

Graduate Council Meeting
Minutes
October 13, 2008
3:15 pm

Members present: Drs. Saleh, Sustich, B. Gilbert, Traylor, E. Gilbert, Miao, McDaniel, Amienyi, Armah, Clifft, Buchanan, Jones, Risch, Rowe, Ms. Finch, Mr. Peck and Mr. Gastinneau.
Visiting: Dr. Milner.

1. New Courses

MIS 6543 Business Analytics - **APPROVED**
AGEC 6023 Advanced International Agribusiness Marketing - **APPROVED**
AGEC 6033 Strategic Agribusiness Management - **APPROVED**
PSSC 5853 Soil and Water - **APPROVED**

2. Bulletin Change Form

MBA admission changes - **APPROVED**
Heritage Studies PhD program – **APPROVED**

3. Course Deletion

QM 6433 Management Science – **APPROVED**

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
X Graduate Council - 14 copies plus 1 original

X 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
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Department Chair	Date	General Education Committee Chair (if applicable) Date
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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair Date
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College Dean	Date	Graduate Curriculum Committee Chair Date
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	Vice Chancellor for Academic Affairs Date
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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) MIS 6543
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). Business Analytics
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin.

This course introduces MBA students to the basic tools in using data to make informed management decisions. This course presents a normative approach to making decisions in one's personal and professional life. It covers optimization, linear programming, simulation, business modeling, data mining and business intelligence.

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).

Admission to MBA program

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

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

Dr. Russell Jones, Arkansas State University, P.O. Box 130, State University, AR 72467 rjones@astate.edu, 870-972-3988

11. Proposed Starting Term/Year

January 2009

12. Is this course in support of a new program? If yes, what program?

13. Does this course replace a course being deleted? Yes

b. If yes, what course? QM 6433

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).

1. Learn how to structure and analyze managerial decision problems.
2. Learn how to synthesize the available data into useful information.
3. Learn how to solve a variety of business decision problems in operations, finance, marketing and other management functions using Microsoft Excel, statistical software, and simulation package.
4. Learn how to evaluate the results, and determine if a satisfactory solution has been obtained

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.

Meets AACSB guidelines for quantitative course within MBA curriculum

C. Student population served.

MBA students

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

Undergraduate degree required before admission to program.

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

Attached										
17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Attached										
18. Special features (e.g. labs, exhibits, site visitations, etc.) None										
19. Required reading Attached										
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) No new staff or classroom resources needed										
21. What is the primary goal of this course? This course introduces MBA students to the basic tools in using data to make informed management decisions.										
22. If this proposal is for a general education course, please check the primary goal this course addresses: <table style="width: 100%; border: none;"> <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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23. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course? Primary Goal Outcome #1: Student able to solve with optimization and linear programming problems Learning Activity: Six weeks of lectures on the topic along with in class demonstration/use of associated tools Assessment Tool: Homework, Quizzes, and Exam Primary Goal Outcome #2: Student able to perform business simulation and modeling Learning Activity: Four weeks of lectures on the topic along with in class demonstration/use of associated tools Assessment Tool: Homework, Quizzes, Group Project, and Exam Primary Goal Outcome #3: Students able to perform data mining on collected data Learning Activity: Four weeks of lectures on the topic along with in class demonstration/use of associated tools Assessment Tool: Homework, Quizzes, and Exam										

MIS 6543 Business Analytics

COURSE DESCRIPTION:

This course introduces MBA students to the basic tools in using data to make informed management decisions. This course presents a normative approach to making decisions in one's personal and professional life. It covers optimization, linear programming, simulation, business modeling, data mining and business intelligence. The computer exercises, cases, and examples are drawn from marketing, finance, operations management, and other management functions. It should, therefore, enhance one's problem-solving capabilities as well as computer skills.

PREREQUISITES:

1. Graduate standing.
2. All survey classes including MBA 508V Survey of Statistics and MBA 509V Survey of Operations Management or their undergraduate equivalent.
3. Computer proficiency in Microsoft Office (Word, Excel, and PowerPoint) and the Internet.

TEACHING OBJECTIVES:

5. Learn how to structure and analyze managerial decision problems.
6. Learn how to synthesize the available data into useful information.
7. Learn how to solve a variety of business decision problems in operations, finance, marketing and other management functions using Microsoft Excel, statistical software, and simulation package.
8. Learn how to evaluate the results, and determine if a satisfactory solution has been obtained

REQUIRED TEXTS:

Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner by Galit Shmueli, Nitin R. Patel, and Peter C. Bruce. Publisher: Wiley-Interscience, ISBN-10: 0470084855; # ISBN-13: 978-0470084854, 2006.

Spreadsheet Modeling & Decision Analysis: A Practical Introduction to Management Science, Revised, 5th Edition. Includes Interactive Video Skill builder CD-ROM, Microsoft Project 2007, Crystal Ball Pro Printed Access Card by Cliff Ragsdale. ISBN-10: 0324656637; ISBN-13: 9780324656633, 2008.

HANDOUTS:

You will receive the following handouts on both data mining and simulation.

OTHER MATERIALS:

You are required to have (and to know how to use) a calculator with exponential capabilities; i.e., a calculator with e^x and y^x keys. **Bring this to each class session.**

You also need Microsoft Excel. ASU students can download Excel, Symantec Norton Anti Virus, and other software free of charge on <http://apps.astate.edu/campusagree/download/>

IMPORTANT LINKS:

Blackboard 8: <http://blackboard8.astate.edu/> . You MUST enroll in Blackboard.

TECHNOLOGY AND COMPUTER USAGE:

Computer usage is essential for you to succeed in this course and, more importantly, as a member of a modern organization. Use of the **Worldwide Web** is essential, as I will be communicating with you extensively via the class web site and the e-mail system. These communications are likely to include assignments, examples, and other supplementary course materials. You must apply for an ASU student account online at <http://smail.astate.edu/>

Setting up an email account should be done as soon as possible. Once your account has been setup, **you will be required to logon daily** to check and to respond to your e-mail. Clean your "Inbox," "Sent," and "Deleted Items" regularly. If they are full, you will not be able to get any new emails.

QUIZZES:

Brief (10-15 min.) quizzes will be given over assigned material.

EXAM/QUIZ POLICY:

Generally, exams and quizzes will be given at the time scheduled. Exams and quizzes must be taken at the scheduled time. If you are absolutely unable to attend, you must let me know in advance. In case of illness, call prior to the exam and quiz time. A make-up exam and quiz will be given for those with excused absences only. ***I have the right to reject your request to take a make-up exam and quiz or to take an exam and quiz earlier.***

The exams and quizzes may include multiple choice, problem, and discussion questions involving calculations, terminology, and the application of course concepts and techniques to various situations. ***You will be expected to integrate and to apply your own common sense and concepts addressed in this class and other business-related classes. You will likely have insufficient time to complete the exams and /quizzes unless you are thoroughly familiar with the material.*** Remember that you are the customer in this system and it is up to you to get the most for your money.

