

Graduate Council Minutes

December 3, 2012

Present: Dr. Sustich, Schmidt, Humphrey, Lee (Holman), Owen, Gilbert, Welsh,
Milligan, Hill, Drake, Tusclen (McLean) and Ms. Tamanathan and Terrell

New Courses

AGRI 5433 Organic Agriculture Production **APPROVED**

SCOM 6303 Seminar in Strategic Communication **APPROVED**

New/Special Course Proposal-Bulletin Change Transmittal Form

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
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.) AGRI 5433
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). Organic Agriculture Production
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, online
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
1. Is this course dual listed (undergraduate/graduate)? Yes
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. . Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing.
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). None
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) J. Kim Pittcock, Ph.D., Arkansas State University, College of Agri and Tech, PO Box 1080, State University, AR 72467; kpittcoc@astate.edu ; 870-972-2087
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?

b. If yes, what course?

c. 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 will provide specific instruction on a specialized area of production within Agriculture. Organic agriculture is an increasing niche area within US agriculture production, with 20% growth annually. Currently, there is not a course which provides our students the training and understanding of the environmental and cultural factors affecting organic production. Students will learn the organic certification process and requirements, and the basics of organic plant and animal production systems, which varies considerably from conventional agricultural practices.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. One of the missions in the College of Agriculture and Technology is to prepare students with holistic understanding in all aspects of the agricultural industry; this would include the area of organic production. The course provides the legal regulations and basic production information for organic agriculture. This is an area that is not covered within the current content of the college's courses.

C. Student population served. The target audience for this course is the graduate students in the College of Agriculture and Technology, but is open to any student with an interest in organic production.

D. Rationale for the level of the course (lower, upper, or graduate). This course requires extensive knowledge of plant growth and animal production requirements. Students will have to evaluate the broad production and marketing differences between conventional and organic production. The rigor of the research papers and case studies will meet the requirements for its inclusion in the graduate program.

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: Historical and Current Perspectives in Organic Agriculture
 Week 2: Organic Certification and Regulations (Local, State, National)
 Week 3: Consumer Perceptions and Concerns for Food
 Week 4: Soil Fertility and Management
 Week 5: Row Crop Production (forages, grains)
 Week 6: Row Crop Production (legumes, root crops)
 Week 7: Vegetable Production
 Week 8: Orchard Production
 Week 9: Pest and Disease Management in Plants
 Week 10: Reducing Weed Pressure
 Week 11: Organic Meat Production (nutrition, feeding)
 Week 12: Organic Meat Production (housing, pasture management, processing)
 Week 13: Pests and Disease Management in Animals
 Week 14: Marketing Organic Products

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.) two research papers, exams, four case studies, online- discussion boards, (differs from undergraduate course requirements = research papers, exams, 2 case studies, online- discussion boards, standard grading of 90-100 is A; graduate 93-100=A, 87-92=B, etc.)

18. **Special features** (e.g. labs, exhibits, site visitations, etc.) The course will have guest speakers from organic crop producers and organic beef producers via Collaborate in Blackboard Learn.

19. **Required reading**

Organic Production and Food Quality: A Down to Earth Analysis, Robert Blair, Wiley-Blackwell Publ., 2012;

Organic Meat Production & Processing, Steven C. Ricke, Ellen J. Vanlo, Michael G. Johnson and Corliss A. O'Brien, Wiley-Blackwell Publ., 2012

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

No

21. **What is the primary goal of this course?** The primary goal of this course is that the students will exhibit comprehensive understanding of the organic agricultural production systems for plants and animals, from certification requirements to product marketing.

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: Students will be able to evaluate the certification requirements for an organic operation.

Learning Activity: Case study in plant production or in animal production for the certification process/procedures

Assessment Tool: pre-test and post- test (grading scale and examination style, multiple choice for UG, problem and case-based essay for Graduate Students, will be different for undergraduate and graduate courses)

Primary Goal Outcome #2: Students will be able to implement the basics of an organic plant production system.

Learning Activity: Written Project – creation of animal or plant production operation

Assessment Tool: Evaluation of the project on the successfulness of implementing organic concepts in a production system for the graduate course. Undergraduate course will be assessed on the creation of a basic organic production system.

