

Graduate Council Minutes

April 12, 2012 @ 3:00 pm

Present: Drs. Sustich, Humphrey, Holman, Milner (Traylor), Owen, Harper (Zeng), Christenberry, Clifft, Roe (Jones), McKay, Risch, Hill (McLean) and Ms. Finch, Ms. McCann and Mr. Henry

I. College of Education

Ed Leadership bulletin change **TABLED**
Ed S tracks bulletin change **TABLED**
Curriculum & Instruction bulletin change **TABLED**
Special Ed P-4 bulletin change **TABLED**
Special Ed 4-12 bulletin change **TABLED**
Theory and Practice bulletin change **TABLED**

II. College of Engineering

Engineering bulletin changes **APPROVED**
CE 5223 Transportation Engineering II bulletin change **APPROVED**
EE 5333 Communications Theory **APPROVED**
ME 5613 Intro to Mechatronics **APPROVED**

III. College of Humanities and Social Sciences

Criminal Justice bulletin changes **APPROVED**
Sociology bulletin changes **APPROVED**
SOC 5063 Sociology of Disasters bulletin change **APPROVED**
SOC 5073 Sociology of Family Violence bulletin change **APPROVED**
SOC 5243 Social Theory bulletin change **APPROVED**
SOC 5253 Rural Sociology bulletin change **APPROVED**
SOC 5273 Population and Demography bulletin change **APPROVED**
POSC 6163 Political Organizations **APPROVED**
POSC 6233 Seminar on Politics and Religion **APPROVED**

IV. College of Sciences and Mathematics

MS Environmental Sciences bulletin change **APPROVED**
Course listings with a Variable classification EVS Program **APPROVED**
BIO 5313 Biospleology deletion **APPROVED**
ESCI 6233 Env Iss Latin America deletion **APPROVED**
ESCI 6333 & BIO 6643 Landscape and Ecosystem Ecology deletion **APPROVED**
ESCI 6503 & BIO 6023 Communication for Scientists deletion **APPROVED**

V. Graduate School

Elimination of the grade **APPROVED**

Bulletin Change Transmittal Form

- ☐ **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
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Bulletin Change

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

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. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Rick Clift, College of Engineering, P. O. Box 1740, State University, AR 72467 rclift@astate.edu , 870-972-2088
2. Proposed Change Modify admission requirement for GRE; relocate admission requirements to appear under the MEM degree so that the new MSE degree can be added; delete MBA 506V as a co-requisite for EGRM 6033
3. Effective Date Fall 2012
4. Justification GRE scoring has changed to a new system; MSE degree program will be added in fall 2012; MBA 506V is no longer offered by the College of Business.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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

From page 157 of the 2011-12 Graduate Bulletin:

COLLEGE OF ENGINEERING

MISSION

The mission of the College of Engineering is 1) to provide broadly based, interdisciplinary graduate programs for engineering students to support the needs of existing businesses and industries and to promote state, regional and national economic development, and 2) to provide a means for bachelor's degree graduates in engineering to obtain additional college-level credits and/or a master's degree that may be required for professional licensure. The goal is to provide an educational experience focusing on the knowledge and technical skills of advanced engineering and business management that will allow program graduates to be successful in engineering, manufacturing, and other high-tech organizations.

ADMISSION REQUIREMENTS

~~Student seeking admission into the Master of Engineering Management degree program must meet the admission requirements of the Graduate School. In addition, applicants for the master's program in Engineering Management will be evaluated by the College of Engineering base upon their undergraduate academic record, score on the Graduate Record Examination, resume, and letters of recommendation. Minimum specific requirements include: 18 undergraduate hours in engineering, completion of upper-level mathematics courses, and an undergraduate grade point of 2.75 or greater (on a 4.0 scale). Students judged to be deficient in some areas of undergraduate preparation may be assigned certain undergraduate prerequisite courses; A minimum GRE score of 1,000, combined verbal and quantitative; Two letters of recommendation; and A resume.~~

~~Applicants not meeting all of the above criteria may be admitted on a conditional basis if they meet other Graduate School admission requirements. New students not having completed the GRE may be admitted on a conditional basis, but they must complete this requirement prior to finishing the first semester of coursework. New students will only be admitted for the fall semester with applications due by May 1. Applications submitted after May 1 will be considered based on qualifications and space availability.~~

~~A candidate for the Master of Engineering Management must pass a comprehensive exam in addition to completing the 30 hours required for the degree.~~

MASTER OF ENGINEERING MANAGEMENT DEGREE

The Engineering Management program, a one-year master's degree plan consisting of 30 semester credit hours, is designed for all engineers on management career paths as well as for those charged with managing technology in engineering, manufacturing, and other high-tech organizations. The master's degree program will also benefit engineers pursuing licensure in states where candidates for professional licensure are required to have an additional 30 semester credit hours of coursework beyond the bachelor's degree or a master's degree in engineering. The curriculum consists of courses offered by the ASU College of Engineering and the ASU College of Business.

Specific program outcomes are listed below. Program graduates will have:

- ~~1. A basic understanding of business accounting, finance, management, information systems, marketing, and law, and an ability to apply this knowledge in engineering and technology administration;~~
- ~~21. An ability to organize, plan, make decisions, implement controlling actions, and measure results related to human resources and capital aspects of engineering management;~~
- ~~32. An ability to identify critical issues, formulate realistic solutions, evaluate alternatives, and solve engineering management problems;~~
- ~~43. A good understanding of statistical concepts and methods and an ability to apply this knowledge to engineering and management problems;~~
- ~~54. A good understanding of quality control and improvement techniques and an ability to apply this knowledge to manufactured products and other engineering applications;~~

- 65. A good understanding of deterministic modeling and ability to apply this knowledge to engineering management problems including design of experiments;
- 76. An ability to function on multi-disciplinary management teams; and
- 87. An ability to communicate effectively, both orally and in writing.

Admission Requirements

Students seeking admission into the Master of Engineering Management degree program must meet the admission requirements of the Graduate School. In addition, applicants for the master's program in Engineering Management will be evaluated by the College of Engineering based upon their undergraduate academic record, scores on the Graduate Record Examination, resume, and letters of recommendation. Students judged to be deficient in some areas of undergraduate preparation may be required to complete certain undergraduate preparatory courses. Minimum specific requirements for unconditional admission include: 1) 18 undergraduate hours in engineering with a grade of C or better, a grade of C or better in upper-level mathematics courses, and an overall undergraduate grade point average of 2.75 or greater (on a 4.0 scale); 2) A minimum GRE score of 143 on verbal reasoning; 3) two letters of recommendation; and 4) a resume.

Applicants not meeting all of the above criteria may be admitted on a conditional basis if they meet other Graduate School admission requirements. New students not having completed the GRE may be admitted on a conditional basis, but they must complete this requirement prior to finishing the first semester of coursework. New students are normally admitted for the fall semester with applications due by June 1. Applications submitted after June 1 or any other time during the year will be considered based on qualifications and space availability.

A candidate for the Master of Engineering Management must pass a comprehensive exam in addition to completing the 30 hours required for the degree.

Courses required of all candidates

The number of semester credit hours for the master's degree is 30. Students are required to complete 9 core courses (24 semester credit hours) and two elective courses (6 semester credit hours).

From page 160 of the 2011-12 Graduate Bulletin:

EGRM 6013 Quality control and Improvement A brief review of the evolution of quality control and improvement theory particularly as influenced by key pioneers such as Deming, Juran, and Taguchi. Extensive coverage of selected quality improvement techniques includes statistical process control, inspection sampling, and design of experiments. Prerequisites EGRM 6003 Engineering Statistics.

EGRM 6023 Engineering Management I Basic principles and practices of engineering management activities including planning, organization, leadership, controlling, motivating, ethics, communications, and decision making; group research of special topics with written and oral presentations is required. This course is restricted to graduate students majoring in Engineering Management.

EGRM 6033 Engineering Management II Principles and practices of engineering management including marketing management, globalization, time management, forecasting, finance, cost, accounting, managing technology, engineering management in the new millennium; invited lectures and seminars covering projects of interest to civil, electrical, mechanical, and manufacturing engineers in management positions. ~~Co-requisite, MBA 506V;~~ Prerequisite, MBA 500V, MBA 501V, and EGRM 6023. This course is restricted to graduate students majoring in Engineering Management.

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

1. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Tom Parsons, ASU College of Engineering, P. O. Box 1740, State University, AR 72467 tparsons@astate.edu , (870) 972-2088
2. Proposed Change Course Title and Description for CE 5223. A portion of the lecture material now covered by this course (all traffic engineering and transportation planning topics) will be covered in a new course (CE 4203 Transportation Engineering I) allowing more in-depth coverage of topics now in CE 5223/4223. The change for CE 4223 was approved by UCC on 3/9/12.
3. Effective Date Spring 2013
4. Justification The current structure of this course does not allow in-depth coverage of traffic engineering studies, transportation planning, highway safety, methods of pavement design, and highway drainage. By moving the traffic and planning-related material to the new course, this will allow instructors of both courses (CE 4203 and CE 5223/4223) to cover topics in more depth and allocate more time to design project-based learning. This will strengthen the transportation area and better prepare the BSCE program for ABET accreditation.

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From Page 158 of the 2011/12 Graduate Bulletin:

**COLLEGE OF ENGINEERING
GRADUATE COURSE DESCRIPTIONS**

CE 5223. Transportation Engineering II ~~Provides the engineering student with an understanding of the principles of highway~~ survey and locations, design, geometric design, highway materials, pavement designs, highway drainage, and pavement management. economics, traffic theory and other areas related to traffic engineering. A highway design project is required. Prerequisites, C or better in ~~CE 2202~~ CE 3223, CE 4203, CE 4251, and CE 4253. Dual listed as CE 4223.

CE 5233. Foundation Engineering Prediction of soil variation, soil investigations, stress distribution and bearing capacity, dewatering analysis and procedures, and settlements. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. Three foundation design projects are required. Prerequisite, C or better in CE 2202. Corequisite, CE 4253. Dual listed as CE 4233.

CE 5243. Reinforced Concrete Design Design of beams with bending, and shear stress, splicing design and deflection calculations, design columns. Prerequisites, C or better in CE 3213. Dual listed as CE 4243.

