

Graduate Council Agenda

Friday, April 4, 2014 at 1:00 pm

Graduate School Conference Room, Library, 6th floor

Present: Drs. Ontko, Sustich, Schmidt, Owen, Gilbert, Hill (Fowler), Calloway (Hansen), Welsh,
Srivatsan, Clifft, Drake, Bounds, Green, McLean and Ms. Tejada and Finch and Mr. Keys

1. Minutes from March 17 meeting **APPROVED**
2. JOUR 6243 Media Management-new course **APPROVED**
3. SCOM 6363 Advertising Media and Society **APPROVED**
4. Posthumous Degree policies **APPROVED**

**Graduate Council Agenda
Monday, March 17, 2014 at 1pm
Graduate School Conference room**

Role and Scope of the Graduate Council:

The Graduate Council provides guidance and direction for the university's graduate programs. The Council considers and recommends graduate curriculum changes and new programs; policies on graduate admission, academic standards, and graduation requirements; policies on graduate faculty status; policies regarding graduate assistants; and policies on graduate stipends and assistantships and their distribution to programs. Membership on the Graduate Council consists of one tenured graduate faculty member from each college with graduate programs. Colleges with doctoral programs will have an additional faculty representative from the doctoral program(s). Two graduate students appointed by the Graduate Student Council will serve on the committee. The Graduate Dean and the Director of Assessment Services will serve on the Council as ex-officio, nonvoting members. This council reports to the VCAAR through the Dean of the Graduate School.

Call to Order

Meeting called to order by Dr. Andrew Sustich at 1:05 PM.

Members Present – Allyn Ontko, Andrew Sustich, Angela Schmidt, Byron Keys, Dalia Tejada, David Holman, Po-Lin Pan (Gil Fowler), Erik Gilbert, Greg Hansen, Josie Welsh, Malathi Srivatsan, Michele McGinnis, Rick Clifft, Shawn Drake, Steve Bounds, Greg Phillips (Steve Green), Tanja McKay, Will McLean

Members Absent – Ed Owen, Russell Jones, Tracy Finch

Approval of Minutes

Motion to approve: Schmidt Second: McLean
Minutes from the February 26 meeting were approved unanimously.

Presentation

Dr. Thillainatarajan Sivakumaran, Dean of College of Education and Behavioral Science
Presentation

Dr. Sivakumaran said he was informing the Graduate Council of plans to move the EdD in Educational Leadership online. Dr. Sustich asked if the program director has been chosen.

Dr. Sivakumaran said several people have said "No."

Will ask:

Dr. Holman

Dr. Saleh

David Saarnio

Different tracks

School psych

Counselor Ed

Ed Leadership

Core foundation and research will be discussed at meeting this Thursday

Plan is to go online for Fall 2014

P12 program – Deans expects more interest in this program than in the Higher Ed program

Question: Will it be both face to face and online? Dean: Depends on interest in Higher Ed program

Dr. Cox is looking at how to redesign the community college teaching program

Plan is to hire 3-4 faculty starting as non-tenure, moving to tenure track by second year.

Dr. Sustich asked about HLC concern that assessment in large-scale distance education program were noted as below standard of those submitted by brick and mortar classes at Arkansas State and online classes in nursing and business. Dean said 6-7 key assessments that were not part of the HLC stuff should be in place by the end of this semester. Dean said data have been uploaded into a BbLearn Course and that any member may have access to it.

New Courses – Taken as group

Engineering

CE 5273 Advanced Soil Mechanics

CE 5393 Advanced Civil Engineering Materials

ENGR 6053 Sustainable Engineering and Development

ENGR 6163 Analysis and Design of Pavements

ENGR 6233 Advanced Foundation Engineering

Motion to Approve: Clifft

Second: Phillips

Passed Unanimously

Science

BIO 5444 Wildlife Population Modeling

Motion to approve: McLean

Second: McKay

Passed unanimously.

