Graduate Council Agenda

Friday, April 24, 2015 at 1:00 pm
Library 6th Floor Conference Room 603

Present: Gil Fowler, Tanja McKay, Debbie Traylor, Will McLean, Russ Jones, Brandon Kemp, Lauren Schack Clark, Al Ontko, Steve Bounds, Shawn Drake, Steve Green, Angie Schmidt.

Ex Officio: Andy Sustich

Guests: Erik Gilbert, Pam Heath

Will McLean called the meeting to order at 1:02.

1. **Minutes from March 20, 2015 Graduate Council meeting**
   Motion to approve Jones, Second Fowler. **Passed unanimously**.

2. **Requests for Bulletin Changes**
   Bulletin Change Transmittal Form

   Bounds moved that all the items in this section be considered as a group. Seconded by McKay. **Passed unanimously**.
   Traylor moved that they all be approved, seconded by Bounds. **Passed unanimously, with the caveat that MBA Minimum GPA for Internship needs a more detailed explanation of where the changes are to be made in the bulletin.**

   EE 5303 Title Change
   EE 5344 Title Change
   ENG 5333 Description Change
   ENG 6133 Title Change
   ENG 6263 Description Change
   ENG 6283 Description Change
   ENG Grad Course Titles (Eliminate 'Seminar')
   MAcc Accelerated Program
   MAcc Course changes
   MAcc/MBA Candidacy Legacy References Deleted
   MBA Managerial Work Experience to Replace Minimum GPA Requirements
   MBA Minimum GPA for Internship
   Removal of Candidacy References in Master's Programs
   SCCT Reference Removal from COB
   SCOM/MCOM Prefix Change to CMAC

   New/Special Course Proposal - Bulletin Change Transmittal Form

   ACCT 5023
   Jones moved that ACCT 5023 be considered and passed in tandem with the deletion of ACCT 6033. Seconded by Green. **Passed unanimously.**

   ACCT 5173
   Moved to approve, Jones, second Green. **Passed unanimously**.

   EE 5343
   EE 5354
   EE 5393

Moved to approve all three EE course proposals, Kemp, second Green. **Passed unanimously with the requirement that EE 5354 expand its syllabus from 11 weeks to the customary 14 weeks.**

ENG 6712
Moved to approve, Jones, second Bounds, **Passed unanimously**.

MCOM 671V
Moved to approve Jones, second Traylor, **Passed unanimously**.

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

ACCT 6033 (**see ACCT 5023 above**)

AGEC 5173
Moved to approve, Jones, second Bounds, **Passed unanimously**.

ENG 6153
ENG 6173
ENG 6213
Jones moved to approve all the ENG deletions as a group. Second Traylor. **Passed unanimously**.

3. **Requests for Regular Graduate Faculty**

Agriculture & Technology

Bert Greenwalt
Traylor moved to approve, second Fowler, **Passed unanimously**.

Elizabeth Hood
Jones moved to approve, McKay second, **Passed unanimously**.

Tina Teague
Moved to approve, Ontko, second Traylor, **Passed unanimously**.

Engineering

Robert Engelken
Moved to approve, Green, second, Bounds. **Passed unanimously**.

Sciences & Mathematics

Jerry Farris
Moved to approve, McKay, second Ontko, **Passed unanimously**.

4. **Requests for Temporary Graduate Faculty Status**

Education & Behavioral Science

Patrick Peck (amended, as requested, with clarification)
Move to approve, Bounds, second, Schmidt, **Approved unanimously**.

Engineering

Andrew Braham
Joan Burcham
Shivan Haran
Paul Mixon
Ontko moved to approved all requests for temporary grad faculty status from Engineering as a group, second Bounds. **Passed unanimously**.

5. **Graduate Faculty Qualifications Standards/Guidelines**
   Sciences and Mathematics
      Computer Science
      Mathematics
      Moved to table, Green, second Bounds, **Passed unanimously**.

6. **Discussion Topics**

- **FI Grade** Shared Governance Proposal
  Fowler moved that this be entered into the shared governance process, second Jones, **Passed unanimously**.

- A new form, "**Request to Serve on Thesis or Dissertation Advisory Committee**" can be found under Resources-Faculty Forms, on the Graduate School website.