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

1.	Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) EE 5333
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). Communications Theory
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 only
4.	What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Letter
5.	Is this course dual listed (undergraduate/graduate)? Yes, EE 4333. This was approved and reinstated by UCC on 3/9/12
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. Frequency spectra of time signals. Review of Fourier series and transforms. Signal mixing, modulation, and demodulation. AM and FM broadcasting techniques and bands. Pulsed and digital communication modes
8.	Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? Yes, C or better in EE 3353 (Continuous and Analog Systems) and ENGR 3403 (Electronics 1). b. Why? These junior-level courses provide theory and material necessary for understanding and mastering the theory covered in Communications Theory.
9.	Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
10.	Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Paul Mixon, ASU College of Engineering, P.O. Box 1740, State University, AR 72467 pmixon@astate.edu ; (870) 972-2088
11.	Proposed Starting Term/Year Spring 2013
12.	Is this course in support of a new program? If yes, what program? No

<p>13. Does this course replace a course being deleted? No</p> <p>a. If yes, what course?</p> <p>b. Has this course number been used in the past? Yes. This course was inadvertently deleted last year. It is being reinstated exactly as it appeared in the past Bulletins.</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>											
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. No</p>											
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain). Students will acquire a detailed understanding and computational ability for Fourier series and Fourier transform descriptions of general time-domain signals, including magnitude and phase Bode plot frequency descriptions and Parseval's Theorem for normalized "energy" equivalency. Students will also gain an understanding of modern modulation, demodulation, and multiplexing methods, as well as knowledge and design skills for associated physical electronic circuits with transducers and/or processors. Graduate students will be required to perform additional work including a second paper on communications theory applications.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. The course is consistent with the mission of the electrical engineering program in the College of Engineering. The curriculum is designed to give students an understanding and working knowledge of communication theory and to prepare them to implement their knowledge and skills in professional practice. The course will strengthen the program and better prepare it for ABET accreditation.</p> <p>C. Student population served. Senior electrical engineering students, graduate students pursuing the MEM or the new MSE degree.</p> <p>D. Rationale for the level of the course (lower, upper, or graduate). The course is typically taken during the fall semester of students' senior year after completing the majority of the electrical engineering courses and the required prerequisite courses.</p>											
<p>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.)</p> <p>A general outline of course activities is given below.</p> <p>Week 1: Basic communications history and principles Week 2: Fourier series Week 3: Fourier transforms Week 4: Fourier transforms Week 5: Amplitude and phase spectra Week 6: Signal energy Week 7: Amplitude modulation Week 8: Amplitude modulation Week 9: Mixing, modulation Week 10: Demodulation Week 11: Multiplexing and demultiplexing Week 12: Frequency modulation Week 13: Pulse code modulation Week 14: Digital communications</p>											
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) One research paper, one group design project, two exams during the semester and one final exam</p>											
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.) Practical group design project</p>											
<p>19. Required reading An appropriate text to support course lectures, reading and research as required for the research paper and the design project</p>											
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) No additional staffing or supplies will be required. A search is now underway for an additional faculty member with a specialization in communications and digital signal processing.</p>											
<p>21. What is the primary goal of this course? To prepare graduates for engineering practice in the area of communications.</p>											
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses:</p> <table border="0"> <tr> <td><input type="checkbox"/> Communicating effectively</td> <td><input type="checkbox"/> Thinking Critically</td> </tr> <tr> <td><input type="checkbox"/> Using mathematics</td> <td><input type="checkbox"/> Using Technology</td> </tr> <tr> <td><input type="checkbox"/> Understanding global issues</td> <td><input type="checkbox"/> Understanding interdependence</td> </tr> <tr> <td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td> <td><input type="checkbox"/> Developing a strong foundation in the social sciences</td> </tr> <tr> <td><input type="checkbox"/> Using science to accomplish common goals</td> <td><input type="checkbox"/> Providing foundations necessary to achieve health and wellness</td> </tr> </table>		<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
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<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?

Outcome #1: The students will develop the ability to identify, formulate, and solve engineering problems related to communications.

Learning Activity # 1: Students will investigate a communications-based problem, identify what engineering issues exist, formulate the problem using engineering background and mathematical expressions, and develop a solution to the problem.

Assessment Tool # 1: This outcome is assessed using the submitted report of each student based on a set of rubrics and content requirements. The assessment of each student is performed by the instructor.

Outcome # 2: The students will develop the ability to utilize modern tools in the solution of engineering problems.

Learning Activity # 2: Students will utilize modern computer programs such as MATLAB and the Communications Engineering Toolbox to set-up and solve communications-based problems.

Assessment Tool # 2: This outcome is assessed using the submitted report of each student based upon a set of rubrics and content requirements. The assessment of each student is performed by the instructor.

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From page 159 of the 2011-2012 Graduate Bulletin:

EE 5303. Engineering Field and Waves II Study of electromagnetic waves in free space, dielectrics, and conductors, transmission lines, polarization, reflection, refraction, diffraction, waveguides, resonators, antennas, and radiation. Prerequisites, MATH 4403 and C or better in EE 3343. Dual listed as EE 4303.

EE 5313. Control Systems Analysis and design of linear feedback systems. Transfer functions, state-space analysis, transient and steady state characterization, and stability determination. Closed loop analysis and design using root locus and frequency domain methods. Prerequisites, C or better in EE 3403. Corequisite, EE 3353. Dual listed as EE 4313.

EE 5323. Electrical Machinery Introduction to the analysis and design of electromechanical energy conversion systems, magnetic circuit theory, general transformer and machinery theory, and DC and AC motors and generators. Prerequisite, C or better in EE 3313 or ENGR 3473, and ENGR 3423. Dual listed as EE 4323.

EE 5333. Communications Theory Frequency spectra of time signals. Review of Fourier series and transforms. Signal mixing, modulation, and demodulation. AM and FM broadcasting techniques and bands. Pulsed and digital communication modes. Prerequisite, C or better in EE 3353 and EE 3403. Dual listed as EE 4333.

EE 5344. Microprocessor and PLC Applications A microcomputer hardware interfacing course for senior level engineers. A survey of small computers and their engineering functions including control, sensing, and computation. The concept of using assembly language and other languages as control programming languages are introduced. Prerequisites, C or better in EE 3333 and EE 3331. Dual listed as EE 4344.

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1.	Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) ME 5613
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). Introduction to Mechatronics
3.	Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and lab
4.	What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard letter
5.	Is this course dual listed (undergraduate/graduate)? Yes, ME 4613. This course was approved by UCC on 3/9/12.
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. With an emphasis on modeling, the course focuses on the performance characteristics and application of microprocessors, analog and digital electronics, and modern mechatronic systems and intelligent manufacturing, particularly smart sensors, controllers, and actuators.
8.	Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? Yes, C or better in ME 3613, Control Systems for Mechanical Engineers b. Why? Since this course material provides insights into motor control power amplifier design, digital logic and signal processing, the students are expected to have prior knowledge of feedback control and some electronics which they obtain in ME 3613.
9.	Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. Spring
10.	Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Brad Edgar, College of Engineering, P.O. Box 1740, State University, AR 72467 bedgar@astate.edu (870) 972-2088
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? No**a. If yes, what course?****b. 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).**

This course, Introduction to Mechatronics, emphasizes analog electronics, digital electronics, sensors and transducers, actuators, and microprocessors. Lectures are intended to provide the student with foundational concepts in mechatronics and practical familiarity with common elements making up mechatronic systems. Laboratory experiments are designed to give the student hands-on experience with components and measurement equipment used in the design of mechatronic products. Graduate students will be required to perform additional work including lab work in their research area and a paper on applications.

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 is consistent with the mission of the College of Engineering to provide skills required in the respective fields. This course will serve as one of the ME mechanical system courses that will satisfy the program criteria requirements for ABET accreditation of the new BSME degree program and as an elective course for MSEngr program.

C. Student population served.

Mainly senior level engineering students who are studying towards the BSME or BS in Engineering degrees, especially those concentrating on the mechanical system and robotics competitions. Also, graduate level students in engineering, allowing design and fabrication of their own research based device applications.

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

This course will contribute towards our continuing effort to make our undergraduate and graduate students better prepared and appreciate the practical aspects of some of what they will be facing in the real world of engineering.

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.)**Class Schedule (Tentatively)**

Week #	Lecture #	Lecture Topics / Exams
1	1,2	Mechatronics Introduction and Sensors and transducers
2	3,4	
3	5,6	Signal conditioning
4	7,8	Data presentation / acquisition system
5	9,10	Electrical actuation systems; electrical system and mechanical switches
6	11,12	Electrical actuation systems; solid-state switches and DC motors
7	13	Basic system models / Mid-term
8	14,15	Electromechanical system models
9	16,17	Closed loop controllers; feedback /velocity controls, system performances
10	18,19	
11	20,21	Microprocessors; control and microcontrollers
12	22,23	
13	24,25	Input/output systems and interface /class wrap-up and discussion
14	26,27	

Along with lecture classes, 5-6 laboratory exercises will be assigned and proceed simultaneously.

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

Laboratory reports and exams

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

Lab exercises will be part of the course

19. Required reading

A textbook will be prescribed and required, and notes provided; supplemental books will also be recommended.

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 is for students to understand foundational concepts in mechatronics and to gain practical familiarity with hands-on experience of mechatronics and controls.

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?

Outcome #1: Students will understand foundational concepts in mechatronic systems and control.

Learning Activity #1: Lecture and solving example problems in class.

Assessment Tool #1: In-class exams and homework

Outcome #2: Students can apply controllers and electronics to mechatronic systems.

Learning Activity #2: Lecture and hands-on experiments.

Assessment Tool #2: Lab reports based on specific exercises.

Outcome #3: Students can program microprocessors for basic mechatronic systems.

Learning Activity #3: Lab exercises.

Assessment Tool #3: Lab reports and in-class exams.

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From page 161 of the 2011-12 Graduate Bulletin:

ME 5543. Machine Design Analysis and design of mechanical system components using theoretical and empirical concepts coupled with computational modeling and numerical analysis. Prerequisites, C or better in ENGR 2413. Dual listed as ME 4543.