Program Faculty Qualification Standards

Agriculture

Motion to Approve: Phillips

Second: McLean

Passed Unanimously

Environmental Sciences

Motion to Approve: McKay

Second: McLean

Passed Unanimously

Molecular Biosciences

Motion to Approve: Bounds
Second: Drake
Passed Unanimously

Probation Bulletin Change for Graduate School

Motion to Approve: Schmidt
Second: Holman
Passed Unanimously

Accelerated Master's Program MPA Political Science

Motion to Approve: Schmidt
Second: Bounds
Passed Unanimously

Recommendation

That the Graduate Council communicate concerns about the notification that the EdD program in COEBS will be going online because this seems to be a fundamental program change. The Chair of the Graduate Council will send a letter reflecting the Graduate Council's concerns to the Provost.

Motion: McLean
Second: Hansen
Passed Unanimously

Meeting adjourned at 3:14

Respectfully submitted,

Josie Welsh

March 17, 2014

March 19, 2014

Dear Dr. Cooksey:

Jonesboro, Arkansas

On behalf of the Graduate Council, we ask for consideration of the following information. On Monday, March 17, 2014, Dr. Sivakumaran verbally “notified” the Graduate Council of his intention to convert the existing Ed.D. in Educational Leadership to an all online program and to do so in time to admit the first cohort in the fall of 2014. We had received no prior notification of the purpose of his attendance at the Council’s meeting nor have we received any formal written proposals concerning this change.

This programmatic change requires a formal Letter of Notification to be submitted to the Arkansas Higher Education Coordinating Board. Previous LONs that involve graduate education have been sent through the regular curriculum approval process on campus, which includes approval by the Graduate Council.

The Graduate Council considers this to be a significant programmatic change that should be subject to review by the Council. The Graduate Council is open to and interested in supporting innovative means of improving the quality of graduate programs. However, at present ASU does not offer any online degrees that require a thesis or dissertation. If the Ed.D. were to go online, it would be the first instance of ASU offering an online program that requires a dissertation. This will require significant changes to either the curriculum or the institutional structure of the program. Dr. Sivakumaran has indicated that there are significant curriculum changes that will occur, including addition of curriculum tracks, reduction of credit hours needed for the degree, and the replacement of the dissertation by a capstone experience. However, these changes have not been decided upon, and we were simply “notified” that the program will proceed online. As the members of the College contemplate these changes, they might wish to participate in the Carnegie Project on the Education Doctorate, which is an effort to reform and develop best practices in the Ed.D. This course of action was suggested to the College Dean late last year.

On page 19 of the Faculty Handbook the Graduate Council is charged to “provide guidance and direction for the University’s graduate programs.” It is also charged to “consider and recommend graduate curriculum changes and new programs...[and] academic standards...”

The Council has had ongoing concerns about the academic standards of the College of Education and Behavioral Science's existing online graduate programs. These are only amplified by the preliminary report from the Higher Learning Commission that stated "Greater attention is needed to program quality in large-scale distance education courses (graduate education programs)" and that "Courses and programs delivered through the Large Scale Distance Education format are an area of significant concern."

The HLC requires a Monitoring Report from ASU within 12 months. Their rationale for this report is that "At the time of the visit, interviewees and NCATE reviews showed limited assessment of education-program 'large-scale distance education' (A University term). In addition when asked about the use of data, most interviewees gave examples of identifying student issues, rather than teaching / teacher issues that could be addressed."

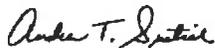
It may be beneficial for the college to complete this monitoring report and document the growth in program quality and assessment prior to embarking upon new large-scale distance education programs.

Delivering the Ed.D. and directing dissertations (or using a modified, but still unknown curriculum) in an online format will pose unique challenges (exceeding those of the College's existing online programs) that could compromise the academic standards of the program. It is within the scope of our shared governance role to "consider and recommend" how those challenges will be met. The Graduate Council cannot do that unless we are presented with a formal proposal that we can consider and vote upon.

Sincerely,



Angela Schmidt, PhD, MNSc, RNP, RN
Associate Professor of Nursing
Director of Graduate & Post Graduate Nursing Programs
Chair, Graduate Council



Andrew T. Sustich, PhD
Vice Provost for Research and Graduate Studies

cc: Thillainatarajan Sivakumaran, Dean of COEBS
Julie Isaacson, Chair, Faculty Senate

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

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

JOUR 6243

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

Media Account Management

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

Seminar

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

Standard

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

No

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

No

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

Advanced study of the principles and practice of media account management. Includes an in-depth analysis of advantages and disadvantages of multiple media platforms in communicating messages to diverse target audiences and a discussion of effective and ethical client relationships.