- Registrar's Office has now processed the approved new short name for **VOED 5533** as METH ORG TEACHING CAREER to match the undergraduate name.

- Registrar's Office is **deleting the ELSE 6153** proposal (originally submitted in November 2014 GC Meeting) due to ELSE 6013 already existing in Banner with same course name. They will update ELSE 6013 with the new course description.

- Sending the following to the Registrar's Office with amendments:
  MSE Sp Ed Instr Spec K-12 (with Required Revisions Requested in November 20, 2014 GC Mtg, along with the related course proposals {ELSE 6163 & ELSE 6183} reviewed in that meeting)

Please note that the following amended proposals were sent to Chris, in Academic Affairs and Jesse, in Registrar's office, along with the proposals approved in this April 2015 Graduate Council Meeting. (See the September 2015 GC Agenda/Minutes for details under Discussion Topics):

Amended DNP and MSN Bulletin Change (Revisions Requested in November 2014 GC Meeting)
Amended EE 5354 New Course Proposal (Revisions Requested in April 2015 GC Meeting)
Amended MCOM 6303 New Course Proposal (Revisions Requested in January 2015 GC Meeting)
Amended ME 5503 Bulletin Change Form (Revisions Requested in January 2015 GC Meeting)
Amended ME 5613 Bulletin Change Form (Revisions Requested in January 2015 GC Meeting)
Amended POSC 5323 New Course Proposal (Revisions Requested in October 2014 GC Meeting)

Graduate Council Minutes

Friday, March 20, 2015 at 1:00 pm
Library 6th Floor Conference Room 603

Members present: Saleh (proxy for Bounds and Holman), Clark (proxy for Owen), Schmidt, Traylor, McLean, Kemp, Green, Fears (proxy for Fowler), McKay, Ontko.

Guest: Gilbert

Will McLean called the meeting to order 1:00.

1. **Minutes from February 27, 2015 Graduate Council meeting**
   Motion to approve, Ontko, second, McKay. **Passed unanimously**.

2. **Requests for Bulletin Changes**
   Bulletin Change Transmittal

   MRC Req Sem Hours Increased to 60
   Motion to approve, Green, second, Schmidt. **Passed unanimously**.

   The following were withdrawn from the agenda:
   CMHC and SC Statement Deletions for MAC
   COUN 7463 Change to COUN 6463
   PSY 7533 Change to PSY 6533
   PSY 7633 Change to PSY 7633/6633
   Removal of Candidacy References in Master's Programs

3. **Requests for Regular Graduate Faculty Status**
   Education & Behavioral Science
   John Hall
   Craig Jones
   Lisa Ochs
   Patrick Peck
   David Saarnio
   Movement to accept department's recommendations regarding reappointment to graduate faculty, Green, second, McKay. **Passed unanimously**.

   Humanities & Social Sciences
   Rick Lott
   Bryan Moore
   Robert Schichler
   Deborah Chappel Traylor
   Move to approve above applications, Green, second Clark. **Passed unanimously.**

   Wayne Narey **(Tabled for clarification.)**

4. **Requests for Temporary Graduate Faculty Status**
   Education & Behavioral Science
   Heather Baxter
   Movement to approve, Ontko, second Green. **Passed unanimously**.

Patrick Peck **(Tabled for clarification)**

5. **Graduate Faculty Qualification Standards/Guidelines**
   Education & Behavioral Science
   Health, Physical Education and Sport Sciences (HPESS)
   Movement to approve, Green, second McKay, **Passed unanimously**.

6. **Discussion Topics**
   - Sending the following "Passed Proposals Subject to Revision" to the Registrar's Office with the required revisions:

     HIST 6343 (With Req Revision of Assessment)
     HIST 6363 (With Req Revision of Assessment)

   - Should applicants interested in more than one Graduate Program have the option to submit multiple applications simultaneously and decide later which program to enroll in?

   The consensus on this was that letting students apply to more than one program at a time would not be too disruptive, but that programs should be notified when an applicant has applied to other programs. It also became apparent for the discussion that program directors were very dissatisfied with the way application materials were coming to them in web extender. Formerly they came as a single file that could easily be circulated to other members of the program. Now each member of the committee has to retrieve multiple documents from web extender.

The meeting was adjourned at 2:38.