ME 5553. Heat Transfer Application of theories of heat transfer by conduction, convection, and radiation to manufacturing processes and industrial applications. Prerequisites, C or better in MATH 4403, ENGR 2423, ENGR 3443, and ENGR 3473. Dual listed as ME 4553.

ME 5583. Energy Conversion Combustion analysis of hydrocarbon fuels. Transmission of energy by mechanical, electrical, and hydraulic means. Selected topics in mass transfer and fluid mechanics. Prerequisite, C or better in ENGR 3443. Dual listed as ME 4583.

ME 5593. Design of Heating, Ventilating, and Air-Conditioning Systems Design of HVAC systems to modify environmental conditions. Prerequisite, C or better in ENGR 3443. Dual listed as ME 4593.

ME 5613. Introduction to Mechatronics With an emphasis on modeling, the course focuses on the performance characteristics and application of microprocessors, analog and digital electronics, and modern mechatronic systems and intelligent manufacturing, particularly smart sensors, controllers, and actuators. Prerequisite, C or better in ME 3613. Dual listed as ME 4613.

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Vice Chancellor for Academic Affairs

Date

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

Dr. Doris Chu, Department Director of Graduate Studies, Criminology, Sociology and Geography, Arkansas State University, Box 2410, State University, AR 72467; dchu@astate.edu; 870-972-3276

2. Proposed Change

A number of changes are made so that the Bulletin correctly reflects the program elements for the M. A. in Criminal Justice program as approved by the Graduate Council on February 23, 2005. Other changes include:

- a. Editing to clarify the description of the program;
- b. New admissions requirements;
- c. Expansion of the list of elective courses in the program;
- d. Added statement of the percentage of 6000-level courses that are required for the 33-hour degree;
- e. Added statement, "Admissions are competitive";
- f. Deadlines by which to apply to the program for Fall and Spring admissions are set out.

3. Effective Date

Fall 2012

4. Justification

First, the existing Bulletin content does not accurately reflect some elements of the M. A. - Criminal Justice (MACJ) program as originally approved in 2005. Second, entrance requirements must be changed, in part, due to substantial changes in Graduate Record Exam scoring. Another change in entrance requirements is aimed at enhancing the students' acquisition of research skills which are necessary to complete the requisite professional paper. By making admission to the MACJ program contingent upon completing undergraduate research methods and statistics courses—criteria already established for admission to the M. A. in Sociology—MACJ students should be better prepared to benefit from taking graduate-level research methods and statistics courses. Graduate Students in both the MACJ and M. A. Sociology programs take the same research methods courses in the department, and students in both programs are expected to be able to use their research skills in completing program requirements.

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.

Graduate Bulletin, 2011-12, page 180:

MASTER OF ARTS DEGREE IN CRIMINAL JUSTICE

This program is ~~intended~~ designed to be a Masters degree that conforms to consistent with the nationally accepted standard in the field ~~as indicated by set out by the~~ Academy of Criminal Justice Sciences. It is intended to ~~serve two purposes.~~ First, the program will assist in developing ~~develop~~ additional analytical skills for in-service practitioners with BA/BS in the field or in a closely related field. Second, the program will provide ~~practitioners in this region with access to graduate education in their field in order for them to be more competitive for promotion within state agencies. provide our undergraduates who wish to pursue an advanced degree regional access to one in their field of choice provide our undergraduate who are considering a Ph.D in the field~~ a good foundation for ~~students who wish to pursue doctoral further graduate~~ studies.

Graduate Bulletin, 2011-12, page 181:

In order to fulfill the requirements of the program, students are required to ~~No later than the second semester after a student enters the program, the student shall~~ select a graduate committee ~~comprised~~ of at least three faculty members from the graduate faculty, at least two of whom must be from the department of Criminology, Sociology, and Geography. ~~The selection of the committee should take place no later than By the end of the a student's second semester in the program.~~ Additionally, students are required to ~~the student shall~~ submit a graduate plan to the committee for consideration, which shall indicate the courses ~~that a the~~ student plans to take to fulfill the degree requirements. At least two members of the committee must approve of the plan. ~~The student must write and defend a professional paper, one the student's graduate committee unanimously agrees is worth of presentation at a professional conference or submission to a refereed journal. The defense shall be open to all members of the graduate faculty of the University and shall be considered both an oral and written comprehensive examination. The student must otherwise comply with all existing graduate school policy at the time of admission~~

Admission Requirements

- BA or BS in Criminal Justice, Criminology, Political Science, Psychology, ~~or~~ Sociology, ~~or other closely related field.~~
- ~~Two letters of recommendation, a statement of purpose, AND~~
- ~~A 3.00 GPA in the final 60 hours of undergraduate work, or prior graduate degree, or at least 6 hours of graduate credit with a B or better in all courses attempted, or an LSAT score of 139 or better, or a combined GRE score of 900 (quantitative and verbal).~~
- Two letters of recommendation
- A statement of purpose, AND
- a minimum cumulative undergraduate GPA of 3.00;
- a minimum grade of B in the following undergraduate courses, or their recognized equivalents:
 - SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory
 - SOC 4293, Methods of Social Research.

Degree Requirements

Minimum hours required for this program: 33

Core Required Courses (12 hours ~~total~~)

SOC 6233 Criminal Justice Systems

~~SOC 6133 Seminar in Policing~~ SOC 6133 Police and Society

SOC 6513 Seminar in Community and Institutional Corrections

SOC 6523 Seminar in Criminal Behavior OR SOC 6403 Seminar in Juvenile Delinquency

Methods Courses (~~1 course required~~; 3 hours) selected from the following:

SOC 6343 Methods of Social Research

SOC 6253 Qualitative Methods of Social Research

SOC 6383 Advanced Data Analysis

SOC 5343 Geographical Information Systems for the Social Sciences

SOC 5323 Applied Research

POSC 6003 Techniques of Political and Public Administration Research

POSC 6533 Public Policy and Evaluation

Electives (~~6 courses required~~; 18 hours ~~total~~) selected from ~~any of~~ the following:

SOC 5003 Perspectives in Death and Dying

SOC 5063 Sociology of Disasters

SOC 5073 Sociology of Family Violence

SOC 5223 Urban Sociology

SOC 5233 Social Organization

SOC 5253 Rural Sociology

SOC 5263 Terrorism as a Social Movement

SOC 5313 Seminar on Organized Crime

SOC 560V Special Problems

SOC 6113 Seminar in Contemporary Sociology: (subtitle varies)

SOC 6123 Aging, Law and Social Issues

SOC 6203 Social Psychology

SOC 6403 Seminar in Juvenile Delinquency (if not taken to satisfy core requirement)

SOC 6423 Seminar in Race, Gender and Class

SOC 6523 Criminal Behavior (if not taken to satisfy core requirement)

~~SOC 6523 Criminal Behavior OR SOC 6403 Seminar in Juvenile Delinquency (whichever course was not taken to satisfy core requirements)~~

~~POSC 6553 Public Budgeting and Finance~~

~~POSC 6533 Seminar in Human Resource Management~~

~~POSC 6503 Managing Local Government~~

~~POSC 6523 Decision Making~~

~~SOC 5233 Social Organizations~~

POSC 6503 Managing Local Government

POSC 6523 Decision Making

POSC 6533 Seminar in Human Resource Management

POSC 6553 Public Budgeting and Finance

POSC 6563 Seminar in Public Administration

POSC 6573 Grant Writing and Administration

Any of the **Methods** courses listed ~~above but~~ not taken to satisfy the **Methods** requirement

Other courses, ~~with~~ **require** approval from the Director of the MACJ **program** and the Chair of ~~CSG 4~~ the **Criminology, Sociology, and Geography Department**.

Other Requirements for the Degree

A student must write and defend a professional paper on a topic approved by the student's graduate committee. The committee must agree that the defended paper is of a quality comparable to one that may be presented at a professional conference or submitted to a refereed journal.

At least fifty percent of the course credit hours must be completed at the 6000 level.

Admissions are competitive.

Application deadlines: **April 1** (for Fall admission); **November 1** (for Spring admission).

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Dr. Doris Chu, Department Director of Graduate Studies, Criminology, Sociology and Geography, Arkansas State University, Box 2410, State University, AR 72467; dchu@astate.edu; 870-972-3276

2. Proposed Change

- The option of "conditional admission" to the M. A. Sociology program has been removed.
- Core requirements are increased from two courses (6 hours) to three courses (9 hours), with language added directing students to complete a second research methods course to be selected from a list of courses.
- The description of the 21 hours of electives required for the degree (number of hours total to remain at 30) is revised to clarify what is expected of the students.
- A limit on the number of 5000-level courses that will be counted toward the 30-hour degree is specified.
- The statement, "Admissions are competitive" is added.
- Deadlines by which to apply to the program for Fall and Spring admissions are added.
- Reference to the Criminal Justice Certificate Program is removed.*

*Note: the Criminal Justice Certificate Program no longer exists.

3. Effective Date

Fall 2012

4. Justification

The number of students applying to graduate programs at ASU-J has been increasing in recent years, with projections of continued growth. As a result, more and more students are applying to the Sociology M. A. program. Additionally, the aspirations of students in the Sociology program have changed over the past decade: fewer regard the M. A. as a terminal degree that will help them advance in their chosen careers; a greater number wish to continue their graduate study in a PhD program. Acceptance to further graduate study typically requires completion of a thesis or a professional research paper at the M. A. level. And, even those students whose plans do not include further study often have found that they need social research skills in order to advance in their careers. In order to meet the needs of contemporary M. A. Sociology students, we are seeking to make slight changes that will restrict admission to students whose undergraduate degrees have sufficiently prepared them for graduate-level course work in Sociology (without remediation), and to give M. A.-Sociology students stronger training in the methods of social research.

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Graduate Bulletin, 2011-12, page 184:

MASTER OF ARTS DEGREE WITH A MAJOR IN SOCIOLOGY

Admission Requirements

Students seeking admission into the Master of Arts degree program in Sociology must meet the admission requirements of the Graduate School and the specific program requirements. The specific program requirements are as follows. The student must have:

- a minimum cumulative undergraduate GPA of 3.00;
- a minimum of eighteen (18) undergraduate hours in Sociology;
- an overall minimum GPA of 3.00 in undergraduate Sociology courses;
- a minimum grade of B in the following undergraduate courses, or their recognized equivalents:
 - SOC 2213, Introduction to Sociology
 - SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory
 - SOC 4293, Methods of Social Research
 - SOC 4243, Social Theory.