CLASS ATTENDANCE:

Class attendance is important. You are expected to be in your seat on time and ready to participate during the entire time designated for the class. Preparation for class (either this or any other class) should be done outside that time. Using cell phone, sleeping, reading newspaper, novel, and any other non class materials is inappropriate. In addition, once you are in class, you will not be permitted to leave for the day unless prior arrangements have been made with me.

CELL PHONE AND PDA POLICY:

You must turn off your cell phone and PDA in our classroom. Any activities using your cell phone and PDA including text messaging are prohibited. You cannot use your cell phone or PDA as a calculator on quizzes and exams.

DISABILITIES:

If you have a disability that would cause you to have unique needs pertaining to assignments or exams, please provide a written statement from the Office of Disability Services. When the statement has been provided, I will work with you to accommodate your needs. Please remember, it is your responsibility to contact me to arrange times to meet.

ACADEMIC MISCONDUCT:

Each student is expected to work independently on all exams and assignments. Each student is obligated to neither participate in, nor condone, any dishonest activity. Academic misconduct includes both giving and receiving assistance. Both parties are equally guilty of dishonesty. Each student has an active, individual obligation not to give the appearance of cheating. Do not allow another student to abuse you. Any dishonest activity discovered by the instructor will be dealt with under official university procedures. It is your responsibility to be familiar with these procedures, as outlined in The ASU Student Handbook.

EVALUATION:

Homework	4	@	5%	=	20 %	
Group project						25 %
Quizzes	3	@	3	=	09 %	
Midterm exam						15 %
Participation					06 %	
Final exam					25 %	
				Total =	100 %	

GRADING SYSTEM:

Percent	Grade
90 or more	A
80 up to 89.99	B
70 up to 79.99	C
60 up to 69.99	D
Less than 60	F

TENTATIVE SCHEDULE

Week	Date	Topic	Sub Topic
1		Optimization and linear programming	Introduction to modeling and decision analysis. The problem solving process
2		Optimization and linear programming	Introduction to optimization and linear programming. Mathematical programming techniques
3		Optimization and linear programming	Modeling and solving linear programming problems in a spreadsheet. Using solver. Sensitivity analysis
4		Optimization and linear programming	Network modeling Generalized network flow problems
5		Optimization and linear programming	Integer linear programming Cases: Capital budgeting, employee scheduling, minimum order size, and contract award problems.
6		Optimization and linear programming	Goal programming Multiple objective optimizations.
7		Simulation and business modeling	Introduction to simulation and risk management Simulation using Excel Basics of simulation using Crystal Ball
8		Simulation and business modeling	Applications of simulation using Crystal Ball: Airline reservation and yield management, inventory control, project selection, retirement, and advertising media selection.
9		Simulation and business modeling	Introduction to simulation using ProModel Simulating waiting lines
10		Simulation and business modeling	Simulation case studies using ProModel: Solving hospital overcrowding, increasing factory throughput, increasing loan application processing speed.
11		Data mining and business intelligence	Basics of business intelligence Data preparation Exploratory data analysis Introduction to pattern discovery
12		Data mining and business intelligence	Introduction to predictive modeling: Decision trees Introduction to predictive modeling: Regressions
13		Data mining and business intelligence	Introduction to predictive modeling: neural networks and other modeling tools Model assessment
14		Data mining and business intelligence	Model implementation Special topics Case studies: Enrollment management, customer segmentation, credit risk, and web site usage association.
15			Group project presentations

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Send 1 copy to mmcginis@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
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Department Chair	Date	General Education Committee Chair (if applicable) Date
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College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair Date
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College Dean	Date	Graduate Curriculum Committee Chair Date
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Vice Chancellor for Academic Affairs
Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) AGEC 6023
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). Advanced International Agribusiness Marketing Short Title: International Agbusiness Mktg
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
2. 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. Principles, barriers, policies, strategies, and decisions involved in international marketing of agricultural commodities and food products. Combines agribusiness marketing concepts with strategic international marketing, export documentation, market analysis and applications.

Includes development and presentation of an international agribusiness marketing plan.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). None
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Demand
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Paul Armah College of Agriculture, Box 1080, State University, AR 72467. parmah@astate.edu , 972-3476
11. Proposed Starting Term/Year Spring 2009
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). The US Agricultural industry cannot survive without exports to the international markets. It is now recognized that international agribusiness marketing is a highly important function necessary for the success of US agricultural industry and has become an integral part of the food and fiber production/marketing process. Studying international agribusiness marketing will enable our graduate students acquire the technical international marketing knowledge needed in assisting US agricultural industry to survive. Currently, there is no course that provides our graduate students with training in international agribusiness marketing. The primary goal of this course is to provide agricultural graduate students with holistic training in international agribusiness marketing that will enable them to become productive professionals in the international agricultural marketing process. Other ancillary goals are to: <ul style="list-style-type: none"> • prepare graduate students to compete successfully in the global agribusiness sector • help students understand international agribusiness marketing environment • assist students develop a global perspective and appreciate the unique requirements for success in international agriculture and agribusiness markets • help students develop and acquire strategies and approaches for international marketing of agricultural products • provide students with skills for analyzing agricultural export markets and export decision making • give students the opportunity to enhance their analytical and communication skills • challenge students to think critically, to defend their positions with relevant logic and theory, and to achieve excellence 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.

Part of College of Agriculture's mission is to prepare students for professional careers in agriculture and related fields. A course in international agribusiness marketing will support this aspect of the mission and enable our graduate students to succeed in their career pursuits. This course meets the requirements of the MSA program. It also provides graduate students the ability to develop and present an international agribusiness marketing plan.

C. Student population served.

The students best served with this course would be MSA graduate students, particularly those with emphasis in agribusiness. Additionally, other graduate students in business and economics as well as international agricultural marketing practitioners in the community would benefit from this course.

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

This is a graduate level lecture course that prepares students to develop competencies in marketing perishable and storable agricultural commodities internationally.

