Did the presenter speak clearly? Were any visual aids, etc. used effectively? Did the presenter stay on track? You must identify yourself on the critique document, and be aware that feedback will be provided to the presenter. Your submission will be graded based on substance, relevant comments, effort and clarity. You must turn in your document through the dropbox on Blackboard. This is found under the Assignments tab and is identified by date. If more than one student presents on a given date you use the same drop box for all the lectures, although each lecture evaluation must be in a separate document to facilitate distribution of the comments to the presenters. Include your name on the actual document and in the file name.

2. Develop and write learning objectives, Due 9/20

Select an elementary-level course in your discipline. Use the textbook and syllabus currently being used by your department to understand the content being covered. Read the materials posted under the Contents tab on Learning Objectives. (You may wish to research other reference materials on learning objectives; there are many sources.) Notice that effective Learning Objectives are those that can be articulated, accomplished and measured through some form of assessment.

You are required to prepare two sets of MODEL Learning Objectives. (1) Prepare learning objectives for the overall course. This set of learning objectives would be appropriate to go on a syllabus. (2) Select one chapter and prepare learning objectives for the chapter. This set of learning objectives would be appropriate as a part of the development of an instructor's plan for teaching the chapter.



Submit the Learning Objectives document through the Blackboard dropbox under the Assignments tab. Include your name on the actual document and in the file name.

3. Author a personal teaching philosophy document, Due 10/11

As a university professor you will need a statement of your personal teaching philosophy. This document will change over time, but will be a continuing component of your teaching portfolio. Typically, a teaching philosophy statement is provided when interviewing for positions and in promotion and tenure applications. Perform research to find guidance on how to prepare a personal teaching philosophy statement. (One document is posted for you under the Contents tab.) You may find it helpful to review the Teaching Philosophy documents of doctoral students further along in the program, as well as of younger faculty members. Write your teaching philosophy statement and submit it through Blackboard dropbox under the Assignments tab. As the second page of your document, provide a reference list of publications you used. Include your name on the actual document and in the file name.

4. Prepare a syllabus, Due 11/22

You are to prepare a syllabus for an elementary-level class in your discipline for Spring semester 2014. Under the Contents tab you will find several documents, including a memo with guidance from the FAU Provost and a syllabus template. All the information in BLACK lettering on the template is required by FAU and must be included. Substitute your own information for the RED lettering. You may use an actual syllabus from your department as a guide, following its textbook selection and number of exams. Make up an arbitrary CRN number, and specifics for class times and days. You must personalize the syllabus in some way, with additional assignments, meetings, activities, etc. Try to improve on the Learning Objectives, if you are using a real syllabus as a guide. (Try to improve on Learning Objectives you drafted for your previous assignment; don't just repeat them without refining them.) Reference the FAU academic calendar for start/stop dates, holidays, drop date, final exams. Submit your completed syllabus through the dropbox for the assignment. Include your name on the actual document and in the file name.

5. Review peer video lectures and produce peer evaluations, Due 3/14



Each student is required to record a video lecture and provide the link to the lecture to me and the rest of the class. Each student in class must view and critique the lecture. Your evaluation and submission should follow the instructions provided for critique of in-class lectures. Submit your evaluation document through dropbox, under the Assignments tab, for the Assignment labeled Video Lectures critiques. Include your name on the actual document and in the file name.

Note that evaluations of ALL video lectures must be completed and submitted by the due date. (Video lectures are due by 2/7. Don't wait until the last minute to start on this assignment.)

6. Review peer PowerPoint decks and produce peer evaluations, Due 3/14

Each student is required to prepare and submit a PowerPoint deck to support a lecture in his or her discipline. The PowerPoints must be provided to me and the class. Each student in class must review and critique the PowerPoint presentation. This critique should address both content and technical quality. Otherwise, follow the instructions provided for critique of in-class lectures. Submit your evaluation document through dropbox, under the Assignments tab, for the Assignment labeled PowerPoint critiques. Include your name on the actual document and in the file name.

Note that evaluations of ALL PowerPoint sets must be completed and submitted by the due date. (PowerPoints are due by 1/10. Don't wait until the last minute to start on this assignment.)