~~In addition, applicants must have completed a minimum of 18 undergraduate semester hours in Sociology with a grade of B or better in each course including courses in Social Theory, Methods of Social Research, Applied Research and a statistics course with a statistics lab. If the student is deficient, these courses must be taken in addition to the graduate course requirements specified below. Such undergraduate deficiencies must be completed prior to or during the first graduate enrollment period whenever possible. For unconditional admission, a student must have a minimum cumulative undergraduate~~

Graduate Bulletin, 2011-12, page 185:

~~average of 3.00.~~

~~For conditional admission, a student must have a minimum cumulative undergraduate average of 2.75 (and 3.00 on the last 60 hours).~~

Courses required of all candidates (9 hours)

- SOC 6303, Contemporary Sociological Theory
- SOC 6343, Methods of Social Research

One additional research methods course, selected from the following:

- SOC 5323 Applied Research
- SOC 5343 Geographical Information Systems for the Social Sciences
- SOC 6353 Qualitative Methods of Social Research
- SOC 6383 Advanced Data Analysis in Sociology
- Other research methods courses, upon approval of the department graduate director

~~SOC 6701-6. THESIS OR SOC 6603, INTERNSHIP AND three additional hours of Sociology electives OR six hours of Sociology electives
Eighteen hours of electives (12 of which must be sociology and six hours which may be taken outside the field of sociology with approval of adviser) exclusive of deficiencies~~

Sociology Electives (21 hours)

Students must complete twenty-one (21) hours of electives: fifteen (15) of these hours must be Sociology courses; up to six (6) hours may be taken outside the field of Sociology with approval of a student's graduate advisor.

Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take SOC 6603, Internship, as an elective course.

Thesis Option

Students electing to complete a thesis will take six (6) hours of SOC 670v, Thesis, with the consent of the overseeing faculty member, in lieu of a corresponding number of hours of elective courses. (Note: receipt of credit for thesis hours is contingent upon successful completion and defense of the thesis.)

Other Requirements for the Degree

A minimum of eighteen (18) hours for the degree must be in courses numbered at the 6000 level.

All students must pass a comprehensive examination for the degree. For the thesis option, this requirement is met by successfully completing and defending the thesis. Students not completing a thesis may apply to take the comprehensive exam after earning a minimum of eighteen (18) hours in the program, including SOC 6303, Contemporary Social Theory, and SOC 6343, Methods of Social Research.

~~A knowledge of one foreign language may be demonstrated by successful completion of coursework with a grade of C or better or by achieving a satisfactory score on an examination is required for the Master of Arts degree in Sociology. Coursework in a research tool area (such as statistics) with a grade of B or better may be substituted. Research tool substitution must be approved by the department, and language or substitute tool courses cannot be credited toward completion of degree coursework requirements. The foreign language or research tool requirement must be met before the comprehensive examination can be taken~~

~~We accept courses taken in the Criminal Justice Certificate Program as credits in the MA Sociology program.~~

Admissions are competitive.

Application deadlines: **April 1** (for Fall admission); **November 1** (for Spring admission).

Minimum hours required for this program: 30

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

Dr. Mary Donaghy, Arkansas State University, Criminology, Sociology and Geography, Box 2410, State University, AR 72467;mdonaghy@astate.edu; 870-972-3163

2. Proposed Change

Change course description for SOC 5063 Sociology of Disasters to "Discusses the socio-cultural aspects of natural and human made disasters, with an emphasis on social causes and consequences." Change when taught to "Spring, even."

3. Effective Date

Fall 2012

4. Justification

New course description matches the present course content that has evolved in line with the changes in the discipline across the years and it conveys to the student a better idea of what to expect from the course.

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Graduate Bulletin, 2011-2012, p. 189

and city-region relationships.

GEOG 5313 Advanced Perspectives in Historical Geography Examines issues that are both chronological and spatial in nature including settlement patterns, migration, and population trends.

GEOG 5613 Conservation of Natural Resources Current problems associated with the conservation of natural resources.

GEOG 5623 Environmental Management A study of the dynamic nature of the earth's surface, using the hydrologic cycle as a broad framework for analyzing the physical environment and for assessing sound environmental management practices.

GEOG 5633 Climatology Climatic regions of the world; controlling factors of weather.

GEOG 5643 Geography of Arkansas A study of Arkansas' physical, historical, and cultural landscapes.

GEOG 5813 Special Topics in Geography An intensive study of a region or pertinent topic in geography. May be repeated once when topic changes.

Sociology

SOC 4073/5073 Sociology of Family Violence An overview of the ways sociologists examine, in theory and method, the dynamics and resolutions of family violence. Prerequisites: SOC 2213 (Principles of Sociology)

SOC 4333/5333 Sociology of Youth Subcultures Sociological study of youth subcultures from American, British, and new sub cultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite: SOC 2213

SOC 5003 Perspectives on Death and Dying A multidisciplinary overview of major themes and perspectives on dying, death and bereavement, including historical, cultural, social, and psychological aspects; medical, legal and ethical issues; grief and bereavement; the death system; violent death, disasters and megadeath; and beyond death.

SOC 5063 Sociology of Disasters **Discusses** Socio-cultural aspects of natural and human-made disasters, ~~individuals' and groups' readiness, and behavioral responses to disasters. Explores impact of gender, class, ethnicity, and age on vulnerability, response, and outcome. (F,~~ **with an emphasis on social causes and consequences. Spring,**even)

SOC 5223 Urban Sociology Urban structure, ecology, planning, populations, and role in region and nation.

SOC 5233 Social Organization A study of the concepts and principles of social organization and disorganization and the disruptive effects of social and cultural dynamics upon the individual, family, community, nations, and world.

SOC 5243 Social Theory A study of classical sociological theory.

SOC 5253 Rural Sociology Controlled discussion of rural sociological issues, including historical development of rural sociology; overview of substantive areas, with emphasis on current research and theoretical issues; future of the discipline of rural sociology.

SOC 5263 Terrorism as a Social Movement This course examines domestic and international terrorism, including the history of terrorism. Philosophical and religious ideologies justifying terrorism, the social, political, economic, psychological and legal impacts of terrorism. Terrorist groups motives, and tactics, and methods of counter terrorism.

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Dr. Mary Donaghy, Arkansas State University, Criminology, Sociology and Geography, Box 2410, State University, AR 72467;mdonaghy@astate.edu; 870-972-3163

2. Proposed Change

Change course description for SOC 5073 Sociology of Family Violence to "Overview of the causes, prevalence, and consequences of child abuse, intimate partner violence, and elder abuse." Change when taught to "Fall, odd" from "Spring."

3. Effective Date

Fall 2012

4. Justification

New course description matches the present course content that has evolved in line with the changes in the discipline across the years and it conveys to the student a better idea of what to expect from the course. Necessary to change when course is taught to reflect when it is offered.

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and city-region relationships.

GEOG 5313 Advanced Perspectives in Historical Geography Examines issues that are both chronological and spatial in nature including settlement patterns, migration, and population trends.

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GEOG 5623 Environmental Management A study of the dynamic nature of the earth's surface, using the hydrologic cycle as a broad framework for analyzing the physical environment and for assessing sound environmental management practices.

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GEOG 5813 Special Topics in Geography An intensive study of a region or pertinent topic in geography. May be repeated once when topic changes.

Sociology

SOC 4073/5073 Sociology of Family Violence **Overview of the causes, prevalence, and consequences of child abuse, intimate partner violence, and elder abuse.** ~~An overview of the ways sociologists examine, in theory and method, the dynamics and resolutions of family violence. Prerequisites: SOC 2213 (Principles of Sociology)~~

SOC 4333/5333 Sociology of Youth Subcultures Sociological study of youth subcultures from American, British, and new sub cultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite: SOC 2213

SOC 5003 Perspectives on Death and Dying A multidisciplinary overview of major themes and perspectives on dying, death and bereavement, including historical, cultural, social, and psychological aspects; medical, legal and ethical issues; grief and bereavement; the death system; violent death, disasters and megadeath; and beyond death.

SOC 5063 Sociology of Disasters Socio-cultural aspects of natural and human-made disasters, individuals' and groups' readiness, and behavioral responses to disasters. Explores impact of gender, class, ethnicity, and age on vulnerability, response, and outcome. (F, even)

SOC 5223 Urban Sociology Urban structure, ecology, planning, populations, and role in region and nation.

SOC 5233 Social Organization A study of the concepts and principles of social organization and disorganization and the disruptive effects of social and cultural dynamics upon the individual, family, community, nations, and world.

SOC 5243 Social Theory A study of classical sociological theory.

SOC 5253 Rural Sociology Controlled discussion of rural sociological issues, including historical development of rural sociology; overview of substantive areas, with emphasis on current research and theoretical issues; future of the discipline of rural sociology.

SOC 5263 Terrorism as a Social Movement This course examines domestic and international terrorism, including the history of terrorism. Philosophical and religious ideologies justifying terrorism, the social, political, economic, psychological and legal impacts of terrorism. Terrorist groups motives, and tactics, and methods of counter terrorism.

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Dr. Mary Donaghy, Arkansas State University, Criminology, Sociology and Geography, Box 2410, State University, AR 72467;mdonaghy@astate.edu; 870-972-3163

2. Proposed Change

Change course description for SOC 5243 Social Theory to "Examination of the context, content and contributions of sociological thinkers up to the early 20th century." Fall, Spring.

3. Effective Date

Fall 2012

4. Justification

New course description matches the present course content that has evolved in line with the changes in the discipline across the years and it conveys to the student a better idea of what to expect from the course.

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Sociology

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Date

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

Dr. Mary Donaghy, Arkansas State University, Criminology, Sociology and Geography, Box 2410, State University, AR 72467;mdonaghy@astate.edu; 870-972-3163

2. Proposed Change

Change course description for SOC 5253 Rural Sociology to "Multidimensional examination of the range of rural places, people, institutions, cultures, economies and change with a focus on the United States and Arkansas." Spring

3. Effective Date

Fall 2012

4. Justification

New course description matches the present course content that has evolved in line with the changes in the discipline across the years and it conveys to the student a better idea of what to expect from the course.