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

A. INTERNATIONAL TRADE THEORY & CONCEPTS –

Weeks 1-3

1. Comparative Advantage, Specialization and Gains from Trade
2. Trade Policy, Intervention and Protection for International Marketing of Agricultural Products
3. Tariffs, Quotas, Deficiency Payments, Subsidies for International Marketing of Agricultural Products
4. Currency, Exchange Rates and World Prices for International Marketing of Agricultural Products

B. OVERVIEW OF US AGRICULTURAL TRADE POLICIES -

Week 4

5. Introduction to Global Marketing
6. Overview of U.S. Agricultural Trade and Agricultural Trade Policy
7. Assessing Export Readiness and Developing an Export Marketing Plan

C. THE GLOBAL MARKETING ENVIRONMENT –

Weeks 5-6

1. Developing an International Market Overview for Agricultural Products
2. The Global Economic Environment for International Marketing of Agricultural Products
3. Global Trade Environment for Agricultural Commodities
4. Cross-Cultural Analysis for International Marketing of Agricultural Products
5. The Social, Political, Legal and Regulatory Environments for International Marketing of Agric Products

D. GLOBAL STRATEGY / APPROACHING GLOBAL MARKETS -

Weeks 7-8

1. Global Information Systems and Market Research for Agricultural Products
2. Sources of International Agricultural Market Information
3. Segmentation, Targeting, and Positioning of International Agricultural Markets
4. Importing, Exporting and Sourcing of Agricultural Products and Commodities
5. Global Market Entry Strategies for Agricultural Commodities

6. International Distribution Systems for Agricultural Products & Market Entry Strategies
7. Strategic Elements of Competitive Advantage for International Agribusinesses

E. GLOBAL MARKETING MIX -

Weeks 9-11

1. International Agricultural Product and Brand Decisions
2. International Pricing Decisions and Strategies for Traded Agricultural Products
3. International Financing and Methods of Payment for Traded Agricultural Products
4. Risk Analysis and Management in Global Agricultural Trade
5. Export Terms of Sale and Pro Forma Invoicing for International Marketing of Agricultural Products
6. Global Agricultural Marketing Channels and International Physical Distribution
7. Advertising and Promotion for International Traded Agricultural Products
8. Global Marketing. Communications Decisions: Advertising, Sales Promotion and Public Relations
9. International Export Documentation, Freight Forwarding and Insurance for Traded Agricultural Products
10. Legal and Tax Considerations

F. MANAGING THE GLOBAL MARKETING EFFORT -

Week 12

1. Leading, Organizing and Controlling the Global Marketing Effort
2. The Digital Revolution and the Global Electronic Marketplace

G. INTERNATIONAL MARKETING PLAN -

Weeks 13-14

1. Group Presentations and Discussions

17. **Course requirements** (e.g. research papers, projects, interviews, tests, etc.)
Lectures, tests, development and presentation of marketing plans by student teams, and case-study discussions led by students

18. **Special features** (e.g. labs, exhibits, site visitations, etc.)
While the course focused on lectures, the special features are subject-matter discussions, development and presentation of marketing plans by student teams, and case-study discussions led by students

19. **Required reading**
Element of Agricultural Trade Policies, James Houck, Waveland Press Inc.
Global Marketing: Keegan & Green, 5th Edition (2008) Prentice Hall

20. **Department staffing and classroom/lab resources** (Will this require additional faculty, supplies, etc.?)
No additional faculty is required

21. **What is the primary goal of this course?**
The primary goal of this course is to provide agricultural graduate students with holistic training in international agribusiness marketing that will enable them to become productive professionals in the international agricultural marketing process

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

Communicating effectively

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
<p>24. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?</p> <p>Primary Goal Outcome #1: Understand international agribusiness marketing process and environment</p> <p>Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) In-class lectures, presentations, discussions, tests, assignments etc.</p> <p>Primary Goal Outcome #2: Critically and analytically develop international agribusiness marketing plans, defend positions with relevant logic and theory, and to help students to succeed in the global agricultural market</p> <p>Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Rely on materials and knowledge learned from this course to professionally write or develop international agricultural marketing plans</p> <p>Primary Goal Outcome #3: Enhance presentation and communication skills</p> <p>Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?) Present and communicate developed international agribusiness marketing plans in class.</p> <p>Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Development of international agricultural marketing plans Complete assignments, tests, and lead in an in-class case-study discussions Attend classes regularly Formal presentation and communication of developed international agribusiness marketing plans to faculty and students during the semester.</p> <p>1. Repeat if needed for additional outcomes 2 and 3.)</p>	

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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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
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3. Is this course dual listed (undergraduate/graduate)? No
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7. Brief course description (40 words or less) as it should appear in the bulletin. Practical application of operational and strategic decision-making tools for agribusiness; emphasis on problem recognition and economic analysis of production, marketing, and financial decisions facing agribusiness firms. It includes applied strategic concepts, analysis, and

problem solving skills to manage agribusiness firms.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). None
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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). The US agribusiness industry needs competent managers with strategic decision making skills to effectively and efficiently manage agribusinesses. USDA statistics indicate that many small agribusiness firms and farms are failing because the current managers and owners do not possess the basic operational and strategic decision making tools in production, marketing, finance, etc, needed to make effective managerial decisions. The primary goal of this course is to provide our MSA students with holistic training in the application of strategic concepts, analysis, and problem solving skills to manage agribusiness firms. Other ancillary goals are to: <ul style="list-style-type: none"> • develop students' knowledge and experience with business strategy in the context of agribusiness • help students develop the understanding and distinction of basic strategic concepts such as "strategic planning," "strategic thinking" and "strategic management" and incorporate these understandings in the management of agribusiness firms • help students practice the art of strategic management and decision making for agribusiness firms through case analysis • give students the opportunity to enhance their analytical and communication skills • challenge students to think critically, to defend their positions with relevant logic and theory, and to achieve excellence 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. Part of College of Agriculture's mission is to prepare students for professional careers in agribusiness and related fields. A course in Strategic Agribusiness Management will support this aspect of the mission and enable our graduate students to acquire the strategic decision

making skills needed to succeed in their career pursuits. This course meets the requirements of the MSA program.

C. Student population served.

The students best served with this course would be MSA graduate students, particularly graduates with emphasis in agribusiness and agricultural economics. Additionally, graduate students in other programs as well as agribusiness owners and managers in the community would benefit from this course.

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

This is a graduate level lecture course that prepares students to develop competencies in operational and strategic decision-making skills in agribusinesses and apply these skills to problem recognition and economic analysis to production, marketing, and financial decisions facing agribusiness firms.

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

I. Introduction to Agribusiness Strategy - Strategic Positioning, Operational Plan and Measurement Essentials

Weeks 1-3

1. Thinking Strategically/Overview of the Strategy Process
2. Initial company goals, strategies and tactics
3. Performance evaluation and measurement criteria
4. The Agribusiness Environment Analysis (SWOT Analysis)
 - Internal strengths and weaknesses, External opportunities and threats, Competitor assessment

II. The Theory of Strategy -

Weeks 3-6

5. Horizontal Boundaries of Agribusiness Firms - How big should an agribusiness firm be?
6. Vertical Boundaries of Agribusiness Firms - When should an agribusiness firm make or buy its inputs?
7. Transaction Costs of Market Exchange - How should a firm manage market transaction costs?
8. Organizing Vertical Boundaries -How should an agribusiness firm manage vertical coordination?
9. Diversification - How many markets should an agribusiness firm compete in?
10. Agribusiness Industry Analysis - How should an agribusiness firm assess its industry environment?
11. Strategic Positioning for Competitive Advantage - What are agribusiness firms' fundamental choices for creating value and competitive advantage?
12. Sustaining Competitive Advantage - How can an agribusiness firm sustain its competitive advantage?
13. The Origins of Competitive Advantage - When should an agribusiness firm innovate as a fundamental strategy