Primary Goal Outcome #3: Students will be able to evaluate an organic animal production system

Learning Activity: research paper on a case study analyzing an organic production system

Assessment Tool: Rubric for cases study (Graduate course will be assessed on sophisticated understanding of the case, thorough analysis of issues, comprehension of the case, etc. Undergraduate courses will be assessed on a basic understanding of the case, initial analysis of issues and how they relate to the case study.)

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.

COLLEGE OF AGRICULTURE GRADUATE COURSE DESCRIPTIONS

Agriculture

AGRI 5233 Experimental Agricultural Statistics Fundamental concepts of experimental and statistical methods as applied to agricultural research.

AGRI 5523 Applied Modern Biotechnology An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included.

AGRI 5433. Organic Agriculture Production Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing.

AGRI 5773 / 4773 Remote Sensing The course will cover the image acquisition and image processing methods using ERDAS Imagine software as the analytical assessment package.

AGRI 619V Thesis

AGRI 6203 Intermediary Metabolism Integration of biochemistry and physiology with nutrition of livestock and agronomic plants.

AGRI 6213 Experimental Designs A course that teaches the basic principles of statistics to be able to design experiments properly and to draw valid conclusions from the results. Includes material on the most common experimental designs in use, correlation, regression, and mean separation. Prerequisite: AGRI 4233.

AGRI 6243 Environmental Sustainability Study of environmental impacts of socioeconomic development. Examines complex interactions between development and environment and discusses integrative systems approach for achieving sustainability in all human

development activities. Agriculture, energy, air, development, cultural, economic and political issues related to sustainable natural resources addressed.

AGRI 6303 Global Water Issues Overview of current and historical water quality and quantity issues shaping human civilization. Emphasizes water issues facing regions of dense population and intensive agriculture. Importance of ground and surface water, ecosystem, sustainability, economic and policy issue of water are investigated.

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College Dean	Date	Graduate Curriculum Committee Chair	Date
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) SCOM 6303
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). Seminar in Strategic Communications
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
1. 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. The role of strategic communications in and for organizations and brands, including communications objective(s), target audience(s), and key messages. Addresses application of communication theory and research related to public relations, advertising, and social media.
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). None
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Myleea Hill, Arkansas State University PO Box 1930

State University, AR 72467
mhill@astate.edu
(870) 972-2290

11. Proposed Starting Term/Year

Summer 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?

No

b. If yes, what course?

c. Has this course number been used in the past?

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).

- Successfully develop an ethical and effective strategic communications plan,
- Understand the unique qualities of an organization and its brand,
- Think critically and analytically about communications challenges facing organizations,
- Apply research skills to message development and media selection,
- Develop the necessary skills to strategically manage a client relationship by learning how to analyze a situation, to listen as well as lead, and to effectively and persuasively present your ideas.

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 mission of the research-oriented program as well as enhancing the health communication certificate program. Strategic communication is an important area in the communication discipline that is not specifically addressed in the current SCOM curriculum.

C. Student population served.

Students enrolled in the SCOM and MSMC program or other graduate students with the approval of the instructor.

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

This course is appropriate for students enrolled in a graduate program and are already employed or interested in the strategic communication field.

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 to Strategic Communications

Historical Development
Organizational Role
Theoretical foundations

Week 2) Organizational Positioning and Branding

Communication Audits
New, niche, against, and best positions

Week 3) Foundations for Strategic Communications

Primary and secondary research
Qualitative and quantitative case studies
Focus groups

Week 4) Setting Communication Goals and Objectives

Determining reasonable objectives

Matching communication objectives with organizational goals
Internal and external objectives

Week 5) Key Publics, Markets, and Audiences
Psychographic and demographics
Market segmentations

Week 6) Message Strategies and Design
"Words that Work"
Semiotics and visual impact
Emotional and logical appeals

Week 7) Media Relations and Communications Channel Selection
Controlled and uncontrolled media
Paid vs. earned media
Social and traditional media

Week 8) Resource Allocation and Budgeting
Human, physical and fiscal resources
Spreadsheet and database management
Gantt charts

Week 9) Strategic Communications in Non-Profit and Health Communications

Week 10) Implementation of Strategic Communication Plans

Week 11) Evaluation of Strategic Communications Plans

Week 12) Ethics and the "first do no harm" test

Week 13) Presentation of Strategic Communications Plans

Week 14) Contemporary Issues in Strategic Communication

Week 15) Review/Final exam

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

Students enrolled in this class will:

- 1) **engage in readings and discussions about the strategic communication field**
- 2) **critique trade publications from the strategic communications field**
- 3) **analyze case studies in strategic communications**
- 4) **develop a strategic communications plan**
- 5) **write a research report/article**

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

Students will develop a strategic communications plan.