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:

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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.

Graduate Bulletin, 2011-2012, p. 189

and city-region relationships.

GEOG 5313 Advanced Perspectives in Historical Geography Examines issues that are both chronological and spatial in nature including settlement patterns, migration, and population trends.

GEOG 5613 Conservation of Natural Resources Current problems associated with the conservation of natural resources.

GEOG 5623 Environmental Management A study of the dynamic nature of the earth's surface, using the hydrologic cycle as a broad framework for analyzing the physical environment and for assessing sound environmental management practices.

GEOG 5633 Climatology Climatic regions of the world; controlling factors of weather.

GEOG 5643 Geography of Arkansas A study of Arkansas' physical, historical, and cultural landscapes.

GEOG 5813 Special Topics in Geography An intensive study of a region or pertinent topic in geography. May be repeated once when topic changes.

Sociology

SOC 4073/5073 Sociology of Family Violence An overview of the ways sociologists examine, in theory and method, the dynamics and resolutions of family violence. Prerequisites: SOC 2213 (Principles of Sociology)

SOC 4333/5333 Sociology of Youth Subcultures Sociological study of youth subcultures from American, British, and new sub cultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite: SOC 2213

SOC 5003 Perspectives on Death and Dying A multidisciplinary overview of major themes and perspectives on dying, death and bereavement, including historical, cultural, social, and psychological aspects; medical, legal and ethical issues; grief and bereavement; the death system; violent death, disasters and megadeath; and beyond death.

SOC 5063 Sociology of Disasters Socio-cultural aspects of natural and human-made disasters, individuals' and groups' readiness, and behavioral responses to disasters. Explores impact of gender, class, ethnicity, and age on vulnerability, response, and outcome. (F, even)

SOC 5223 Urban Sociology Urban structure, ecology, planning, populations, and role in region and nation.

SOC 5233 Social Organization A study of the concepts and principles of social organization and disorganization and the disruptive effects of social and cultural dynamics upon the individual, family, community, nations, and world.

SOC 5243 Social Theory A study of classical sociological theory.

SOC 5253 Rural Sociology **Multidimensional examination of the range of rural places, people, institutions, cultures, economies and change with a focus on the United States and Arkansas.**
Spring ~~Controlled discussion of rural sociological issues, including historical development of rural sociology; overview of substantive areas, with emphasis on current research and theoretical issues; future of the discipline of rural sociology.~~

SOC 5263 Terrorism as a Social Movement This course examines domestic and international terrorism, including the history of terrorism. Philosophical and religious ideologies justifying terrorism, the social, political, economic, psychological and legal impacts of terrorism. Terrorist groups motives, and tactics, and methods of counter terrorism.

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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

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

Dr. Mary Donaghy, Arkansas State University, Criminology, Sociology and Geography, Box 2410, State University, AR 72467;mdonaghy@astate.edu; 870-972-3163

2. Proposed Change

Change course description for SOC 5273 Population and Demography to "Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary population related issues."

3. Effective Date

Fall 2012

4. Justification

New course description matches the present course content that has evolved in line with the changes in the discipline across the years and it conveys to the student a better idea of what to expect from the course.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Graduate Bulletin, 2011-2012, p. 190

SOC 5273 Population and Demography Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary population related issues. ~~A study of the population trends of the world and the United States, with emphasis on the various causes of migration.~~

SOC 5313 Seminar on Organized Crime Understand organized crime through historical and cultural frameworks, review the relationship between organized crime and federal, state, and local authorities and examine the policies to prevent organized crime. Prerequisite: Have a BA/BS in Criminal Justice, Criminology, Political Science, Psychology, or Sociology.

SOC 5323 Applied Research Techniques for analyzing social science data using the Statistical Package for the Social Sciences and other data analysis systems. Prerequisites: SOC 3383 and SOC 4293.

SOC 5343 Geographic Information Systems for the Social Sciences An introduction to the applied analysis of social and environmental geographic data. Includes a discussion of geographic data, maps, and conducting applied geographic analysis.

SOC 5353 Sociology of Aging Survey of theories, methodologies, concepts and major research findings regarding the aging of individuals and societies, using the U.S. as a central example.

SOC 5363 Environmental Sociology This course explores how our views of nature and the environment are socially constructed. In this context, we will examine how numerous environmental issues are created and exacerbated by social issues. We will also investigate actions that will reduce our ecological footprint. Prerequisite: permission of the instructor.

SOC 5373 Sustainable Developments in Modern Society This course will introduce students to the concept of sustainable development. In our investigation of what a sustainable community would look like, issues such as development paradigms, human environment interactions, and politics will be discussed on local, national, and international scales. Prerequisite: permission of the instructor.

SOC 560V Special Problems Seminar in sociology and criminology for graduate students. Must be arranged in consultation with a professor, and approved by the department chair. Restricted to graduate students.

SOC 5923 Society Through Science Fiction Societies and cultures portrayed in selected science fiction media are examined using sociological concepts and perspectives.

SOC 6103 Social Change An examination of the sources, mechanisms, and consequences of social and cultural change.

SOC 6113 Seminar in Contemporary Sociology: (subtitle varies) Controlled discussion of major social issues and problems as they relate to ongoing sociological research. (May be repeated for credit with different subtitle. ONLY six hours with the same course number will count toward the degree.)

SOC 6123 Aging, Law and Social Issues The operation and impact of various laws, policies, and regulations in the U.S. that affect later-life individuals and their families, with a discussion of possibilities for future trends.

SOC 6133 Police and Society Study of the evolution of policing and law enforcement as an instrument of formal social control including policing policy, organizational structure and design and various reform initiatives which have been attempted over time, including crime prevention and community problem solving.

SOC 6203 Social Psychology A survey of major theoretical approaches in social psychology, with an emphasis on communication and social interaction.

SOC 6213 Sociology of Education The study of schools as social systems in a

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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

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

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) POSC 6163
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). Political Organizations
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 Letter
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Exploration of various forms of political organization in the United States, ranging from political parties to popular movements.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? None b. Why? N/A
9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses. N/A
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

11. Proposed Starting Term/Year

Fall 2012

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?**

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).**

Students will develop specific knowledge of American political organizations that will advance their understanding of American politics. Political organizations function as alternative institutional mechanisms for articulating and aggregating interests and each of them has certain attributes and dynamics making them more or less effective especially in light of social, economic, technological, and political changes in the United States. Analytical skills will be developed as well, as students prepare independent research for the course.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course develops analytic skills necessary for future graduate or professional studies by means of analysis of various organizations and how they work to mobilize various segments of the population in divergent ways.

C. Student population served.

Primarily Political Science MA students, but the course will be open to graduate students from other programs.

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

This course meets the needs of graduate students in the MA program, by expanding current offerings in American politics. Students will be expected to engage with sources that require a level of knowledge of methods and concepts in Political Science that is not possessed by undergraduate students. Students will also be expected to prepare independent research for the course and do a significant amount of writing.

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.)**Democratic Foundations**

Week One: Selections from Gaventa (Power and Powerlessness) and Schattschneider (The Semisovereign People)

Recommended: Robert Dahl, Who Governs?

Week Two: Selections from Putnam (Making Democracy Work and/or Bowling Alone) and Alexis de Tocqueville (Democracy in America)

Recommended: Federalist #10

Week Three: Selections from Jurgen Habermas (The Theory of Communicative Action and The Structural Transformation of the Public Sphere)

Political Parties

Week Four: L. Sandy Maisel, American Political Parties and Elections: A Very Short introduction

Week Five: Selections from Wattenberg (The Decline of American Political Parties)

Interest Groups

Week Six: Selections from Baumgartner and Leech (Basic Interests), Strolovitch "Do Interest Groups Represent the Disadvantaged?" and Tichenor ("Organized Interests and American Political Development")

Week Seven: Mancur Olson, The Logic of Collective Action

Popular Movements

Week Eight: Piven and Cloward, Poor People's Movements

Week Nine: Selections from Christine Kelley (Tangled Up in Red White and Blue) and Hofstadter ("The Paranoid Streak in American Politics")

Movement in Focus: Civil Rights

Week Ten: McAdam, Political Process and the Development of Black Insurgency, 1930-1970

Week Eleven: Selected Writings from Martin Luther King

Week Twelve: Selections from Malcolm X and Frantz Fanon

Week Thirteen: Selections from Stokely Carmichael (Black Power: The Politics of Liberation in America and What We Want)

Globalized Contexts

Week Fourteen: Wallerstein, World Systems

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

One research paper at end of course, weekly writing response assignment, and in-class presentation (students will prepare a presentation that develops themes and concepts from the course readings in connection with current events and/or other concepts from political science).

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

None

19. Required reading

Required Texts:

L. Sandy Maisel, American Political Parties and Elections: A Very Short introduction (ISBN: 0195301226)

McAdam, Political Process and the Development of Black Insurgency, 1930-1970 (ISBN: 0226555534)

Mancur Olson, The Logic of Collective Action (ISBN: 0674537513)

Piven and Cloward, Poor People's Movements (ISBN: 0394726979)

Wallerstein, World Systems (ISBN: 0822334429)

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

None required.

21. What is the primary goal of this course?

To build student knowledge of political organizations in the United States while building analytical and research skills, most importantly the ability to produce empirically-informed normative analysis.

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 Outcome: The successful student will be able to analyze American political organizations, and produce original research on the subject.

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American Politics

POSC 5113 American Legislative Process A study of the structure and organization of legislative bodies and a detailed study of legislative processes. 189

POSC 5143 Public Opinion and Public Policy The function of public opinion in political systems, and methods for revealing public preferences; with principal focus on the U.S. case.

POSC 6113 Intergovernmental Relations A survey of federalism, grant-in-aid programs, and federal, state, local relations in the United States.

POSC 6123 Urban Politics An analysis of urban political processes and urban

Revised 2/24/11

policy alternatives.

POSC 6133 Seminar in Political Parties and Political Behavior An analysis of selected aspects of American political parties and electoral behavior. May be repeated only once when topic changes.