III. The Practice of Strategy –

Weeks 6-9

14. Overview Revisited; Internal Agribusiness Environment Analysis
15. External Agribusiness Environment Analysis
16. Agribusiness Strategic Issues Synthesis
17. Strategic Choice for Agribusiness Firms
18. Strategic Agribusiness Case Study I

19. Agribusiness Project Presentations: Strategic Analysis

**IV. Transforming Strategy into Action: Global Strategic Marketing (An Example)-
Weeks 10-12**

- 20. The Problem of Transforming Agribusiness Strategy into Action
- 21. Strategic Issues and Choices for Global Agribusiness Marketing
- 22. Strategic Agribusiness Case Study II

**V. Capstone –
Weeks 13-14**

- 23. Agribusiness Project Presentations: Strategic Plan
Final Project Papers Due at Final Exam Time

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

Lectures, tests, development and presentation of strategic agribusiness case-studies and discussions led by students

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

While the course focuses on lectures, the special features are the applied assignments and case studies. They are intended to reinforce and apply the core skills. In each assignment and case study, the student will assemble and analyze data, use economic models to aid decision-making, and defend strategic decisions.

A seminar format is used in this course. Readings, exercises, cases and lectures will be used as needed within this structure.

19. **Required reading**

- Besanko, D., D. Dranove, M. Shanley, and S. Schaefer. *Economics of Strategy*. 3rd edition. New York, NY: John Wiley & Sons, Inc., 2004.
- Wheelen & Hunger, *Strategic Management and Business Policy*, 9th or 10th edition, with cases

Additional Readings:

- Supplementary agribusiness articles and cases to be distributed in class

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

No additional faculty is required

21. **What is the primary goal of this course?**

The primary goal of this course is to provide our MSA students with holistic training in the application of strategic concepts, analysis, and problem solving skills to manage agribusiness firms

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 |

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

Primary Goal Outcome #1:

After the completion of this course, students will be able to understand the basic strategic concepts such as “strategic planning,” “strategic thinking” and “strategic management” and have the ability to incorporate these understandings in the management of agribusiness firms

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

In-class lectures, presentations, discussions, tests, assignments etc.

Primary Goal Outcome #2:

Students will be able to practice the art of strategic management and decision making for agribusiness firms through case analysis

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

Rely on materials and knowledge learned from this course to professionally analyze agribusiness case studies and present results in class

Primary Goal Outcome #3:

Students will be able to develop analytical, presentation and communication skills

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

Analyze, take strategic agribusiness decisions using agribusiness case studies, present and communicate results in class

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

Complete assignments and tests, analyze strategic agribusiness case studies, and lead in a case-study discussion in-class.

Formal presentation and communication of analyzed strategic agribusiness case study to students during the semester.

Attend classes regularly

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

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

To copy from the bulletin:

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

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Send 1 copy to mmcginis@astate.edu

New Course or **Special Course (Check one box)**
 Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable) Date
---------------------------------------	------	------------------------------------

Department Chair	Date	General Education Committee Chair (if applicable) Date
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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. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) PSSC 5853
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). Soil and Water Conservation
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
4. Is this course dual listed (undergraduate/graduate)? YES
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Study of soil and water management practices and strategies as it relates to agriculture, urban planning, and natural resources. Sustainability of the soil resource will be the main focus of this course.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). None

<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Demand</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Steven Green, College of Agriculture, Box 1080, State University, AR 72467. sgreen@astate.edu 972-3463</p>
<p>11. Proposed Starting Term/Year Spring 2009</p>
<p>12. Is this course in support of a new program? If yes, what program? No</p>
<p>13. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past? No</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects. 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). Rationale: Sustainable agricultural management depends on the conservation of soil and water resources. The agricultural community is confronted with questions on how to manage soil and water resources for environmental protection while at the same time maintaining economic viability. Studying soil and water conservation will enable our students to understand the technical knowledge and relationships among soil, water, and natural resource use and the various governmental programs, tools and policies that can be effectively and efficiently applied to sustain, protect and manage these indispensable resources.</p> <p>Currently, there is an undergraduate course (PSSC 4853) that provides our undergraduate students with training in soil and water management. However, many of our graduate students who come from other universities have not had the opportunity to take a course in soil and water management. This course (PSSC 5853) will enable our graduate students to gain knowledge in this area. It will also provide them an opportunity to design and implement a conservation project in their community.</p> <p>Goals: Goals include comprehension of sustainable use of soil and water resources in various agricultural areas, in development, and in natural areas; impacts of human activities on soil and aquatic ecosystems and biodiversity; role of social, cultural, political and economic instruments in soil and water conservation.</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. Part of the mission of the College of Agriculture is to prepare students for professional careers in agriculture and related fields. However, the agricultural industry and other human developmental activities depend on the natural resources</p>

for its survival. A graduate level course in soil and water conservation would support this aspect of the mission and provide our students an understanding of how the soil, on which human activities depend, is sustained or managed.

C. Student population served.

The students best served with this course would be graduate agricultural and environmental science students. Additionally, students in various disciplines across the university as well as decision-makers, public officials, environmental and natural resource practitioners in the community would benefit from this course.

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

This course is directed at graduate students because the content includes practical, analytical and policy design tools of soil sustainable practices as well as a major soil conservation project that requires advanced knowledge of soil systems and a heavy time commitment. This project is above what is required for the undergraduate course in soil and water conservation.

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

Unit 1 Weeks 1 - 5

1. Understanding Soil Conservation

What is soil conservation? How is soil degraded?

Topic 1: Soil and civilization—what can we learn from history

Topic 2: Soil conservation movement

Topic 3: Soil erosion

Topic 4: Soil Quality

Unit 2 Weeks 5 - 10

2. Tools for soil conservation

Topic 5: Predicting soil loss

Topic 6: Soil surveys

Topic 7: Soil erosion models

Unit 3 Weeks 10-15

3. Land Management

Topic 8: Cropping systems

Topic 9: Tillage systems

Topic 10: Water conservation and irrigation

Topic 11: Water quality

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

1) One (1) campus/community soil conservation project

2) One (1) presentation

3) One (1) newspaper article report on the project

4) One (1) video published on the internet describing the project and showcasing the outcome of the project

5) Assessments as described in section 15

There will be a major project involved requiring the student to make a significant soil or water conservation

improvement on campus or in the community. A 15 minute presentation of the project - should include a title page, objectives, an outline, the main body and conclusions – will be made in class.