March 20, 2015 GC Meeting Proxy Notifications
(as of 03/19/2015)

Serving as Proxy:

Dr. Lillian Fears (for Dr. Gil Fowler)
Dr. Amany Saleh (for Dr. Steve Bounds)
Dr. Lauren Schack Clark (for Dr. Ed Owens)

Revised 1/17/13

Code # ENGR 004

Bulletin Change Transmittal Form

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	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
Brandon Kemp	4/10/15		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Paul Mixon	4/10/15		05-05-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Shubhalaxmi Kher, Ph.D., skher@astate.edu, 870-972-3224
Brandon Kemp, Ph. D., bkemp@astate.edu, 870-972-2088

2.Proposed Change

- Change name of Course EE 5303 Engineering Field and Waves II to EE 5303 Electromagnetic Waves.
- Course Description
  - Old Description: Study of electromagnetic waves in free space, dielectrics, and conductors, transmission lines, polarization, reflection, refraction, diffraction, waveguides, resonators, antennas, and radiation.

- New Description: Study of time harmonic electromagnetic wave interaction with materials including energy and momentum, polarization, reflection, refraction, waveguides, radiation, and scattering.

- Prerequisite change
  - Old Prerequisites, C or better in MATH 4403 and EE 3343.
  - New Prerequisite, Undergraduate introduction to electromagnetic field theory and differential equations.

3.Effective Date
8/1/2015

4.Justification
The updated version of the course will cover electromagnetic waves using a modern approach from first principles. It is intended for students with an introduction to field theory (e.g. EE EE43 or PHYS 2044 for students with ASU undergraduate preparation) and a working knowledge of differential equations (e.g. MATH 4403 with ASU undergraduate preparation). Since electromagnetic waves are involved in multidisciplinary applications in engineering, EE 4303 Electromagnetic Waves will be accessible to students across multiple disciplines.

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Page 154, 2014-15 Graduate Bulletin

EE 529V Special Topics in Electrical Engineering Each special topic is selected on the basis of the needs of the graduate class.

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

EE 5303 Electromagnetic Waves Study of time harmonic electromagnetic wave interaction with materials including energy and momentum, polarization, reflection, refraction, waveguides, radiation, and scattering. Prerequisites, Undergraduate introduction to electromagnetic field theory and differential equations.

EE 5313. Control Systems Analysis and design of linear feedback systems.

Revised 1/17/13

Code # ENGR 006

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	ENTER DATE...		ENTER DATE...
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Brandon Kemp	4/10/15		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Paul Mixon	4/10/15		05-8-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Brandon Kemp, bkemp@astate.edu, 870.972.2088
Paul Mixon, pmixon@astate.edu, 870.972.2088

2.Proposed Change
Change course name EE 5344 Microprocessors and PLC Applications to EE 5344 Embedded Systems.

3.Effective Date
Fall 2015

4.Justification
Embedded Systems encompasses Microprocessor and PLC Applications and is appropriate.

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Page 165, 2014-15 Graduate Bulletin

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 (Continuous and Analog Systems) and ENGR 3403 (Electronics 1). Dual listed as EE 4333.

EE 5344. ~~**Microprocessor and PLC Applications**~~ **Embedded Systems** 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.

EE 5353. Power Systems Generation, transmission, and distribution of large scale electrical power, associated energy losses and practical design problems and complications. Transmission line analysis. Three phase power networks. Load monitoring and control. Prerequisite, C or better in EE 3313 and ENGR 3423. Corequisite, MATH 4403. Dual listed as EE 4353.

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Janelle Collins	2/24/15 ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	13 March 2015 ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	16 Mar 2015 ENTER DATE...		05-08-15 ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

2.Proposed Change
Change Bulletin description for **ENG 5333. American Romanticism**

3.Effective Date
8/1/2015

4.Justification
The description change is for precision and clarity

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ENG 5273 Victorian Literature A study of major currents and figures in the Victorian Age. Selected background writings may be included.

ENG 5283 Modern British Literature English literature in the twentieth century. Selected background writings may be included.

ENG 5333 American Romanticism [redacted] American literature from 1820 to 1865 ~~in the first half of the nineteenth century~~.

ENG 5353 American Realism and Naturalism A study of American literature in the last half of the nineteenth century and the early twentieth century.