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

a. Are there any prerequisites?

No

b. Why?

Enter text...

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

Enter text...

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

Dr. Myleea Hill, Arkansas State University, Jonesboro

Department of Communication

State University, AR 72467

Phone: (870) 972-2290

Fax: 870-972-3856

Email: mhill@astate.edu

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

No

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

If yes, what course?

No

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

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

Enter text...

15. Justification should include:

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

*** Be familiar with the role of account management in media business models – including the traditional role of advertising as well as emerging revenue sources.**

*** Acquire a working knowledge of media account management techniques;**

*** Acquire a working knowledge of the relationship between agencies, clients, station reps, and network/stations;**

*** Be familiar with advantages and disadvantages of various media.**

*** Be familiar with the issues surrounding in communicating with target audiences in a racially, ethnically and culturally diverse environment;**

*** Understand legal and ethical issues affecting media account management across media platforms.**

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.

Enter text...

c. Student population served.

College of Media and Communication graduate students.

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

This course is a graduate level course based on the level of readings and scholarship required.

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.)

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WEEK #	TOPICS/ACTIVITY	READINGS/ASSIGMENTS
1	Introduction to course: Discussion of requirements; History of advertising and advertising agencies. The Marketing/Media Ecology	Online Links Current Events Chapter 1 of text Introductory Discussion Due
2	Selling: Assumptions, Approaches, and Types of Selling	Chapter 2 of text First Discussion Board Due
3	Advertising and Selling Ethics	Chapter 3

		First Project Due
4	The AESKOPP System of Selling Review	Chapter 4
5	Attitude and Goal Setting Emotional Intelligence	Chapter 5 Chapter 6 Test 1
6	Skills: Prospecting and Identifying Problems Skills: Generating Solutions, Proposals, and Presentations	Chapter 9 Chapter 10 Second Discussion Due
7	Skills: Effective Communication, Effective Listening, and Understanding People Skills: Influence and Creating Value	Chapter 7 Chapter 8 Second Project Due
8	Skills: Presenting Skills: Negotiating and Closing	Chapter 11 Chapter 12
9	Skills: Servicing Review	Chapter 13 Third Discussion Due
10	Market Research and Advertising	Chapters 16 and 17 Third Project Due
11	Print Media Sales: Newspaper and Magazines Interactive Media Sales	Chapters 19 and 22
12	Racial, Ethnic, Cultural and diversity issues in advertising Television and Radio	Fourth Project Due

13	Internet and Media Comparisons	Chapters 20 and 23 Paper or Case Study Due
14	Trending Topics	Peer Discussions Due
15	Review	Test 2

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

Trade publication article critiques

Discussion board posts

Advertising case study

Tests

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

Professional project on media operations

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

No

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

Improve media professionals' capabilities to serve clients

21. Reading and writing requirements:

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

**Warner, Charles and Buchman, Joseph. (2009). *Media Selling: Television, Print, Internet, Radio*. Ames, Iowa: Blackwell Publishing.
<http://www.mediaselling.us/index.html>**

b. Number of pages of reading required per week: 25

c. Number of pages of writing required over the course of the semester: 40

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

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

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

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

Explain advantages and disadvantages of various media platforms

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

Advertising Case Study

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

Students will produce a report based on the case study to be graded by an approved rubric.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

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

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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JOUR 5913 Media Advisers Seminar To provide an overview of the issues and practices of scholastic journalism, and to enable secondary school journalism advisers to acquire and refine skills in writing, reporting, and design.

JOUR 6023 Journalism Seminar Study of the press as an institution; its problems, role, content, effects, and responsibilities as a cultural force in society.

JOUR 6243 Media Account Management Advanced study of the principles and practice of media account management. Includes an in-depth analysis of advantages and disadvantages of multiple media platforms in communicating messages to diverse target audiences and a discussion of effective and ethical client relationships.

Radio-Television

RTV 5053 Public Affairs Reporting for Electronic Journalism Coverage of municipal and county government agencies, public school boards, community planning and development agencies, and special events within the local community for the electronic media.