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

N/A

19. **Required reading**

Troeh et al., Soil and Water Conservation for Productivity and Environmental Protection, 4th ed (text book)

Hillel, Out of the Earth

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

No extra resources required

21. **What is the primary goal of this course?**

The primary goal of this course is to prepare students to enter their chosen career with a sound knowledge of soil and water conservation issues and management strategies such that they can communicate the urgent need to conserve soil and water as essential needs for both natural resource uses as well as urban uses.

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 |

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

Primary Goal Outcome #1: Upon completion of this course, students will be able to identify critical soil and water conservation measures necessary to avoid soil and water quality and quantity problems in communities and natural areas.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Lectures, site visits, guest speakers from the soil and water conservation agencies.

Primary Goal Outcome #2: Upon completion of this course, students will be able to use the RUSLE model and the soil conditioning index to determine appropriate conservation measures for a specific area or use.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Instruction on the RUSLE model and use of the conditioning index. Term project using the model and index to develop a conservation plan for an area on campus.

Primary Goal Outcome #3: Upon completion of this course, students will be able to speak accurately to land users and the general public about soil and water conservation needs and programs.

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

Oral presentations and project write-up with follow up critiques and opportunities to redo and improve upon their products.

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

Evaluation questions at the end of the course

Students ability to use soil conservation management tools

1. Evaluation Instruments:

a. Ten (10) five minutes quizzes points	100
b. Three (3) one hour tests (one on each unit) points	300
c. Five (5) problem sets points	100
d. One (1) comprehensive final points	100
e. 5-8 page conservation project write-up –graduates	50 points
f. 15 minutes oral presentation on selected topic - graduates	50 points
g. One (1) book review of recent soil conservation book- graduates	50 point

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

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Code #

Bulletin Change Transmittal Form

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

Graduate Council - 14 copies plus 1 original

Bulletin Change (Editorial changes may be submitted directly to Registrar.)

Please attach a copy of all catalogue pages requiring editorial changes. Note: any curricular change must be submitted to the appropriate committee.

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. Russ Jones, ASU, Dept. of CIT PO Box 130 State University AR 72467, email: rjones@astate.edu, Phone: 972-3988

2. Proposed Change

Make the following changes within the Master of Business Administration Degree (as marked on the attached pages):

- (1) Raise entrance requirements and reword conditional/unconditional/pre-MBA admission
- (2) Remove two courses from the core and reduce total amount of hours to 33 from 34
- (3) Remove restrictions on number of hours allowed from non-business majors

3. Justification

Changes in the admission formula and other admission criteria match other peer institutions and are in line with current accreditation guidelines. The removal of restrictions for non-business majors is to facilitate the MEM degree recently approved and other proposals under consideration. The change in the required core courses facilitates a 33-hour program with 9-hours of electives to allow emphasis areas to be proposed in the near future. Also, to provide a smoother transition into an online environment, which is currently in the approval process.

The Arkansas State University MBA Program is a professional degree program designed to prepare students of all educational and professional backgrounds for management positions in all types of organizations. As such, the program stresses the development of analytical, problem solving and decision making competencies for the dynamic, complex global organizational and social environments.

The program of study includes the functional areas of business with the opportunity to obtain emphasis areas in each, as well as the option to select specialty emphasis areas. This provides students with the flexibility to tailor their MBA degrees to individual needs and goals.

With courses offered in late afternoon, evenings and online, the program accommodates working professionals seeking career advancement and/or career changes as well as recent graduates desiring to move into positions of responsibility in organizations.

Admission Requirements

All general admission requirements of the Graduate School are applicable to the program and the student should refer to these requirements which are listed elsewhere in the bulletin. Non-degree candidates cannot enroll in College of Business graduate courses unless they meet all the admission requirements of the degree candidate. An applicant's complete application package, including application to Graduate School, official transcripts, official GMAT scores, required application fee and, when required, proof of immunization must be received in the Office of the Graduate School no later than 30 days prior to the beginning of classes each semester. To ensure time for issuance of an I-20, international students must submit a complete application, including all the above plus official TOEFL scores and a financial guarantee no later than 90 days prior to the beginning of classes each semester.

Unconditional Admission:

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

1. A minimum of 440 on the GMAT and at least 990 points based on the formula: 200 times the overall undergraduate grade point average (minimum 2.75) plus the GMAT score, or:

A minimum of 440 on the GMAT and at least 1040 points based on the formula: 200 times the grade point average on the last 60 hours (minimum 3.00) plus the GMAT score. Information pertaining to the GMAT may be obtained by contacting the Testing Center at (870) 972-2038. International students must submit the required TOEFL or IELTS

scores.

Conditional Admission:

An applicant for the Master of Business Administration (M.B.A.) degree program may be admitted conditionally with either a minimum overall undergraduate GPA of 2.50 or an acceptable GMAT score at the discretion of the graduate programs committee. No more than nine hours of MBA coursework (excluding foundation courses) may be taken by an individual who has not met ALL of the requirements for unconditional admission. **MBA**

Foundation Courses:

The foundation courses serve students who wish to enter the MBA program from a non-business baccalaureate background. The required foundation courses may be taken at the graduate level (fast track) or the undergraduate level, or a combination of both. Each graduate level course substitutes for one or two undergraduate courses, as shown below. No foundation course is a part of the MBA program.

Graduate Foundation Courses (Fast Track):	Undergraduate Foundation Courses:
MBA 500V, Survey of Accounting	ACCT 2003, Principles of Accounting I
MBA 501V, Survey of Finance	ACCT 2013, Principles of Accounting II
MBA 502V, Survey of Microeconomics	FIN 3713, Business Finance
MBA 503V, Survey of Macroeconomics	
MBA 504V, Survey of Management	ECON 2313, Principles of Macroeconomics
MBA 505V, Survey of Information Systems	ECON 2323, Principles of Microeconomics
MBA 506V, Survey of Marketing	
MBA 507V, Survey of Law	MGMT 3123, Organizational Management or
MBA 508V, Survey of Statistics	MGMT 3153, Organizational Behavior
MBA 509V, Survey of Operations Management	MIS 3013, Management Information Systems
	MKTG 3013, Marketing
	LAW 2023, Legal Environment of Business
	QM 2113, Business Statistics
	QM 3523, Operations Management

All applicants must have completed, or must complete, the foundation courses or their undergraduate equivalent at an IAME accredited institution. When a student has

completed the foundation course(s) in a specific area, she/he may take the core course in that area. All the foundation courses must be taken before a student is admitted to candidacy.

PROGRAM OF STUDY FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

The program consists of a core curriculum of 24 hours. This common body of knowledge is aimed at developing competency for overall management and leadership. In addition, students may select electives in their field of choice to develop emphasis areas to meet their needs. The core courses plus the electives result in a 33 -hour program.

Students with a non-business undergraduate degree typically must take up to 15 hours of the Fast-Track foundation courses, or their equivalent, resulting in as much as a 48-hour program for such students.