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College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	16 Mar 2015 ENTER DATE...		05-28-15 ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

2.Proposed Change
Change title of ENG 6133 to streamline offerings of the foundation course in the program.

3.Effective Date
Fall 2015

4.Justification
The proposed changes streamline our "Methods" courses by reducing them from three courses to one. We currently offer three Methods courses, which are intended to be an introduction to literary study at the graduate level. Because the three courses are identified by content (World, British, or American literature) students will often not take the methods course in

their first semester but rather wait until the subject matches their interest. Our assessment data indicates that students need the Methods course early in their graduate career rather than later. With this change, we will eliminate specifying a content area and will emphasize the development of the skills needed for literary study. The course can be taught by faculty in any literary field, but the skills content will be the primary emphasis.

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ENG 6013 Seminar: Composition Theory Intensive study of composition theory using selected works of major composition and rhetorical theorists.

ENG 6133 Theory and Methods of ~~World~~ ~~Literature~~ Literary Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in ~~world~~ literature. May be repeated once.

ENG 6153 Methods of British Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in British literature.
ENG 6173 Methods of American Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in American literature.
ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.
ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 Seminar: Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.

Revised 1/17/13

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Janelle Collins	2/24/15 ENTER DATE...		ENTER DATE...
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			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

2.Proposed Change
Change description of ENG 6263 British Authors

3.Effective Date
Fall 2015

4.Justification
The proposed changes streamline our "British Authors" courses by reducing them from three courses to two. Because of rotation difficulties and reduced faculty, we cannot offer three British Authors courses. We propose eliminating ENG 6213 (a separate course deletion form has been filled out) and modifying the remaining "British Authors" courses. With two courses

identified by time periods, faculty will still have flexibility within the historical periods to teach their specializations. By describing the courses by time periods, we also create internal consistency with our other course descriptions. See American Authors, for example.

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ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.
ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 Seminar: Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.
ENG 6263 British Authors to 1780. ~~from the Renaissance Through the Romantic Period.~~ Intensive study of a major British author or group of related authors who flourished before 1780. ~~during the seventeenth or eighteenth centuries or the romantic period~~.
ENG 6283 British Authors Since the Romantic Period Intensive study of a major British author or group of related authors who flourished during the Victorian, modern, or contemporary periods.
ENG 6353 Seminar: Topics in American Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of American literature. Topic to be selected. May be repeated when topic changes.
ENG 6363 American Authors Before 1865 Intensive study of a major American author or group of related authors who flourished before the Civil War.
ENG 6383 American Authors Since 1865 Intensive study of a major American author or group of related authors who flourished after the Civil War.

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College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

2.Proposed Change
Change description of ENG 6283 British Authors

3.Effective Date
Fall 2015

4.Justification
The proposed changes streamline our "British Authors" courses by reducing them from three courses to two. Because of rotation difficulties and reduced faculty, we cannot offer three British Authors courses. We propose eliminating ENG 6213 (a separate course deletion form has been filled out) and modifying the remaining "British Authors" courses. With two courses

identified by time periods, faculty will still have flexibility within the historical periods to teach their specializations. By describing the courses by time periods, we also create internal consistency with our other course descriptions. See American Authors, for example.

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ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.
ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 Seminar: Topics in British Literature. Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.
ENG 6263 British Authors from the Renaissance Through the Romantic Period. Intensive study of a major British author or group of related authors who flourished during the seventeenth or eighteenth centuries or the romantic period.
ENG 6283 British Authors Since 1780. ~~the Romantic Period~~ Intensive study of a major British author or group of related authors who flourished after 1780. ~~during the Victorian, modern, or contemporary periods.~~
ENG 6353 Seminar: Topics in American Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of American literature. Topic to be selected. May be repeated when topic changes.
ENG 6363 American Authors Before 1865 Intensive study of a major American author or group of related authors who flourished before the Civil War.
ENG 6383 American Authors Since 1865 Intensive study of a major American author or group of related authors who flourished after the Civil War.

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College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

2.Proposed Change
Eliminate "Seminar" from the Bulletin descriptions.

3.Effective Date
Fall 2015

4.Justification
The "Seminar" label is used inconsistently, leading students to ask what the difference is between the ones labeled "seminar" and the other 6000-level courses. There is no difference--all 6000 level courses are seminars.