7. Research education journals in your discipline and write summary report, Due 3/28

Perform a search of the journals in your discipline and identify those that publish education or pedagogy related research. Review at least one issue of each of the journals you identify. Prepare a document that provides the citation reference of each journal (mainly the name, link and publisher). In addition, write a summary of no more than one paragraph describing the types of articles published in that journal. Submit to dropbox under the Assignments tab. Include your name on the actual document and in the file name.



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Reading Lists
2013-14

First Week of Teaching

Faculty Focus Special Report: Teaching Mistakes from the College Classroom
Magna Publication: March 2010

Curriculum: What We Teach

Bloom's Taxonomy, Old Dominion University
ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Bloom's Taxonomy of Learning Domains
<http://www.nwlink.com/~donclark/hrd/bloom.html>
(This is a commercial site, but has a lot of good information.)

Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), *Emerging perspectives on learning, teaching, and technology*. Retrieved January 15, 2013 from http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

"Critical Thinking, Why Is It So Hard to Teach?" Daniel T. Willingham
http://www.aft.org/pdfs/americaneducator/summer2007/Crit_Thinking.pdf

Wiggins, G. & McTighe, J. (2001). "What is Backward Design?," in *Understanding by Design*. 1st edition, Upper Saddle River, NJ: Merrill Prentice Hall. pp. 7-19. Retrieved on January 15, 2013 from <http://nhlrc.ucla.edu/events/startalkworkshop/readings/backward-design.pdf>

Students: Who We Teach

"The Enduring Appeal of Learning Styles," *Australian Journal of Education*, April 1, 2010. Catherine Scott.
<http://www.thefreelibrary.com/The+enduring+appeal+of+%27learning+styles%27.-a0226362816>

(Note that this is a critique rather than a positive article, but by slamming learning styles it gives you an idea of the history of the theories.)

"Overview of Learning Styles"
<http://www.learning-styles-online.com/overview/>



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(This is a commercial site, but gives easy-to-read definitions that seem fairly accurate.)

“The New Greatest Generation: Why Millennials Will Save Us All” by Joel Stein, *Time* May 20, 2013, pp. 25-34. (Get this from the FAU library.)

“Firms Bow to Generation Y’s Demands” Leslie Kwoh, *Wall Street Journal*. August 22, 2012, B6

“Should Senior Faculty Teach More Introductory Courses? Boomers and Millennials Have More in Common Than You Might Think” Rob Kelly. *Faculty Focus*. April 23, 2009
<http://www.facultyfocus.com/articles/learning-styles/should-senior-faculty-teach-more-introductory-courses-boomers-and-millennials-have-more-in-common-than-you-might-think/>

From FAU Center for Teaching and Learning web page
<http://www.fau.edu/ctl/index.php>

[Teaching Students with Disabilities](#), UC Berkeley

[Gender Issues in Teaching](#), Stanford

[Sensitivity to Women in the Contemporary Classroom](#), Harvard

[Teaching in Racially Diverse College Classrooms](#), Harvard

For future reference purposes, not for class reading. 204 pages

[Diversity in the Classroom](#), UNC CH

Pedagogy: How We Teach

“Does PowerPoint Help or Hinder Learning?”

<http://www.facultyfocus.com/articles/teaching-professor-blog/does-powerpoint-help-or-hinder-learning/>

“Three Ways to Ask Better Questions in the Classroom”

<http://www.facultyfocus.com/articles/teaching-professor-blog/three-ways-to-ask-better-questions-in-the-classroom/>

“Effective Strategies for Improving College Teaching and Learning”

https://www.facultyfocus.com/account/downloads/?grant_token=90

“Seven Keys to Improving Teaching and Learning,” Mary Bart, October 12, 2011



<http://www.facultyfocus.com/articles/teaching-and-learning/seven-keys-to-improving-teaching-and-learning/>

Faculty Focus, "Using Role Play Simulations to Promote Active Learning," Laure Paquette, February 6, 2012

<http://www.facultyfocus.com/articles/instructional-design/using-role-play-simulations-to-promote-active-learning/>

From FAU Center for Teaching and Learning web page

<http://www.fau.edu/ctl/index.php>

In Defense of Lecturing, Carnegie Foundation
How to Create Memorable Lectures, Stanford
Asking More Effective Questions, USC

http://cet.usc.edu/resources/teaching_learning/docs/Asking_Better_Questions.pdf

Guidelines for Group Participation, USC
Classroom Dynamics, Harvard
Tough Problems: Difficult Students, Texas

Assessment: How We Evaluate

Faculty Focus, "Test Messages," M. Weimer, December 2, 2010

<http://www.facultyfocus.com/articles/educational-assessment/test-messages/>

Faculty Focus, "Making Exams More About Learning," M. Weimer, March 20, 2012

<http://www.facultyfocus.com/articles/educational-assessment/making-exams-more-about-learning/>

Faculty Focus, "Students as Formative Assessment Partners," M. Weimer, June 15, 2012.