All courses must be taken at the 6000 level. However, those students seeking to sit for the CPA exam may take one 5000 level course in accounting to help prepare them for the exam while meeting the 150-hour rule for the exam. Management 6423, Strategic Management, must be taken after all core courses have been taken or during the student's last semester of course work. Students may take an internship course which can count for a three-hour elective. All internships must be taken after a student has completed 15 hours of course work. Only one three-hour internship or one directed independent study may count toward the degree.

Core Courses required of all students:

- ACCT 6003, Accounting for Planning and Control
- ECON 6313, Managerial Economics
- FIN 6723, Advanced Management of Finance
- MIS 6413, Management Information Systems
- MGMT 6403, Seminar in Organizational Behavior and Leadership
- MGMT 6423, Strategic Management
- MKTG 6223, Strategic Marketing
- MIS 6443, Business Analytics

Elective Courses:

Nine hours of electives may be selected in business or economics, as approved by the director of graduate business programs, to provide a desired emphasis or to have a flexible MBA. Under special circumstances, a student may substitute a directed individual study for an elective. All directed individual studies must be taken after a student has completed 24 hours of coursework with a GPA of 3.5 or higher. Directed individual studies should be targeted toward a publication and/or paper/presentation as

an outlet for the research. Students are also expected to make a presentation on their research to a group of Graduate Faculty.

Minimum hours required for this program: 33

Code #

Bulletin Change Transmittal Form

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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.

Dr. Clyde A. Milner II

September 10, 2008

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)
Date

Dr. Clyde A. Milner II

September 10, 2008

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. Clyde A. Milner II, Director, Heritage Studies Ph.D. Program, P. O. Box 69, State University, AR 72467, email: cmilner@astate.edu, phone:972-3509

2. Proposed Change

1. Clarification and improvement of section on "Admission Requirements"
2. Add requirement for existing course, HS 7213 Research Seminar (3 hours), as capstone increasing required hours of course work to 39.
3. Increase requirement for dissertation hours from nine to eighteen.

3. Effective Date

January 12, 2009 (i.e. for any students admitted to the Ph.D. program beginning spring semester 2009)

4. Justification

The total number of credit hours for the Ph.D. in Heritage Studies will now be 57. Applicants for the Ph.D. program must have completed a minimum of 18 hours of suitable graduate credit to apply for the Ph.D. program although our revised admission statement makes clear that applicants are expected in nearly all cases to have completed an appropriate master's degree before beginning their doctoral studies. The Arkansas Department of Higher Education has set 72 semester credit hours as the minimum total after the bachelor's degree for a doctoral degree. The minimum after the bachelor's degree for the Heritage Studies Ph.D. will now total 75 semester credit hours, but in nearly all cases the total will be closer to 90 semester credit hours including the master's degree earned by a student before beginning doctoral studies. The Heritage Studies Program Committee who are all graduate faculty at Arkansas State formally approved these changes at our fall semester meeting on August 18, 2008.

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

PROGRAM OF STUDY FOR THE DOCTOR OF PHILOSOPHY DEGREE IN HERITAGE STUDIES

This interdisciplinary Ph.D. program educates students for advanced careers in the heritage professions. Policies and requirements are shown below and in the section of this Bulletin entitled "Program of Study for the Doctor of Philosophy Degree in Heritage Studies" in the College of Humanities and Social Sciences. Applicants are advised that admission to the Graduate School does not imply admission to the Heritage Studies Ph.D. Program.

The mission of the program is to produce heritage professionals with the knowledge and skills needed to support the identification, assessment, preservation, interpretation, management, and promotion of historic and cultural resources for non-specialist or "public" audiences. The program is interdisciplinary, using multiple academic perspectives to explore and understand the interrelationships of history and culture in a distinctive region, the Mississippi River Delta. While universal in scope and method, the Heritage Studies doctoral program uses the distinctive heritage, attributes, resources, and cultures of the Mississippi River Delta as its laboratory of study. Our students study regional history, anthropology, archeology, ethnography, folklore, regional and ethnic literature, geography, sociology, and public administration.

They develop traditional doctoral-level research skills, but their educational experience is also applied and practical for the purpose of public dissemination of history and culture. Employment opportunities include senior executive staff positions in cultural and historical agencies, parks and cultural tourist sites, historical societies, museums, archives, federal, state, and local public and nonprofit agencies, and private consulting firms. This degree is not primarily designed for college and university teaching, although students may be qualified to do so.

PROGRAM OF STUDY FOR THE MASTER OF ARTS DEGREE WITH A MAJOR IN HERITAGE STUDIES

Only students admitted to the Ph.D. program in Heritage Studies will be eligible for the Master of Arts (MA) in heritage Studies. This MA degree is granted "en route" to the Ph.D. To receive this master's degree, the doctoral student must complete the requirements in core courses (12 semester credit hours minimum), specialty area (12 semester credit hours minimum), enrichment (12 semester credit hours minimum), **and the capstone research seminar (3 semester credit hours)** and present a portfolio of work appropriate for the master's degree as determined, read, and approved by the student's Doctoral Advisory Committee. This portfolio will be the basis of an oral

comprehensive exam appropriate for the master's degree administered by the doctoral advisory committee. The portfolio for the master's degree will include, but may not be limited to, a major example of the student's work from each of the three divisions of courses in the Ph.D. program (core, specialty, and enrichment). At least one of these three will be a major example of the student's writing. All requirements for approval of credit in core courses, specialty area, and enrichment that apply for the Ph.D. program also apply for a doctoral student who requests the MA in Heritage Studies.

Admission Requirements:

Students seeking admission into the Doctor of Philosophy in Heritage Studies program must meet the admission requirements of the Graduate School and the specific program requirements.

Applicants to the Doctor of Philosophy in Heritage Studies program must hold a baccalaureate or master's degree (BA, BS, MA, or MS) from an accredited institution in a related field of study such as archaeology, anthropology, English, folklore, geography, history, historic preservation, museum studies, political science, public administration, or sociology. Applicants admitted to the program without a master's degree will be required to complete a minimum of 18 hours of graduate work before they will be allowed to take 7000 level courses. Only in rare cases will applicants be admitted who have not completed an appropriate master's degree before they begin their doctoral studies.

Transcripts should reflect a strong background in social sciences and humanities. Applicants lacking this background who are otherwise exemplary may be granted provisional admission to the program, but will be required to make up these deficiencies. These course credits cannot be applied toward fulfillment of doctoral requirements. Up to eighteen hours in addition to the semester hours of credit required for the Ph.D. in Heritage Studies may be necessary in graduate classes that provide a suitable foundation for doctoral work in Heritage Studies. In some cases, documented work experience in the Heritage professions may be substituted for specific preparatory courses and, in exceptional cases, may be used as a criterion for admission.