POSC 6143 Seminar in American Government and Politics An examination of selected aspects of American governmental institutions and processes. May be repeated only once when topic changes.

POSC 6153 The Supreme Court, Politics and Law An analysis of the role of the Supreme Court as a political institution and its impact on public policy and the Constitution.

POSC 6163 Political Organizations Exploration of various forms of political organization in the United States, ranging from political parties to popular movements.

POSC 6173 Environmental Policy Processes Analysis of attitudes, values, processes and institutions that affect environmental policy and the environmental issues currently being faced at local, state, national and international levels.

New/Special Course Proposal-Bulletin Change Transmittal Form

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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.) POSC 6233
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 on Politics and Religion
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 letter
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Investigation of variations in the extent to which, and the means by which, faith and faith institutions influence politics.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). a. Are there any prerequisites? No b. Why? NA

<p>9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.</p> <p>NA</p>																				
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>F. David Levenbach, Arkansas State University, POB 1750, State University, AR 72467-175, fidel@astate.edu, 870.972.2147</p>																				
<p>11. Proposed Starting Term/Year</p> <p>Fall 2012</p>																				
<p>12. Is this course in support of a new program? If yes, what program?</p> <p>No</p>																				
<p>13. Does this course replace a course being deleted?</p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>No</p>																				
<p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>																				
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</p> <p>No</p>																				
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>Sect and religiosity are core sources of political identity and, along with ethnicity, frequently invoked in explanations of micropolitical behavior and political conflict. This course will demonstrate the variety of ways in which religion manifests itself in politics and specify the conditions under which sect and religiosity are potent political factors. Students will develop a solid understanding of many of the main currents in the study of religion and politics and will demonstrate the ability to use this body of work to carry out and report a research project at a level of sophistication expected of MA students.</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>The goal of the MA program is to prepare students for admission to a competitive law school or PhD program in political science, for both of which the ability to (1) master challenging theoretical and empirical work and (2) conceive and complete a substantial project is necessary.</p> <p>C. Student population served.</p> <p>Graduate students in political science are the principal focus but graduate students in other fields may find it appropriate</p> <p>D. Rationale for the level of the course (lower, upper, or graduate).</p> <p>Draws on research intended for scholars and demands the ability to grapple with contemporary research and to develop and carry out a theoretically significant research project.</p>																				
<p>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.)</p> <table> <tr> <td>Week 1</td> <td>Huntington's Clash of Civilizations</td> </tr> <tr> <td>Week 2</td> <td>US religious landscape & the religious market hypothesis</td> </tr> <tr> <td>Weeks 3, 4</td> <td>Selected comparative cases (Demerath)</td> </tr> <tr> <td>Weeks 5, 6</td> <td>Secularization as a function of existential security</td> </tr> <tr> <td>Week 7</td> <td>Sectarian political conflict</td> </tr> <tr> <td>Weeks 8-9</td> <td>The Roman Catholic Church as a political force</td> </tr> <tr> <td>Week 10-11</td> <td>Fundamentalism</td> </tr> <tr> <td>Week 12</td> <td>Islam and democratic values</td> </tr> <tr> <td>Week 13</td> <td>Religion and political orientations and social capital</td> </tr> <tr> <td>Week 14</td> <td>Research presentations</td> </tr> </table>	Week 1	Huntington's Clash of Civilizations	Week 2	US religious landscape & the religious market hypothesis	Weeks 3, 4	Selected comparative cases (Demerath)	Weeks 5, 6	Secularization as a function of existential security	Week 7	Sectarian political conflict	Weeks 8-9	The Roman Catholic Church as a political force	Week 10-11	Fundamentalism	Week 12	Islam and democratic values	Week 13	Religion and political orientations and social capital	Week 14	Research presentations
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Week 10-11	Fundamentalism																			
Week 12	Islam and democratic values																			
Week 13	Religion and political orientations and social capital																			
Week 14	Research presentations																			
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)</p> <p>Periodic in-class writing exercises to demonstrate conscientious and effective reading, a research project (including, as separately graded items, a draft version and final presentation) and sustained and useful contributions to seminar discussions</p>																				
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.)</p> <p>None</p>																				
<p>19. Required reading</p> <ul style="list-style-type: none"> G.A. Almond <i>et al.</i>, <i>Strong religion: The rise of fundamentalisms around the world.</i> (University of Chicago Press, 2002) 																				

- G.J. Bryjak 1986. Collective violence in India, *Asian affairs* 13: 35-55.
- E. Crighton & M.A. MacIver. 1991. The evolution of protracted ethnic conflict: Group dominance and political underdevelopment in Northern Ireland and Lebanon, *Comparative politics* 23: 147-72.
- N.J. Demerath III, *Crossing the gods: World religions and worldly politics* (Rutgers University Press, 2003)
- R. Finke & R. Stark. 1988. Religious economies and sacred canopies: Religious mobilization in American cities, 1906, *American sociological review* 53: 41-49.
- S.P. Huntington. Summer 1993. The clash of civilizations? *Foreign affairs* 72 #3:22-49.
- P.C. Manuel, et al., eds. *The Catholic Church and the nation-state* (Georgetown University Press, 2006)
- P. Norris & R. Inglehart, *Sacred and secular: Religion and politics worldwide 2nd* (Cambridge University Press, 2011)
- U.S. Religious Landscape Survey: Religious Affiliation: Diverse and Dynamic (February 2008). Pew Forum on Religion and Public Life.
- U.S. Religious Landscape Survey: Religious Beliefs and Practices: Diverse and Politically Relevant (June 2008). Pew Forum on Religion and Public Life.
- K. Wald. 2002. The religious dimension of Israeli political life. Pp. 99-122 in T.G. Jelen & C. Wilcox, eds., *Religion and politics in comparative perspective* (Cambridge University Press).
- C. Wilcox. 1986. Evangelicals and fundamentalists in the New Christian Right: Religious differences in the Ohio Moral Majority, *Journal for the scientific study of religion* 25: 355-363.
- C. Wilcox. 1988. The Christian Right in twentieth century America: Continuity and change, *Review of politics* 50: 659-681.

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 ability to explain the variable effects of religion on politics in terms of systematic factors.

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?

Students will be able to

1. Critically evaluate published comparative research on politics and religion
2. Generate theoretically rich and testable hypotheses on religion and politics
3. Carry out a research project testing chosen hypotheses at a level appropriate to the Master's level

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.

2011-2012 Graduate Bulletin, pp 198-200

DEPARTMENT OF POLITICAL SCIENCE

General Political Science

POSC 6003 Techniques of Political and Public Administration Research Develops a working knowledge of the substance of contemporary research in political science

and public administration and of alternative research strategies and techniques of data analysis in contemporary research. Prerequisite: POSC 3003 or equivalent or permission of professor.

POSC 6603-6 Internship in Public Administration

POSC 6651-6 Thesis

POSC 6801-3 Independent Study

American Politics

POSC 5113 American Legislative Process A study of the structure and organization of legislative bodies and a detailed study of legislative processes.

POSC 5143 Public Opinion and Public Policy The function of public opinion in political systems, and methods for revealing public preferences; with principal focus on the U.S. case.

POSC 6113 Intergovernmental Relations A survey of federalism, grant-in-aid programs, and federal, state, local relations in the United States.

POSC 6123 Urban Politics An analysis of urban political processes and urban policy alternatives.

POSC 6133 Seminar in Political Parties and Political Behavior An analysis of 199 selected aspects of American political parties and electoral behavior. May be repeated only once when topic changes.

POSC 6143 Seminar in American Government and Politics An examination of selected aspects of American governmental institutions and processes. May be repeated only once when topic changes.

POSC 6153 The Supreme Court, Politics and Law An analysis of the role of the Supreme Court as a political institution and its impact on public policy and the Constitution.

POSC 6173 Environmental Policy Processes Analysis of attitudes, values, processes and institutions that affect environmental policy and the environmental issues currently being faced at local, state, national and international levels.

Comparative Politics

POSC 5213 Politics of the Former Soviet Lands Government and politics of Russia and her neighbors, including the transition from communism and issues of war and peace between the republics of the former Soviet Union.

POSC 5223 Middle Eastern Political Systems Major Middle Eastern political systems, with concentration on their common characteristics and major differences.

POSC 6213 Major Asian Political Systems An examination of the political institutions of selected Asian countries.

POSC 6223 Seminar in Comparative Politics A review of the theory and method of comparative political study with an analysis of governmental institutions in Western and non-Western countries.

POSC 6233. Seminar on Politics and Religion. Investigates variations in the extent to which, and the means by which, faith and faith institutions influence politics.

International Relations

POSC 5313 International Organization Development, structure, and politics of international organizations such as the United Nations.

POSC 6313 Contemporary International Relations A study of contemporary international problems and issues as they are related to the foreign policies of major powers.

POSC 6323 Revolutions and Foreign Policy A study of the revolutionary process in selected countries and its implications for foreign policy.

POSC 6333 International Relations Theory An in-depth examination of theories of international relations, such as realism, balance-of-power, pluralism, and globalism.

POSC 6343 The Environment and World Politics A study of the politics of the global environment, including disputes between industrialized countries and the Third World over population policies, deforestation, global warming, and use of the oceans.

Public Administration

POSC 5533 Environmental Law and Administration Overview of current environmental law, its administration and enforcement.

POSC 6503 Managing Local Government An analysis of how public administrators manage municipal government, with special reference to such topics as community and economic development, housing, recreation, public safety, waste disposal, etc.

POSC 6513 Administrative Law A study of the rules and procedures of bureaucratic organizations and their applications. 200

POSC 6523 Decision Making An examination of decision-making models for individuals, small groups, and large organizations in the public sector.

POSC 6533 Public Policy Analysis and Evaluation Provides a theoretical and technical framework for understanding the fundamentals of policy analysis and evaluation.

POSC 6543 Administrative Behavior An examination of administrative structures and patterns of behavior in public sector organizations.

POSC 6553 Public Budgeting and Finance A study of political processes and administrative methods associated with governmental revenues, expenditures, and fiscal control of public organizations.

POSC 6563 Seminar in Public Administration An examination of the development of public administration as a profession; its history, political environment, ethics, and its method.