<http://www.facultyfocus.com/articles/educational-assessment/students-as-formative-assessment-partners/>

Faculty Focus, "Short Answer Questions: A Great Middle Ground," Susan Codone, January 12, 2011

<http://www.facultyfocus.com/articles/educational-assessment/short-answer-questions-a-great-middle-ground/>



Outline for Testing/Assessment College of Business Presentation, P. Jerzak
Assessment Notes for COB Presentation, P. Jerzak

"The Holy Grail," James T. Fatzinger
"Feedback Focus on Effectiveness"

Andrade, H.G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53(1), 27-30. Retrieved from URL: <http://www.jstor.org/stable/27559213>

"How to Write Better Tests"
http://www.indiana.edu/~best/pdf_docs/better_tests.pdf

"Writing and Reviewing Assessment Items: Guidelines and Tips" John Painter,
September 2004
<http://www.unc.edu/~painter/docs/TestPreparation.pdf>

"Writing Effective Tests: A Guide for Teachers"
<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/40>

"Assessment, Internet Resources for Higher Education Outcomes Assessment"
NC State
<http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm>
(Browse and retain for future reference; this is a huge website)

Lecturing

Reading assignment to be provided by guest speaker

Outside Forces: Accreditation & Legal Issues

Accreditation reading assignment to be provided by guest speaker

Browse the following website:

FAU Office of General Counsel
<http://www.fau.edu/generalcounsel/>

Handbook of Free Speech Issues
<http://www.fau.edu/generalcounsel/files-document/Handbook%20of%20Free%20Speech%20Issues.pdf>

Legal Update - FERPA and Campus Safety



Florida Atlantic University
COLLEGE OF BUSINESS

<http://www.fau.edu/generalcounsel/files-document/Legal%20Update%20re%20FERPA%20and%20Security%208-07.pdf>

FAU University Regulations

Honor code/Academic Irregularities 4.001
Student Academic Grievance Procedures for Grade Reviews 4.002
Student Code of Conduct 4.007
Access to Student Records 4.008
Anti-discrimination and Anti-harassment
Conflict of Interest/Ethics 5.011

Other relevant readings, for future reference:

Fair Use Copyright Teach Act
Florida Statutes Chapter 119 Public Records

On Being a Faculty Member

College of Business Committees document
College of Business P&T document

Distance Learning

Reading assignment to be provided by guest speaker

Faculty Focus, "Blended Learning Course Design Mistakes to Avoid," Rob Kelly, August 24, 2012

<http://www.facultyfocus.com/articles/instructional-design/blended-learning-course-design-mistakes-to-avoid/>

<http://blended.online.ucf.edu/blendkit-course>

(This is a huge website. Browse through it. You will not be able to read and absorb it all in a reasonable period of time.)

7 Things You Should Know About Assessing Online Team-Based Learning

<http://net.educause.edu/ir/library/pdf/ELI7063.pdf>

Davis, Rodney. "Socrates Can't Teach Here! Faculty and Student Attitudes Towards Technology and Effective Instruction in Higher Education" *Review of Higher Education and Self-Learning* Volume 4, Issue 10 (2001) pp. 1-13



Florida Atlantic University
COLLEGE OF BUSINESS

Sign Up Sheet for In-Class Lecture Assignment
IMPORTANT – CLASS MEETS FROM 8AM TO NOON ON THESE DATES

9/27

10/25

11/22

3/14



Florida Atlantic University
COLLEGE OF BUSINESS

Sign Up Sheet to Borrow Copyright CD

9/9

9/16

9/23

9/30

10/7

10/14

10/21

10/28

11/4

11/11

11/18

11/25

1/6

1/13

1/20

1/27



Florida Atlantic University
COLLEGE OF BUSINESS

Final Exam Week
April 24-30, 2-14
Individual Meetings, Sign Up Sheet

Thursday, 4/24

Friday, 4/25

Monday, 4/28

Tuesday, 4/29

Wednesday, 4/30

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<http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm>

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Brookfield, S.D. (2011). *Teaching for Critical Thinking: Tools and Techniques to Help Students Questions Their Assumptions*. San Francisco: Josey-Bass.