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ENG 6013 ~~Seminar:~~ Composition Theory Intensive study of composition theory using selected works of major composition and rhetorical theorists.
ENG 6133 Methods of World Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues inworld literature.
ENG 6153 Methods of British Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in British literature.
ENG 6173 Methods of American Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in American literature.
ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.
ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 ~~Seminar:~~ Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.
ENG 6263 British Authors from the Renaissance Through the Romantic Period. Intensive study of a major British author or group of related authors who flourished during the seventeenth or eighteenth centuries or the romantic period.
ENG 6283 British Authors Since the Romantic Period Intensive study of a major British author or group of related authors who flourished during the Victorian, modern, or contemporary periods.
ENG 6353 ~~Seminar:~~ Topics in American Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of American literature. Topic to be selected. May be repeated when topic changes.
ENG 6363 American Authors Before 1865 Intensive study of a major American author or group of related authors who flourished before the Civil War.
ENG 6383 American Authors Since 1865 Intensive study of a major American author or group of related authors who flourished after the Civil War.
ENG 6453 ~~Seminar:~~ Topics in World Literature Intensive study of a theme, motif, pattern of images, or significant feature of several works of world literature. Topic to be selected. May be repeated when topic changes.

ENG 6533 Teaching Writing in the Schools A survey of theories and methods of teaching composition with special emphasis on practical applications in teaching writing at all levels.

ENG 6563 Teaching Literature in the Schools A course in methods of teaching literature in the public schools and two-year colleges. Develops theories, rationales, strategies, and projects related to teaching literature.

ENG 6613 ~~Seminar:~~ Special Topics Intensive study of special issues related to literature and language such as folklore, genre theory, or the history of literary criticism. Topic to be selected. May be repeated when topic changes.

ENG 6623 ~~Seminar:~~ Folklore Intensive treatment of the concepts, theories, methods, materials, and history of folklore study.

Revised 1/17/13

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Department Chair:		**General Education Committee Chair (If applicable)**	
	4/2/15		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
C. William Rose	4-6-15		05/08/15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
John Robertson, jfrobert@astate.edu, 972-3739

2.Proposed Change
This change adds an Accelerated Masters degree program in accounting. This change requires a change to the number of 5000 level hours that may be taken by MAcc students.

3.Effective Date
August 2015

4.Justification
This option will allow well qualified undergraduates to begin work on a graduate degree while simultaneously completing the undergraduate degree. This will allow a faster time to completion for the combined undergraduate and

graduate degrees and provide incentive for outstanding undergraduate students to stay at ASU for a graduate degree before continuing for employment or further education.

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ADMISSION TO A DEGREE PROGRAM

In addition to meeting the minimum requirements of the Graduate School, an applicant for admission to a doctoral, specialist, or master degree program also must meet departmental and/or program requirements. Applicants to a degree program must hold a baccalaureate or higher degree from an accredited four-year institution with the appropriate undergraduate background in the field of the proposed academic emphasis. Additional requirements and materials for admission to particular degree programs are found elsewhere in the Bulletin or online at http://www.astate.edu/college/graduate-school/degrees-offered. Be sure to check the section related to the college that houses the program in which you are interested.

Degree-seeking students must have submitted all additional application materials for the particular degree program and must have been accepted into the program by the appropriate department selection committee and the dean of the Graduate School. See Admission Requirements for the particular degree program elsewhere in this Bulletin or online at http://www.astate.edu/college/graduate-school/degrees-offered/.

ADMISSION AS A GRADUATE NON-DEGREE STUDENT

This option is for those seeking personal development, those fulfilling professional renewal requirements, those returning for educational workshops, and transient students. Students who have been admitted to another accredited graduate school and wish to take courses for transfer may establish Non-degree status by submitting an application for admission and a graduate transcript indicating good standing from the other institution.

Non-degree students may take an undergraduate and/or graduate course for which they qualify, with concurrence of the department offering the course. Departments, however, may restrict non-degree students from enrolling in designated courses. Departments also may require that non-degree students must consult with an adviser from the department before enrolling in any classes. Former or currently-enrolled non-degree students who want to apply for admission to a degree program must meet all requirements of that program.