POSC 6573 Grant Writing and Administration Emphasis is placed on a step-by-step process through all stages of writing successful proposals and on providing technical

Revised 2/24/11

expertise and knowledge through campus outreach efforts of faculty and students to strengthen the nonprofit and nongovernmental organ

Code #

Bulletin Change Transmittal Form

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Bulletin Change

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

Department Curriculum Committee Chair

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Date

Department Chair

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General Education Committee Chair (if applicable)

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College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

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

Dr. Tom Risch, Director of the Environmental Sciences Program, trisch@astate.edu, 972-2007.

2. Proposed Change

To reformat the core courses Environmental Science (EVS) MS students currently take (last updated in 2008-2009) where students had to choose from two outside areas.

3. Effective Date

Fall 2012

4. Justification

1. Currently, the EVS Program does not have the faculty to teach the core classes listed in the bulletin. The core course model as listed in the Bulletin is currently unworkable. New faculty have been recruited to fit the current proposed changes.

2. The current "tracks" indicated in the old bulletin are contrary to the interdisciplinary nature of the EVS Program.

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MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCES

Admission Requirements

Students seeking admission into the Master of Science in degree program in Environmental Sciences must meet the admission requirements of the Graduate School and the specific program requirements. The Environmental Sciences master's degree program accepts students with a variety of undergraduate and graduate majors, including the humanities, social sciences, natural sciences, and engineering. Preparation for the required program coursework should include the following courses:

Mathematics - applied statistics and introductory calculus. tests

Sciences - three quarters or two semesters in any combination of chemistry, biology, physics, earth science, or atmospheric science. At least one semester/quarter must be in chemistry.

Students lacking some of this preparation may be accepted for admission, but expected to address such deficiencies prior to entrance by means of formal coursework or other arrangements agreed upon by the applicant and the Graduate Program Committee. Potential students must have a sponsoring graduate faculty member within Arkansas State University, who will act as advisor until a thesis topic or practicum is designated. For advisor selection suggestions, contact the program office or go to the departmental web pages to research faculty research interests and then contact them directly and relate your interests.

Applicants are also expected to have a working knowledge of computer systems and software.

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

1. A minimum cumulative undergraduate grade point average of 3.00 in the last 60 hours or established graduate level proficiency.
2. Applicants should furnish two letters of reference from former professors or associates acquainted with their academic qualifications. Lastly, a letter of intent from the applicant is needed detailing the nature of their interests and career goals.

International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their native language. To do so, they must submit a score of 213 (computer based) on the Test of English as a Foreign Language or must satisfactorily complete Advanced Level II of the University's Center for English as a Second Language program.

~~Courses required of all candidates~~

~~Core Courses (18 hours minimum from 6000 level courses)~~

~~Environmental Policy/Environmental Law~~

~~Environmental Economics~~

~~Seminar in Environmental Sciences~~

~~Topical Seminar in Environmental Sciences~~

~~Biology, Chemistry, or equivalent~~

~~Statistical Analysis~~

~~Independent Research in Environmental Sciences~~

~~Electives and Options (6 hours minimum from 5000 or 6000 level course)~~

~~Practicum/Internships OR Thesis option (6 hours)~~

~~Independent Research in Environmental Sciences~~

~~Environmental Sciences Internship~~

~~Thesis~~

Curriculum:

M.S. students are required to take one class in each of three core categories:

a. Environmental Chemistry/ Soil and Water Science

CHEM 5043 Environmental Chemistry
PSSC 4713/5713 Soil Quality Assessment and Interpretation
PSSC 4853/5853 Soil and Water Conservation
PSSC 4813/5813 Soil Fertility
GEOG 4633/5633 Climatology

b. Environmental Policy, Law & Economics

POSC 6173 Environmental Policy Processes
POSC 5533 Environmental Law and Admin
ECON 6353 Environmental Economics

c. Interdisciplinary Environmental Studies

BIO 6623 & 6621 Case Studies in Ecosystem Management Lecture and Lab
BIO 5613 Conservation Biology
ESCI 6303 Global Water Issues
AGRI 6243 Environmental Sustainability

Additional Requirements

Ethics (1 hour)

ESCI 7151 Responsible Conduct in Research

Seminars (2 hours, at least 1 hour of Topical Seminar)

ESCI 7111 Environmental Science Seminar

ESCI 7121, Topical Seminar in Environmental Sciences

Statistics (6 hours)

STAT 6613 Nonparametric Statistics

STAT 6623 Statistical Methods with SAS Programming

STAT 6643 Multivariate Analysis

STAT 6653 Data Analysis I: Regression Analysis

STAT 6663 Data Analysis II: Analysis of Variance (ANOVA)

STAT 6673 Design of Experiments

STAT 6833 Biostatistics

AGRI 6213 Experimental Designs

AGRI 5233 Experimental Agricultural Statistics

BIO 5683 Biological Data Analyses

BIO 6603 & 6601 Environmental Systems Analysis Lecture and Lab

Thesis /Practicum/ Internships hours (6 hours)

ESCI 689V Thesis

ESCI 614V Environmental Sciences Internship (Practicum)
ESCI 613V Independent Research in Environmental Sciences (Internships)

In addition, each student will normally take courses in their specialty area sufficient to bring the total number of credits to the minimum of 30 required for the M.S. in Environmental Sciences beyond the bachelor's degree.

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

Dr. Tom Risch, Director of the Environmental Sciences Program. trisch@astate.edu, 972-2007.

2. Proposed Change

1. To change the numbering on a few of the courses listed under the Environmental Sciences Program.
2. The Thesis hours listing is not clearly shown in the current bulletin.
3. Dissertation hours need to be added to the bulletin.

3. Effective Date**Fall 2012****4. Justification**

The courses listed below have been changed to a VARIABLE categorization over the last few years and the numberings need to be changed in the current bulletin.

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ESCI ~~6131-3~~ **613V (1-6 hours)** Independent Research in Environmental Sciences: (Subtitle varies) Independent investigations by a student or students directed by faculty and researchers that culminate in the development of or training in new techniques for the production of published findings. As with other independent study courses, the supervising faculty member, number of credit hours and project description will vary. ~~May be repeated.~~ Prerequisites: Admission to the ~~Ph.D.~~ **M.S.** program or consent of instructor.

ESCI ~~6141-3~~ **614V (1-6 hours)** Environmental Sciences Internship Off-campus directed experience with environmental management and research with agencies, industries, consultants, municipalities, nonprofit groups or applicable institutions and operations. Independent work experiences by students directed by faculty and mentored by sponsors that culminate in elaboration of their focus area through professional exposure and training. As with similar independent study courses, the supervising faculty member, number of credit hours and project description will vary. ~~May be repeated.~~ Prerequisites: Admission to the ~~Ph.D.~~ **M.S.** program or consent of instructor and sponsor.

ESCI 6233 Environmental Issues in Latin America and the Caribbean This is a seminar course on current environmental topics in Latin America and the Caribbean. Only prerequisite will be permission from the instructor. This course is aimed at providing students with a broad perspective of environmental issues on Latin America and the Caribbean so they gain an understanding on the nature of environmental problems in that part of the world from an interdisciplinary perspective. By doing so, students will gain a more global perspective of environmental problems and solutions as well as better critical thinking skills in viewing issues from different cultural viewpoints.

ESCI 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, ecosystems, sustainability, economic and policy issues of water are investigated.

ESCI 6323 Population Community Ecology An overview of principles, applications, and modeling of population and community ecology.

ESCI 6333 Landscape and Ecosystem Ecology This course offers an in-depth study of the principles, applications, and modeling of landscape and ecosystem ecology.

ESCI 6503 Science Communication for Scientists The goal of the course is to expose graduate students in the sciences to the forms of science communication they must master to become professionals. (e.g, science writing, oral communication, etc). Fall. Prerequisites: graduate status in the sciences and permission of the instructor.

~~ESC 6891-6 Thesis~~

ESC 689V (1-6 hours) Thesis

ESCI 7111 Seminar in Environmental Sciences Reports on and discussions of current topics in the environmental sciences. Presentations and discussion by faculty and students. May be repeated as topic varies. Prerequisites: Admission to the Ph.D. program or permission of professor. Master and specialist level students may enroll in this course with permission of professor.

ESCI 7121 Topical Seminar in Environmental Sciences: (Subtitle varies) Reports on and discussions of a single topic or small set of related topics in the environmental sciences. Presentations and discussion by faculty, invited speakers and students. May be repeated as topic varies. Prerequisites: Admission to the Ph.D. program or permission of professor. Master and specialist level students may enroll in this course with permission of professor.

ESCI ~~7131-3~~ **713V (1-6 hours)** Independent Research in Environmental Sciences: (subtitle varies) Independent investigations by a student or students directed by faculty and researchers that culminate in the development of or training in new techniques for the production of published findings. As with other independent study courses, the supervising faculty member, number of credit hours and project description will vary. ~~May be repeated.~~ Prerequisites: Admission to the Ph.D. program or consent of instructor.

ESCI ~~7141-3~~ **714V (1-6 hours)** Environmental Sciences Internship: (Subtitle varies) Off-campus directed experience with environmental management and research with agencies, industries, consultants, municipalities, nonprofit groups or applicable institutions and operations. Independent work experiences by students directed by faculty and mentored by sponsors that culminate in elaboration of their focus area through professional exposure and training. As with similar independent study courses, the supervising faculty member, number of credit hours and project description will vary. ~~May be repeated.~~ Prerequisites: Admission to the Ph.D. program or consent of instructor and sponsor.

ESCI 7151 Responsible Conduct in Research Responsible Conduct in Research is a 1 credit hour course offered during the fall semester. This seminar is designed to introduce graduate students and research professionals to the issues associated with responsible conduct in research. It is designed for graduate and postdoctoral trainees, and for faculty. This seminar course is required for all graduate students in the Environmental Sciences program. This seminar is designed to introduce graduate students and research professionals to the issues associated with responsible conduct in research. Frank discussion of these issues and awareness of consequences of irresponsible conduct is critical to the development of a science workforce that has the ethical training and integrity needed to work in today's increasingly complex science and technology fields.