Blackboard's Video Anywhere. <http://net.educause.edu/ir/library/pdf/ELI7018.pdf>

BlendKit Course. <http://blended.online.ucf.edu/blendkit-course>

Bloom's Taxonomy, Old Dominion University.
http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Bloom's Taxonomy of Learning Domains. <http://www.nwlink.com/~donclark/hrd/bloom.html>



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Handbook of Free Speech Issues. <http://www.fau.edu/generalcounsel/files-document/Handbook%20of%20Free%20Speech%20Issues.pdf>

How Recent Copyright Court Cases Affect Distance Education.

<http://www.magnapubs.com/catalog/how-recent-copyright-court-cases-affect-distance-education/>

How to Create Memorable Lectures. Stanford. http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/memorable_lectures.pdf

How to Write Better Tests. http://www.indiana.edu/~best/pdf_docs/better_tests.pdf

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Susan Dobson

From: Karen Hooks
Sent: Tuesday, September 03, 2013 3:42 PM
To: Susan Dobson
Subject: FW: Proposed PhD course

From Marketing. Please put with course form and curriculum as part of the package.
k

From: James Gray <grayj@fau.edu>
Date: Tuesday, September 3, 2013 3:28 PM
To: Karen Hooks <khooks@fau.edu>, Emilio Zarruk <zarruke@fau.edu>, Peggy Golden <GOLDEN@fau.edu>
Cc: Kim Dunn <kdunn@fau.edu>, Gopalkrishnan Iyer <giiyer@fau.edu>, Eric Shaw <SHAW@fau.edu>
Subject: RE: Proposed PhD course

Karen, et. al. –

I am in support of the course, and think that it is a valuable part of the PhD education we are attempting to provide. I seem to recall a discussion about the timing of the course, in which it was spread over the first year in several modules, rather than a single semester format...

Is that still part of the proposal?

I am copying Eric Shaw and Gopal Iyer in case they may have substantive input or suggestions for you.

Thanks for your efforts on this!

--Jim

Marketing Department
FAU College of Business
561-297-3639 Voice
561-213-5890 Mobile

From: Karen Hooks
Sent: Tuesday, September 03, 2013 3:01 PM
To: Emilio Zarruk; James Gray; Peggy Golden
Cc: Kimberly Dunn
Subject: Proposed PhD course

Emilio, Jim and Peggy,

I am working on the paperwork to propose the "Seminar in University Business Education" as a permanent course. The course is currently being taught for the second time under a Special Topics number.

The course has an accounting number planned (ACG 7939) although I am told it may end up with a GEB number when the final decision maker assigns a number.

The New Course Proposal form requires a listing of departments and/or colleges that might be affected by the new course, consultation with those units, and that comments be attached to the form. I am contacting you because doctoral students from your department are required to take the course.

Please respond to this email with your comments of support or with any statements of concern you may have about the course.

Thanks,

Karen

Karen L. Hooks, Ph.D., CPA
Professor, School of Accounting
Master Teacher, College of Business
Florida Atlantic University
Khooks@fau.edu

Susan Dobson

From: Karen Hooks
Sent: Wednesday, September 04, 2013 7:15 AM
To: Susan Dobson
Subject: Fwd: Proposed PhD course

Finance Department response

Karen Hooks

Begin forwarded message:

From: Emilio Zarruk <zarruke@fau.edu>
Date: September 4, 2013, 7:07:58 AM EDT
To: Karen Hooks <khooks@fau.edu>
Subject: RE: Proposed PhD course

Karen:

I concur with Jeff Madura's statement about the proposed course.

"This course not only prepares PhD students for a career in teaching at a university, but it improves their teaching style even while they are hired to teach courses at FAU. Most PhD program coursework prepares PhD students to conduct research, and that is beneficial. However, some attention to teaching should be beneficial for PhD students in order to enhance their teaching skills, and enhance their marketability when they pursue faculty positions at universities that care about teaching quality".