RTV 5303 Multimedia Reporting Apply the basics of traditional journalism

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3/11/2014

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

3/11/2014

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

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

SCOM6363

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

Advertising, Media, and Society

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

Seminar

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

Standard

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

No

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

No

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

Advanced study of the relationship between media, advertising, and society. Includes an examination of ethical and social ramifications of advertising in global and diverse societies and across multiple media platforms.

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

a. Are there any prerequisites?

No

b. Why?

Enter text...

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

Enter text...

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

Myleea Hill, mhill@astate.edu, (870) 972-2290

11. Proposed Starting Term/Year

Fall 2014

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

If yes, what program?

No

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

If yes, what course?

Enter text...

Has this course number been used in the past? **No**

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

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

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

Enter text...

15. Justification should include:

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

Students who complete this course will be able to critically analyze advertising messages, including ethical implications of how they potentially shape and reflect a diverse and global society. Additionally, students will be able to explain the role of advertising as an economic source in a variety of global media models.

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 addresses the research-oriented portion of the curriculum by providing an opportunity for in-depth scholarship while also offering practitioners to investigate case-studies of how advertising and media interact with society rather than operating in a vacuum.

c. Student population served.

College of Media and Communication graduate students.

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

This course is a graduate level course based on the level of readings and scholarship required.

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

Week 1: What is Advertising?

Week 2: Media Systems around the World

Week 3: International Advertising and Globalization

Week 4: Advertising and Culture

Week 5: Art and Copy

Week 6: Advertising and Economic Issues

Week 7: Advertising and Political and Regulatory Issues

Week 8: Global Consumer Issues

Week 9: Advertising and Gender

Week 10: Advertising and Race

Week 11: Advertising and Children

Week 12: Advertising of Controversial Products

Week 13: The Commercialization of Societies

Week 14: Case Studies

Week 15: Final

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

Scholarly critiques

Discussion board posts

Critical reflection papers

Advertising case study

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

Enter text...

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

No

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

The primary learning goal of this course is for students to learn to critically evaluate the interdependent relationship of media, advertising, and society across cultures.

21. Reading and writing requirements:

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

Advertising and Societies: Global Issues, Katherine Toland Frith, Barbara Mueller , 2nd edition. 2010

b. Number of pages of reading required per week: **25**

c. Number of pages of writing required over the course of the semester: **40**

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Apply ethical guidelines to an issue in global advertising.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will conduct a case study applying ethical guidelines to an approved current issue in the global advertising industry.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will produce a report and make a presentation applying ethical guidelines to a current issue in the global advertising industry. The case study report will be evaluated based upon an approved rubric.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Learning Activity:

Assessment Tool:

Outcome #3:

Learning Activity:

Assessment Tool:

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

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
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c. Using Technology

- Minimally
- Indirectly
- Directly

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

SCOM 6363 Advertising, Media and Society Advanced study of the relationship between media, advertising, and society. Includes an examination of ethical and social ramifications of advertising in global and diverse societies and across multiple media platforms.

SCOM 660V (3-6 hours) Internship in Communication Studies Combines relevant work experience with classroom theory.

SCOM 670V (1-6 hours) Thesis

SCOM 680V (1-3 hours) Independent Study

Proposal Submitted To: Undergraduate Enrollment and Academic Policy Committee and to the Graduate Council

From: Gina Hogue, Associate Vice Chancellor for Academic Services, Office of Academic Affairs and Research

Date: March 31, 2014

Subject: Establishing a Procedure to award Posthumous Degrees

Justification: Arkansas State has no procedure for awarding posthumous degrees. Based on the requests that were received this past year, the university needs a procedure for awarding this type of degree.

Proposed Procedure:

Arkansas State University will consider offering a posthumous degree when a family member or other interested party of a deceased student makes a request for a posthumous degree through the dean of the college of the student's major degree program. The request must be made within one year of the time of death.

To be eligible for a posthumous degree, an undergraduate student must have been enrolled at Arkansas State University at the time of death, completed at least 90 hours toward a specific degree, and in good academic standing. A graduate student must have been enrolled at Arkansas State University at the time of death, completed at least 75% of the degree credits required for the graduate degree, and in good academic standing.

The dean of the college, chair of the department, or other university representative will coordinate presentation of the posthumous degree to the family.

Other requests may be considered on a case-by-case basis with final approval by the Chancellor.