19. Required reading

Wilson, L., & Ogden, J. (2010). Strategic communications planning for effective public relations and marketing. Kendall Hunt (5th).

Olgivy, D. (1985). Olgivy on advertising. Vintage: New York.

Tye, L. (2002). The father of spin: Edward L. Bernays and the birth of public relations. Henry Holt and Company: New York.

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

No

21. What is the primary goal of this course?

Students will develop an understanding of the role of strategic communications in and for an organization or brand.

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: The student will critique an article from a trade publication.

Learning Activity: After reading and discussing trade publication articles, the student will analyze current issues as published in trade publications.

Assessment Tool: The student's critique will be assessed based on a scoring guide related to relevant information on strategic communications.

Primary Goal Outcome #2: The student will analyze a case study in strategic communications.

Learning Activity: The student will research the use of strategic communications in developing brands.

Assessment Tool: The student will present a report addressing key components of the specified strategic communications case study. The report will be assessed based on a scoring guide related to relevant information on strategic communications.

Primary Goal Outcome #3: The student will develop a strategic communications plan.

Learning Activity: After reading and discussing model strategic communications plan, the student will consider best practices in strategic communications planning.

Assessment Tool: The student will design and present a strategic communications plan incorporating best practices of strategic communications that will be assessed based on a scoring guide related to relevant information on strategic communications.

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

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.

Page 100

Communication training for health care providers and consumers can help prepare individuals to effectively meet the communicative demands of health care practice. Specially, consumers must be able to communicate effectively with their health care providers to achieve their goals and providers must be able to communicate effectively with clients and co-workers to competently perform their duties. Moreover, the role of media and health information dissemination is an important variable in informing consumers about health related matters which may affect how they communicate with health care providers.

The courses selected for the certificate in health communication are chosen for their applicability for individuals working in the health care industry and for consumers who wish to understand the role of communication in health care processes and outcomes.

Core: 12 hours

SCOM 5402, Seminar in Health Communication

SCOM 5243, Interpersonal Communication OR SCOM 6243, Seminar in Interpersonal Communication

SCOM 6303 Strategic Communications

SCOM 5323 Communication in Personal Relationships The course covers interpersonal communication in the context of personal relationships such as romantic relationships, friendships, professional relationships, and family relationships.

SCOM 5373 Conflict Resolution The conflict and communication course examines conflict as a communication variable created through interpersonal interaction in dyads, small groups, families, and organizations.

SCOM 5383 Computer Mediated Communication This course considers how identities, relationships and communities are created and influenced by our use of computers and the internet. We will gain understanding of these processes by engaging new media scholarship and activities involving different forms of new media.

SCOM 5403 Seminar in Health Communication Study of the major cultural, interpersonal, and public communication issues affecting health communication.

SCOM 5423 Narratives in Health and Healing Explores the social construction of health, illness and healing through the study of narrative.

SCOM 6053 Quantitative Research Methods in Communications Study of the tools and techniques of empirical research as they may be applied to mass communications.

SCOM 6103 Communication Theory Theories, models, and approaches relevant to the study of human communication.

SCOM 6203 Introduction to Graduate Study Survey of research methods; evaluation of selected studies; preparation of thesis.

SCOM 6233 Communication Education A study of the history and philosophy of the pedagogy of communication studies, to include both theoretical and applied aspects of the discipline.

SCOM 6243 Seminar in Interpersonal Communication This course is designed to introduce students to foundational as well as current theory and research in interpersonal communication. Students will examine several interpersonal communication contexts and processes as well as methodologies in interpersonal communication.

Revised 9/25/2008

SCOM 6253 Qualitative Research Methods in Communication This course is designed to acquaint students with major approaches to qualitative inquiry in the field of communication. Students will gain experience in collecting, analyzing, and interpreting qualitative data as well as writing qualitative research reports.

SCOM 6303 Strategic Communications The role of strategic communications in and for organizations and brands, including communications objective(s), target audience(s), and key messages. The course addresses application of communication theory and research related to public relations, advertising, and social media.

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