Cordially,

Emilio

From: Karen Hooks
Sent: Tuesday, September 03, 2013 3:01 PM
To: Emilio Zarruk; James Gray; Peggy Golden
Cc: Kimberly Dunn
Subject: Proposed PhD course

Emilio, Jim and Peggy,

I am working on the paperwork to propose the "Seminar in University Business Education" as a permanent course. The course is currently being taught for the second time under a Special Topics number.

The course has an accounting number planned (ACG 7939) although I am told it may end up with a GEB number when the final decision maker assigns a number.

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Please respond to this email with your comments of support or with any statements of concern you may have about the course.

Thanks,
Karen

Karen L. Hooks, Ph.D., CPA
Professor, School of Accounting
Master Teacher, College of Business
Florida Atlantic University
Khooks@fau.edu

Susan Dobson

From: Karen Hooks
Sent: Tuesday, September 03, 2013 3:42 PM
To: Susan Dobson
Subject: FW: Proposed PhD course

Support from Management. Please include as part of the file.

From: Peggy Golden <GOLDEN@fau.edu>
Date: Tuesday, September 3, 2013 3:04 PM
To: Karen Hooks <khooks@fau.edu>, Emilio Zarruk <zarruke@fau.edu>, James Gray <grayj@fau.edu>
Cc: Kim Dunn <kdunn@fau.edu>
Subject: RE: Proposed PhD course

I like the use of GEB numbers for courses that span departments but that is a personal preference. I also support this course and believe that the College of Education should be contacted for their support when it gets to the GPC. I ran into trouble there last year on some similar issue with a Leadership course in the MBA program.



Peggy

Peggy Golden, PhD
Chair and Professor, Management Programs
Vox: 561-297-3654 Cell: 954-818-2417
"Its more fun to be a pirate than join the Navy" Steve Jobs

From: Karen Hooks
Sent: Tuesday, September 03, 2013 3:01 PM
To: Emilio Zarruk; James Gray; Peggy Golden
Cc: Kimberly Dunn
Subject: Proposed PhD course

Emilio, Jim and Peggy,

I am working on the paperwork to propose the "Seminar in University Business Education" as a permanent course. The course is currently being taught for the second time under a Special Topics number.

The course has an accounting number planned (ACG 7939) although I am told it may end up with a GEB number when the final decision maker assigns a number.

The New Course Proposal form requires a listing of departments and/or colleges that might be affected by the new course, consultation with those units, and that comments be attached to the form. I am contacting you because doctoral students from your department are required to take the course.

Please respond to this email with your comments of support or with any statements of concern you may have about the course.

Thanks,
Karen

Karen L. Hooks, Ph.D., CPA
Professor, School of Accounting
Master Teacher, College of Business
Florida Atlantic University
Khooks@fau.edu

Susan Dobson

From: Karen Hooks
Sent: Wednesday, September 11, 2013 10:48 AM
To: Susan Dobson
Subject: Fwd: Curriculum Question

For the pedagogy seminar new course file.

Karen Hooks

Begin forwarded message:

From: Donald Torok <TOROK@fau.edu>
Date: September 11, 2013, 10:31:29 AM EDT
To: Karen Hooks <khooks@fau.edu>
Subject: Re: Curriculum Question

Karen,

Here is what I have so far. Waiting on one more department:

ESE, CCEI and TL Have no issues-There is certainly a great deal of over-lap between this course and other courses in the COE, and ESE in particular. For example, many of the readings, assignments, and even the purpose of the course are built in our courses and the graduate curriculum. However, the COB is seeking to **apply** this body of knowledge to the unique needs of their own majors. This intent is sound, and ought not be restricted because other departments have similar content within their own programs. The COB proposal for the new course does not conflict with courses or content in our own curriculum, and we support their request.

As soon as I get the comments from ELRM I will send you their comments.