In addition to application materials required by the Graduate School, applicants to the Doctor of Philosophy in Heritage Studies program must submit a letter explaining their interests in Heritage Studies and personal career goals. The Heritage Studies Admissions Committee will carefully review this statement and three letters of reference from former professors or professionally based supervisors or peers as well as the applicant's undergraduate and graduate transcripts. All applicants also are required to submit an example of research and writing on a scholarly topic

and to have an interview with the director or associate director of the Ph.D. program.

Curriculum:

- Core Courses: (12 hrs from the following courses)
 - HS 7003, Introduction to Heritage Studies, Research, and Writing (3 hrs)
 - HS 7103, Concepts of Culture (3 hrs)
 - HS 7113, Regional Cultures: History of the Mississippi River Delta (3 hrs)
 - HS 7123, Management Issues in the Heritage Professions (3 hrs)
 - HS 7133, Cultural Resource Methods (3 hrs)
 - Most students will take all five core classes, one of which will be applied to the Specialty Area or the Enrichment classes explained below. Some students may have taken a class equivalent to one of the five core courses and with the permission of the student's doctoral advisory committee will be permitted to take only four core classes.
- Specialty Area: (12 hrs)
 - Four courses that demonstrate the doctoral student's area of specialization within Heritage Studies. Under the direction of the candidacy committee that is chaired by the individual student's graduate advisor, the four courses will establish an area of expertise that combines interdisciplinary emphasis and multi-cultural content with professional training (in archiving or museum work, for example). A maximum of one internship for three hours credit may be applied to the Specialty Area.
- Enrichment: (12 hrs)
 - Four courses that demonstrate study and professional training beyond the individual student's Specialty Area. Under the direction of the candidacy committee these four courses will address areas that will enrich the student's research and work in Heritage Studies with special attention to expanding interdisciplinary skills and knowledge. A maximum of one internship for three hours credit may be applied to Enrichment.
- Required Capstone: HS 7213, Research Seminar (3 hrs)
- Practicum:
 - Students must complete 300 work hours as a quasi-professional in a culture, heritage, or public history environment. After completion of this work experience, students will provide a written assessment of the Practicum. At the discretion of the candidacy committee, adjustments may be made for students with extensive professional experience in public heritage programs.
- Comprehensive Candidacy Exam:
 - After completion of the curriculum and the practicum, the candidacy committee will schedule a comprehensive examination of the student's work in the doctoral program. The format of the exam for all students is established by the Heritage Studies Program Committee.

- Successful completion of this examination along with approval of a dissertation proposal allows the student to be formally recognized as a candidate for the Doctor of Philosophy in Heritage Studies.
- Dissertation: (18 hrs)
 - Each candidate for the Doctor of Philosophy in Heritage Studies must execute an original and rigorous research project culminating in the completion, public presentation, and defense of a dissertation.

General Requirements for the Degree

Doctoral students are required to complete a minimum of 57 semester hours beyond the master's degree. For students without a master's degree, the Doctoral Advisory Committee and the Heritage Studies Ph.D. Program Committee, on a case-by-case basis, may require additional hours of credit beyond the minimum of eighteen semester hours indicated below. No more than nine credits earned while completing a master's degree may be applied toward the 57 credit requirement unless approved by the Heritage Studies Ph.D. Program Committee at the request of the student's Doctoral Advisory Committee. Applicants admitted to the program without a master's degree will be required to have completed a minimum of eighteen hours of graduate work before they will be allowed to take level 7000 courses. These eighteen hours are in addition to the 57 semester hours of credit required for the Ph.D. in Heritage Studies. If a student completed a portion of these eighteen hours before admission to the Ph.D. program, up to nine semester hours of those graduate level courses may be applied as Transfer Credit (see below). In some cases, documented work experience in the Heritage professions may be substituted for specific courses.

Advisory Committees

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

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

The course of study set by the committee must meet program requirements and match the student's academic goals, scholarly aspirations and career preparation needs. Each Doctoral Advisory Committee will meet at least once a year to review the student's progress.

The committee is to review the student's dissertation proposal and to provide guidance toward the successful completion of this substantial project. Once the student has passed the Comprehensive Candidacy Exam and has an approved dissertation topic, the Doctoral Advisory Committee may add new members to help with directing and assessing the dissertation work. In these cases, it is strongly recommended that at least one new member of the Doctoral Advisory Committee be an individual of national repute with extensive professional experience at an appropriate public program in cultural heritage.

Membership of advisory committees may be changed if either the student or a member of the committee feels that such a change is appropriate. The requested change must be reviewed and approved by Director of the Heritage Studies Ph.D. Program and then approved by the Program Committee.

Degree Plan

A course of study, to be developed by the student and approved by the student's Doctoral Advisory Committee, is to be submitted to the Director of the Heritage Studies Ph.D. Program before the end of the first 12 months after beginning the program full time, or before completing 18 semester credit hours of study.

As a reflection of the interdisciplinary nature of the program, each student is expected to develop a course of study tailored to his or her own scholarly interests, research program, and proposed career direction. The specific quantity and content of each student's course of study will be worked out with that student's Advisor and the Doctoral Advisory Committee within the parameters set forth for the program as a whole.

Level of Work Required

57 semester credit hours are required for completion of this program. Only in the most exceptional cases will any class that is not designated a master's or doctoral-level (5000 and above at Arkansas State) be accepted. These exceptions must be approved by the Doctoral Advisory Committee, the Program Director, and the Program Committee. Doctoral Advisory Committees also will take great care when approving any course at the 5000 level. Special justification will be needed for such courses and typically no more than six semester hours of 5000 level course work will be approved for a student's program of study. With permission of the professor, advanced master's level students may enroll in doctoral level Heritage Studies classes.

Transfer Credit

No more than nine master's level credit hours earned before admission to the Heritage Studies Ph.D. Program may be applied toward the 57-credit-hour requirements unless requested by the student's Doctoral Advisory Committee and approved by the Heritage Studies Ph.D. Program Committee. Decisions regarding acceptability of transfer credits are to be made by the Program Committee, upon recommendation from a student's Doctoral Advisory Committee, within the context of that student's course of study and subject to approval by the Graduate School. Students will be held responsible on the comprehensive candidacy exam for the content of all courses within their course of study.

Grades and Credit

Courses completed during prior master's work must have received a grade of B or better to be credited towards the degree. A single grade of C will be accepted for courses in the Ph.D. program. A second instance of a grade of C or a single instance of a grade below C will be cause for the review of the student's status within the program by the Heritage Studies Program Committee. After such review, the Heritage Studies Program Committee may recommend dismissal of the student from the program.

Comprehensive Examination Structure

After completion of the curriculum and the practicum, the Doctoral Advisory Committee will schedule a comprehensive examination of the student's work in the doctoral program. The format of the exam for all students is established by the Heritage Studies Program Committee. Successful completion of this examination along with approval of a dissertation proposal allows the student to be formally recognized as a candidate for the Doctor of Philosophy in Heritage Studies.