ESCI 7251 Mentored Teaching Structured instruction and practice of concepts and strategies of college teaching for doctoral students in the Environmental Sciences. With this preparation and sufficient topical background, students will be prepared to teach ASU 1000 level general education lectures sections in the natural, social, or life sciences. Restricted to Environmental Sciences Ph.D. students.

ESCI 889V (1-12 hours) Dissertation

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

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Program and/or Course Deletion

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

1. Program and/or Course Title, Prefix and Number

Biospeleology: Life in Darkness BIO 5313.

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

Dr. Tom Risch, Department of Biological Sciences, trisch@astate.edu 972-3082

3. Last semester student can graduate with this degree and/or last semester course will be offered

This course has not been taught for at least four years. The faculty member who taught this course has left the institution and the Department of Biological Sciences no longer has the expertise to teach this course.

4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?

This course was created for graduate students in Biological Sciences. Deleting this course will not affect the current student population since it is not a core course needed for students in Biological Sciences.

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

Deleting this course will not affect the Department of Biological Sciences.

6. (For courses only) Will another course be substituted? If yes, what course?

No

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To copy from the bulletin:

Revised 9/25/2008

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BIO 5113 Immunology Study of the human immune system. Topics include innate and acquired immunity, complement fixation and disorders of the immune system. Lecture 3 hours per week.

~~**BIO 5313 Biospeleology: Life in Darkness**—This course analyzes the biology of organisms that live in hypogean (subterranean) environments, particularly in cave, phreatic, and karst habitats. That includes a survey of hypogean organisms, their evolution, ecology, and conservation biology. Prerequisites will be at least two of the following courses: BIO 3322, BIO 3013, BIO 3033, and permission from the instructor.~~

BIO 5322 Biology of Marine Mammals Laboratory Hands on experience on the classification, anatomy, and behavior of marine mammals. Concurrent enrollment in BIO 5323. Special Course fees may apply. Permission of instructor required.

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		Vice Chancellor for Academic Affairs	Date

1. Program and/or Course Title, Prefix and Number

Environmental Issues in Latin America and the Caribbean ESCI 6233

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

Dr. Tom Risch, Director of the Environmental Sciences Program, trisch@astate.edu 972-2007.

3. Last semester student can graduate with this degree and/or last semester course will be offered

This course has not been taught for at least three years. The faculty member who taught this course has left the institution and we no longer have the expertise to teach this course.

4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?

This course was created for the Environmental Studies Program to attract students interested in Environmental Issues in Latin America and the Caribbean. Deleting this course will not affect or current student population since it is not a core course needed by our students.

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

Deleting this course will not affect the EVS Program or another department.

6. (For courses only) Will another course be substituted? If yes, what course?

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ESCI 6141-3 Environmental Sciences Internship Off-campus directed experience with environmental management and research with agencies, industries, consultants, municipalities, nonprofit groups or applicable institutions and operations. Independent work experiences by students directed by faculty and mentored by sponsors that culminate in elaboration of their focus area through professional exposure and training. As with similar independent study courses, the supervising faculty member, number of credit hours and project description will vary. May be repeated. Prerequisites: Admission to the Ph.D. program or consent of instructor and sponsor.

~~**ESCI 6233 Environmental Issues in Latin America and the Caribbean** This is a seminar course on current environmental topics in Latin America and the Caribbean. Only prerequisite will be permission from the instructor. This course is aimed at providing students with a broad perspective of environmental issues on Latin America and the Caribbean so they gain an understanding on the nature of environmental problems in that part of the world from an interdisciplinary perspective. By doing so, students will gain a more global perspective of environmental problems and solutions as well as better critical thinking skills in viewing issues from different cultural viewpoints.~~

ESCI 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, ecosystems, sustainability, economic and policy issues of water are investigated.

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		_____ Vice Chancellor for Academic Affairs	_____ Date

1. Program and/or Course Title, Prefix and Number

Landscape and Ecosystem Ecology ESCI 6333, Cross-listed with BIO 6643 Landscape and Ecosystem Ecology.

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

Dr. Tom Risch, Director of the Environmental Sciences Program, trisch@astate.edu 972-2007.

3. Last semester student can graduate with this degree and/or last semester course will be offered

Both these courses have not been taught for at least four years. The faculty member who taught these courses has left the institution and the Department of Biological Sciences no longer has the expertise to teach this course.

4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?

These courses were created for PhD students in the Environmental Studies Program and graduate students in Biological Sciences. Deleting these courses will not affect the current student population since it is not a core course needed by EVS or the students in Biological Sciences.

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

Deleting these courses will not affect the EVS Program or the Department of Biological Sciences.

6. (For courses only) Will another course be substituted? If yes, what course?

No

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Under the Environmental Sciences course listings:

ESCI 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, ecosystems, sustainability, economic and policy issues of water are investigated.

ESCI 6323 Population Community Ecology An overview of principles, applications, and modeling of population and community ecology.

~~**ESCI 6333 Landscape and Ecosystem Ecology** This course offers an in-depth study of the principles, applications, and modeling of landscape and ecosystem ecology.~~

Under the Department of Biological Sciences listings:

BIO 6623 Case Studies in Ecosystem Management Evaluation of ecological, economic and sociological aspects of management of water, soil and air resources. Content will vary based on current topics of importance in the field of environmental science. Prerequisites: BIO 3023 or 4373, 5633 and 6603 or permission of professor. Lecture three hours per week.

~~**BIO 6643 Landscape and Ecosystem Ecology** This course offers an in-depth study of the principles, applications, and modeling of landscape and ecosystem ecology.~~

Zoology

BIO 5311 Fishery Biology A study of identification, ecology, food habits, management, and behavior of fishes. Lecture one hour per week. Prerequisites: BIO 1301,1303.

BIO 5312 Laboratory for Fishery Biology Four hours per week. To be taken concurrently with BIO 5311. (Course fee, \$20)

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1. Program and/or Course Title, Prefix and Number

Science Communication for Scientists ESCI 6503 cross-listed with Science Communication for Scientists BIO 6003

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

Dr. Tom Risch, Director of the Environmental Sciences Program, trisch@astate.edu 972-2007.

3. Last semester student can graduate with this degree and/or last semester course will be offered

This course has not been taught for at least three years.

4. Student Population The program and/or course was initially created for what student population? How will deletion of this program and/or course affect those students?

This course was created for PhD students in the Environmental Studies Program. Deleting this course will not affect the current student population since it is not a core course needed by EVS students. The EVS program also does not have the manpower to teach this course.

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

Deleting this course will not affect the EVS Program or another department.

6. (For courses only) Will another course be substituted? If yes, what course?

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Under the course listings for Environmental Sciences Ph.D. Program:

ESCI 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, ecosystems, sustainability, economic and policy issues of water are investigated.

ESCI 6323 Population Community Ecology An overview of principles, applications, and modeling of population and community ecology.

ESCI 6333 Landscape and Ecosystem Ecology This course offers an in-depth study of the principles, applications, and modeling of landscape and ecosystem ecology.

~~**ESCI 6503 Science Communication for Scientists** The goal of the course is to expose graduate students in the sciences to the forms of science communication they must master to become professionals. (e.g, science writing, oral communication, etc). Fall. Prerequisites: graduate status in the sciences and permission of the instructor.~~
~~**ESC 6891-6 Thesis**~~

Under the course listings for the Department of Biological Sciences:

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

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

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

Code #

Bulletin Change Transmittal Form

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

Bulletin Change

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

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

Andrew Sustich, Graduate School, sustich@astate.edu, 972-3029

2. Proposed Change

Elimination of failing D grade as option in Graduate level courses. Also, clear up language regarding grades of P, CR, and NC not being used in GPA calculation, and formally state deadline of one semester for change of grade (which is existing practice).

3. Effective Date

Fall 2012

4. Justification

The current grading policy for graduate courses at Arkansas State University includes two levels of a failing grade. Both 'D' and 'F' are failing grades for graduate courses. This causes confusion regarding student understanding of academic standing, grade point average, and progress to degree. Students familiar with the undergraduate policy of a 'D' being a passing grade do not always realize they have failed a graduate course when they receive a 'D' grade. The 'D' grade, while failing, still receives one grade point per credit hour, indicating some level of merit above the 'F' grade while still failing. A grade of 'F' will result in suspension from the Graduate School, while a grade of 'D' does not (unless the student is already on Academic Probation).

A recent email survey to the members of the Council of Graduate Schools revealed that all responding institutions, like ASU, only considered grades of 'C' or better as passing for graduate level courses. However, more than two-thirds of those responding do not even include the 'D' grade within their system, thus eliminating the confusion of having two different levels of course failure. At this time, the Graduate Council proposes that ASU adopt this grading system by eliminating the 'D' grade from graduate level courses. There is no need for two levels of a failing grade.

The current grading system from the Graduate Bulletin is reproduced below, followed by the proposed system. An additional sentence is also added to clarify the existing procedure for non-letter grade courses to not be used for GPA calculations. And a one semester deadline is established for change of grade forms to be submitted.

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.

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GRADING SYSTEM

The letters, A, B, C, P, ~~D~~, F, FN, I, IP, and CR, **NC** are used in grading, indicating the following qualities:

A	Excellent
B	Good
C	Fair
P	Pass
D & F	Failure
FN	Failure for Non Attendance
I	Incomplete
IP	In Progress (Thesis and Dissertation only)
CR	Credit Awarded for completed thesis/dissertation
NC	No Credit awarded for thesis/dissertation work

For the purpose of computing cumulative and collective grade averages, grade points are assigned as follows:

A	4
B	3
C	2
P	0
D	1
F, FN	0

Students' grade point averages are computed by multiplying the number of hours credit of each grade by the grade points assigned to that grade and dividing the sum of these several products by the total number of hours in which the students were enrolled. **Grades of P, CR, and NC are not assigned grade points, and hours associated with these grades are not used in computing grade point averages.**

An incomplete grade not removed within one semester unless extenuating circumstances are provided in writing to the Graduate School, will be recorded as "F."

No grade below "C" will be accepted for graduate credit.

NOTE: Any "Grade Change Report" form will be accepted only if submitted prior to the close of the semester immediately following the one in which the original grade was recorded. However, the "WN" grade may not be appealed.