Don

From: Karen Hooks <khooks@fau.edu>
Date: Tuesday, September 10, 2013 6:35 PM
To: Donald J Torok <torok@fau.edu>
Subject: Re: Curriculum Question

Hi Don --
Any news on our New Course Proposal?
k

From: Donald Torok <TOROK@fau.edu>
Date: Wednesday, September 4, 2013 8:44 AM
To: Karen Hooks <khooks@fau.edu>
Subject: Re: Curriculum Question

Karen.,

Just got back from two weeks in Europe. I will forward your syllabus to our four department chairs with doctoral classes to get their feedback. What is your needed time frame to get a response?

Don

From: Karen Hooks <khooks@fau.edu>
Date: Tuesday, September 3, 2013 3:30 PM
To: Donald J Torok <torok@fau.edu>
Cc: Kimberly Dunn <kdunn@fau.edu>
Subject: Curriculum Question

Hi Don,

How are you? Is the new semester going ok?

I assume that you are still Associate Dean of the College of Education so I am starting with you. If you are not in that post anymore, please let me know the proper person to contact.

In the College of Business, we are teaching a S/U, 3 credit course that is required for all of our doctoral students titled "Seminar in University Business Education." I am teaching it for the second time now and am putting the paper work together to submit it as a permanent course. It has been taught under a Special Topics course number so far. If my memory is correct, we discussed the course previously because I was looking for a couple of guest speakers.

I am contacting you because the New Course Proposal form requires a listing of departments and/or colleges that might be affected by the new course, consultation with those units, and that comments be attached to the form. The course is tailored to business doctoral students, supported by all the College of Business departments, and required for all College of Business doctoral students. The course is structured a little differently to accommodate the schedules of students in different departments, in that students register for the course in the fall, but it runs throughout the fall and spring semesters. It meets on a posted schedule, about once a month, but is a hybrid course because part of the instruction occurs via e-learning and other prepared instruction formats available throughout the university (Blackboard training, Echo capture, PowerPoint, Students at Risk, etc.) I am attaching the syllabus and will be happy to answer any questions you might have.

Please respond to this email with your comments of support or with any statements of concern you may have about the course.

Thanks,
Karen

Karen L. Hooks, Ph.D., CPA
Professor, School of Accounting
Master Teacher, College of Business
Florida Atlantic University
Khooks@fau.edu

Susan Dobson

From: Karen Hooks
Sent: Wednesday, September 11, 2013 11:49 AM
To: Kimberly Dunn; Susan Dobson
Subject: Fwd: Can you send me you comments by Monday

Last comment from COE for pedagogy course packet.

K

Karen Hooks

Begin forwarded message:

From: Donald Torok <TOROK@fau.edu>
Date: September 11, 2013, 11:41:28 AM EDT
To: Karen Hooks <khooks@fau.edu>
Subject: FW: Can you send me you comments by Monday

Here is the info from ELRM.

Don

From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Wednesday, September 11, 2013 11:27 AM
To: Donald J Torok <torok@fau.edu>, Mike Brady <mbrady@fau.edu>, Barbara Ridener <BRIDENER@fau.edu>, Emery Hyslop-Margison <ehyslopmargison@fau.edu>
Subject: RE: Can you send me you comments by Monday

This course overlaps considerable with our EDH 6305 Improvement of Instruction in Higher Education course. In fact, if they have a professor who wants to teach the course using that number we welcome the College of Business to offer our course, especially if they will allow our students to enroll as well. Much of the content in this proposed course is that which we offer in the EDH 6305 course as well, but with an overall focus on college and university teaching, not such business education. But, the course number could be used for their Business students, if they want to teach using our course number.

It looks like an excellent course. Consequently, because it is targeted to Business Education doctoral students we do not have a problem with this course proposal although we would be happy to work with them in regard to the course. Bob Shockley

From: Donald Torok
Sent: Wednesday, September 11, 2013 8:54 AM
To: Robert Shockley; Michael Brady; Barbara Ridener; Emery Hyslop-Margison
Subject: RE: Can you send me you comments by Monday

I have only received a reply from Barbara. COB needs our comments today.

Don

I thought that the syllabus was on the first message. Here it is.

Don

From: Donald Torok

Sent: Wednesday, September 04, 2013 11:53 AM

To: Robert Shockley; Michael Brady; Barbara Ridener; Emery Hyslop-Margison

Subject: Can you send me your comments by Monday

Chairs,

Please send me any issues you might have with this course in the College of Business by Monday as they are taking it to their curriculum committee. If I do not hear back, I will assume that there are no issues.

Don