The comprehensive candidacy examination is designed to test general knowledge of Heritage Studies as well as the student's expertise in specialized areas of research and interest. Students are expected to take this exam in the first full semester following completion of all course work in the course of study. The exam has a mandatory oral component. In advance of this oral exam, a student prepares a portfolio. Exams will be administered no later than one week before the close of fall and spring semesters. Students intending to take comprehensive candidacy exams must submit an intent form to the office of the program director no later than the end of the sixth week after the beginning of classes in the semester in which they intend to take the exam.

Each student will create a Portfolio that will be examined by the Doctoral Advisory Committee which also will serve as the examination committee. The Portfolio must be available to the committee one month before the scheduled exam. The exam itself will consist of an oral interview of no more than two hours during which the student will explain and defend what is in the Portfolio.

- The Portfolio will contain:

- A major example of the student's work from EACH of the four-course clusters in the curriculum (the core, specialty area, and enrichment). These THREE EXAMPLES from the student's course work are improved and enhanced before they are placed in the portfolio. These THREE items will demonstrate breadth and depth in terms of the student's studies. At least one of these should be a significant example of the student's writing.
- A meaningful essay of no more than twelve-hundred (1,200) words that gives the student's scholarly and intellectual explanation of what is "Heritage Studies". This list will contain 20 sources, at least 10 of which must be books. The list may also include important articles, films, archives, festivals, museums or other substantial examples that are vital for the interpretation of "Heritage Studies".
- A written report that assesses the student's 300-hour Practicum accompanied by a letter from the supervisor, or coordinator, of the Practicum.
- The final version of the student's dissertation proposal.

The oral exam is conducted by the student's Doctoral Advisory Committee. In case of failure, the exam may be retaken if the committee feels that improvements in the Portfolio are justified and can be carried out by the student within an additional period of time as specified by the committee. A second failure will result in dismissal from the program.

Admission to Candidacy

A student may apply for admission to candidacy upon successful completion of the oral component of the comprehensive candidacy examination.

Continuous Enrollment

Prior to the comprehensive candidacy exam, any leave from the program of six months or less must be approved by the Program Director. Any leave of six months or longer must be approved by the Director and the Program Committee. Students who have taken leave from the program for more than two years, at the determination of the Director and Program Committee, may be required to apply formally for readmission and to update specific courses.

Students must maintain continuous enrollment subsequent to passing the comprehensive candidacy examination. They must maintain a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Dean of the Graduate School.

Time to Degree

All requirements for the degree must be completed within eight calendar years of admission to the program. Requirements subsequent to the comprehensive candidacy examination must be completed within four calendar years of the date of successful

completion of that examination. Students exceeding the time limit may be required to repeat the comprehensive candidacy exam, replace out-of-date credits with up-to-date ones, and/or show other evidence of being current within both the core curriculum and the student's area of specialization. Extension of the eight-year requirement will be granted only if a student has obtained prior approval from his or her Doctoral Advisory Committee, the Heritage Studies Program Committee and the Arkansas State University Graduate School.

Dissertation

Approval of Dissertation Research

The student's Doctoral Advisory Committee must approve the dissertation proposal at the Comprehensive Candidacy Exam. As the student progresses in completing the dissertation, minor modifications of the proposal may be approved by the chair of the student's Doctoral Advisory Committee who is also the director for the dissertation itself. Any major changes in the dissertation proposal require the approval of the on-campus members of the expanded Doctoral Advisory Committee. Students are also advised to seek the appropriate institutional approval of proposed research, as necessary, from the Institutional Review Board.

Dissertation Defense

After the research is completed the student will submit a draft to his or her advisory committee. Upon the recommendation of the committee, the candidate will arrange with the chair of his or her advisory committee to schedule and conduct an open, public presentation of the results to which members of the faculty and master's and doctoral students will be invited.

On the same day as this presentation, the candidate will also be required to orally defend the dissertation before the expanded Doctoral Advisory Committee including any new members from outside Arkansas State University such as cultural heritage professionals. Arrangements for the public presentation and dissertation defense will be made through the Heritage Studies Program Office. Students are advised to be aware of the deadlines set by the Graduate School for submission of defense results and dissertations.

The defense must occur at least four weeks before the date of graduation. The defense is failed if more than one negative vote is cast by the members of the Doctoral Advisory Committee who are members of the Arkansas State University graduate faculty. In this case the student is placed on probation. A student who fails the defense must wait at least one semester before attempting a second defense of the dissertation. A second public presentation will not be required. If a repeat defense is failed, the Doctoral Advisory Committee will recommend the student's removal from Ph.D. candidacy standing.

Final Form

The completed dissertation may consist of several elements, such as a museum exhibition curated by the student or a video documentary. Nonetheless, all dissertations will include, at least, an extensive written statement that places the dissertation in its scholarly, intellectual context as a representation of heritage studies. Other important parts of the dissertation project may be written as well and a completed dissertation may include extensive appendices. The written component of the dissertation will follow the style and format requirements from the most recent edition of the Chicago Manual of Style unless an alternate scholarly style is approved by the Doctoral Advisory Committee and the Graduate School. It is the responsibility of candidates to assure that this written component of the dissertation follows the appropriate, designated format. Before submission to the Graduate Dean, the entire on campus membership of the advisory committee must approve the completed dissertation.

Candidates will submit four copies of the written component of the dissertation. The bound copies will be on file with the ASU Library, the Heritage Studies Program Director, and the chair of the advisory committee. The remaining copy will be given to the student.

The Abstract

Candidates will be responsible for the preparation of an abstract of the dissertation, which will be submitted at the same time as the completed dissertation project. The abstract must not exceed 300 words and will be bound with the written component of the dissertation.

Deadline for Submission

The completed dissertation and abstract, signed by all members of the advisory committee, must be in the office of the Dean of the Graduate School by the deadline set for accepting dissertations. The date for each semester and summer term is given in the University Calendar.

Checklist for the Last Semester Before Graduation

In the last semester before graduation, candidates must:

1. Register for the Graduation fee.
2. File an intent to graduate form with the graduate dean by the relevant deadline.
3. Complete the oral defense of the dissertation.
4. Pay the fee for binding the dissertation.
5. Submit four copies of the dissertation for binding and microfilming. This is detailed in the Guide for Writers of Dissertations and Theses.

Code #

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

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council (14 copies plus 1 original)

Program and/or Course Deletion

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

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)
Date

Department Chair

Date

General Education Committee Chair (if applicable)
Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair
Date

College Dean

Date

Graduate Curriculum Committee Chair
Date

Vice Chancellor for Academic Affairs
Date

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

QM 6433 Management Science

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

Russell Jones, CIT, Box 130, State University, rjones@astate.edu, 3988

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

Fall 2008.

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 is being replaced by MIS 6543 – Business Analytics and are current/future students will be required to complete this course in place of QM 6433

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.

These course does not affect any other college

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