Admission as a non-degree student does not imply that the student meets either Unconditional

Status or graduate degree program admission requirements. Graduate credit earned as a nondegree student may be applied to a degree program only with approval of the appropriate department chair and the graduate dean. No more than 12 hours earned in non-degree status and no courses with a grade lower than "B" may be applied to a graduate degree. Nondegree admission does not entitle the student to enroll in the 7000 or 8000 level courses. Exceptions may be made for those holding an appropriate master's degree in a relevant field as accepted by the Department of Educational Leadership, Curriculum, and Special Education. Enrollment in 7000-level courses with COUN and PSY prefixes requires admission to the Ed.S. in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S. in Educational Administration, the Specialist in Community College Teaching Program, or the Ed.D. in Educational Leadership. Enrollment in 8000-level courses is restricted to those who have been admitted to pursue the doctoral degrees.

ADMISSION AS AN UNDERGRADUATE INTO THE ACCELERATED MASTERS PROGRAM

The Accelerated Master's degree option provides a transition that enables outstanding Arkansas State University undergraduate students to begin taking graduate course work in their junior or senior year and thus combine components of the undergraduate and graduate curriculum. Students admitted into an approved Accelerated Masters Degree Program may have a limited number of graduate level courses counted toward both the undergraduate and graduate degree. Students must apply and be admitted to the accelerated master's program by the department and the Graduate School before enrolling for any courses to apply to the graduate degree. Graduate programs at Arkansas State University offering an accelerated option are listed:

- Accounting (MAcc)
- Agriculture (MSA) - All Concentrations
- Chemistry (MS)
- Computer Science (MS)
- Political Science (MA)

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. 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.

Non-degree candidates cannot enroll in College of Business graduate courses unless they meet all of the admission requirements of degree candidates. Students admitted into graduate programs outside of the College of Business will not be permitted to enroll in non-foundation graduate courses within the College of Business unless they either meet the minimum GPA requirement required for admission into the program OR have maintained an overall graduate GPA of 3.00 or higher since admission at Arkansas State.

MASTER OF ACCOUNTANCY (MAcc) DEGREE

The Master of Accountancy Program will provide those with undergraduate training in accounting with knowledge and skills needed to advance beyond the entry-level stage in the accounting profession, provide students who have undergraduate training in accounting with the in-depth understanding of accounting issues needed for success on licensure and certification examinations, and serve as foundation work for those who may choose to pursue advanced graduate work.

Special Admission Requirements

Those admitted to the program must possess an undergraduate degree, meet the same GPA and Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) formula as required in the current MBA program, plus have a C or better in the following key undergraduate accounting courses:

Intermediate Accounting I (or equivalent content)
Intermediate Accounting II (or equivalent content)
Intermediate Accounting III (or equivalent content)
Cost or Managerial Accounting at junior level or above
Tax I
Auditing
Accounting Information Systems

Accelerated Masters Program

Undergraduate students seeking admission into the Accelerated Masters Program in Accounting must meet the admission requirements of the graduate school and the current MBA program. However, there is no conditional admission available to the Accelerated Masters Program for applicants who have not met the current required minimum GRE/GMAT score. Students enrolled in the Accelerated

Masters Program must complete the list of key accounting courses with a grade of C or better by the completion of their Bachelors degree.

After admission into the Accelerated Masters program, undergraduate students may take up to 12 hours of 5000-level coursework as part of the Accelerated Masters Program.

Curriculum Outline

The Master of Accountancy program will require all students to take the following courses in accounting:

ACCT 5023, Advanced Accounting and International Issues
ACCT 5173, Advanced Cost Accounting
ACCT 6023 Ethics and Professional Responsibility
~~ACCT 6033 Advanced Accounting and Reporting~~
ACCT 6073, Seminar in Financial Accounting Theory
ACCT 6063, Contemporary Auditing Issues
ACCT 6043, Tax Planning and Research
~~ACCT 6003, Accounting for Planning and Control~~
MIS 6543, Business Analytics

Elective Courses

Nine hours of electives may be selected in business or accounting. Students may take ~~two~~ four courses at the 5000 level; otherwise elective courses must be taken at the 6000 level. Students who did not take Tax Accounting II (ACCT 4113/5113) and Governmental and Not-For-Profit Accounting (ACCT 4123/5123) as part of their undergraduate program must include these courses in the course of study for the MAcc.

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College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
C. William Rose	4-6-15		04-08-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
John Robertson, jfrobert@astate.edu, 972-3739

2.Proposed Change
This change replaces two courses in the Masters of Accounting (MAcc) program with two new courses.

3.Effective Date
August 2015

4.Justification
The justification for including these two classes in the MAcc is similar to the justification for creating the classes. With respect to the Advanced Cost class, the MAcc currently lacks a course that challenges the students in the area of managerial accounting. 75% of all accounting professionals work inside organizations other than accounting firms. This course will focus on the skills needed to work as a managerial accountant/controller. This class replaces the existing MBA core class,

Accounting for Planning and Control. With respect to the Advanced Financial Accounting class, the new class simply replaces the existing class.

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MASTER OF ACCOUNTANCY (MAcc) DEGREE

The Master of Accountancy Program will provide those with undergraduate training in accounting with knowledge and skills needed to advance beyond the entry-level stage in the accounting profession, provide students who have undergraduate training in accounting with the in-depth understanding of accounting issues needed for success on licensure and certification examinations, and serve as foundation work for those who may choose to pursue advanced graduate work.

Special Admission Requirements

Those admitted to the program must possess an undergraduate degree, meet the same GPA and Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) formula as required in the current MBA program, plus have a C or better in the following key undergraduate accounting courses:

Intermediate Accounting I (or equivalent content)
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Intermediate Accounting III (or equivalent content)
Cost or Managerial Accounting at junior level or above
Tax I
Auditing
Accounting Information Systems

Curriculum Outline

The Master of Accountancy program will require all students to take the following courses in accounting:

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ACCT 6063, Contemporary Auditing Issues
ACCT 6043, Tax Planning and Research

~~ACCT 6003, Accounting for Planning and Control~~

MIS 6543, Business Analytics

Elective Courses
Nine hours of electives may be selected in business or accounting. Students may take two courses at the 5000 level; otherwise elective courses must be taken at the 6000 level. Students who did not take Tax Accounting II (ACCT 4113/5113) and Governmental and Not-For-Profit Accounting (ACCT 4123/5123) as part of their undergraduate program must include these courses in the course of study for the MAcc.

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W. Terry Dancer 8/29/2014
Department Curriculum Committee Chair

John Robertson 8/29/2014
Department Chair:

ENTER DATE...
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General Education Committee Chair (If applicable)

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Undergraduate Curriculum Council Chair

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Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Russell Jones, rjones@astate.edu, 870-972-3988

2.Proposed Change
Remove reference to candidacy from bulletin

3.Effective Date
July 1, 2015

4.Justification
There is no longer a formal admission to candidacy within the MBA or MAcct programs. All legacy references should be deleted.

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On page 72 of the current bulletin, change:

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. 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.

To:

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME accredited institution with a grade of "B" or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area.

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N/A	ENTER DATE...	**Department Chair:**
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C. William Ro	4-6-15 ENTER DATE...	**College Dean**

	ENTER DATE...	**COPE Chair (if applicable)**
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	ENTER DATE...	**Undergraduate Curriculum Council Chair**
	4-08-15 ENTER DATE...	**Graduate Curriculum Committee Chair**
	ENTER DATE...	**Vice Chancellor for Academic Affairs**

1.Contact Person (Name, Email Address, Phone Number)
Dr. Russell Jones, rjones@astate.edu, 3988

2.Proposed Change
Allow for managerial work experience to replace minimum GPA requirement for conditional admission.

3.Effective Date
Immediately

4.Justification
Many of our applicants have been in the workforce for many years and an undergraduate GPA from many years ago might not be an adequate predictor of success in the MBA program.

1.

CHANGE FROM:

Conditional Admission

An applicant for the Master of Business Administration (MBA) degree program may be admitted conditionally in one of the following ways at the discretion of the Director of Graduate Programs:

1. A minimum overall undergraduate GPA of 2.75. However, no more than nine hours of MBA coursework (excluding foundation courses) may be taken by an individual who has not met the minimum GRE/GMAT score;

2. A minimum overall undergraduate GPA of 3.25 AND a minimum GMAT composite score of 450;

3. A minimum overall undergraduate GPA of 3.25 AND a minimum GRE composite score of 280 with a minimum of 140 on the verbal section and a minimum of 140 on the quantitative section.

To be moved from conditional to unconditional admission under option #1 above, the candidate must complete either the GRE or the GMAT with the required minimum score for unconditional admission. If admitted conditionally under either option #2 or #3 above, the candidate must have achieved a minimum GPA of 3.25 in the first twelve hours of 6000-level courses in the MBA program. If the candidate fails to meets these requirements, they will not be allowed to continue in the program unless the minimum GRE/GMAT scores for unconditional admission are achieved.

TO:

Conditional Admission

An applicant for the Master of Business Administration (MBA) degree program may be admitted conditionally in one of the following ways at the discretion of the Director of Graduate Programs:

1. A minimum overall undergraduate GPA of 2.75. However, no more than nine hours of MBA coursework (excluding foundation courses) may be taken by an individual who has not met the minimum GRE/GMAT score;

2. A minimum overall undergraduate GPA of 3.25 AND a minimum GMAT composite score of 450;

3. A minimum overall undergraduate GPA of 3.25 AND a minimum GRE composite score of 280 with a minimum of 140 on the verbal section and a minimum of 140 on the quantitative section.

4. If the candidate has five or more years of managerial work experience, as determined by the Director of Graduate Programs, the minimum GPA requirement is waived and the candidate must score a minimum of 450 on the GMAT OR a minimum of 280 on the GRE (with a minimum of 140 on the verbal section and a minimum of 140 on the quantitative section).

To be moved from conditional to unconditional admission under option #1 above, the candidate must complete either the GRE or the GMAT with the required minimum score for unconditional admission. If admitted conditionally under options #2 - #4 above, the candidate must have achieved a minimum GPA of 3.25 in the first twelve hours of 6000-level courses in the MBA program. If the candidate fails to meets these requirements, they will not be allowed to continue in the program unless the minimum GRE/GMAT scores for unconditional admission are achieved.

Revised 1/17/13

Amended MBA Minimum GPA for Internship

(with the requested detailed explanation of where the changes are to be made in the bulletin asked for in the April 2015 GC Meeting.)

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Graduate Curriculum Committee Chair	
	ENTER DATE...
Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Dr. Russell Jones, rjones@astate.edu, 3988

2.Proposed Change
Require minimum GPA for internship

3.Effective Date
Fall 2015

4.Justification
A student with a graduate GPA under 3.00 should not undertake an additional burden of 120+ hours of external work in a semester. Also, all internships should be 3 semester hours and not variable.

Revised 1/17/13

Signature Page

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Department Chair:

4/1/15 — ENTER DATE...
College Curriculum Committee Chair

C. William Rap — 4-6-15 ENTER DATE...
College Dean

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Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Dr. Russell Jones, rjones@astate.edu, 3988

2.Proposed Change
Require minimum GPA for internship

3.Effective Date
Fall 2015

4.Justification
A student with a graduate GPA under 3.00 should not undertake an additional burden of 120+ hours of external work in a semester.

On page 73 of the current bulletin, CHANGE FROM:

Management 6423, Strategic Management, must be taken after all core courses have been taken or during the student's last semester of coursework. 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 a single 3-hour internship or one directed independent study may count toward the degree.

TO:

SPECIAL NOTES:

- Management 6423, Strategic Management, must be taken after all core courses have been taken or during the student's last semester of coursework.
- 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 and require a minimum graduate GPA of 3.00 or higher.
- Only a single 3-hour internship or one directed independent study may count toward the degree.

CHANGE course descriptions of the following courses to include a minimum graduate GPA of 3.00 as a prerequisite and remove the "V" semester hour option:

On page 78, Change FROM:

ACCT 670V (3-6 hors) Accounting Internship Provides practical accounting experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours of credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

TO:

ACCT 6703 Accounting Internship Provides practical accounting experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours of credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

On page 79, change the last sentence to include the test in yellow:

ECON 6703 Economics Internship Provides practical economics experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

On page 80, change the course number to 6703 and the last sentence to include the text in yellow:

FIN 6703 Finance Internship Provides practical finance experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

On page 82, change the course number to 6703 and last sentence to include the text in yellow:

IBS 6703 International Business Internship Provides practical international business experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

On page 84, change the course number to 6703 and last sentence to include the text in yellow:

MGMT 6703 Management Internship Provides practical management experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

On page 85, change the course number to 6703 and last sentence to include the text in yellow:

MIS 6703 MIS Internship Provides practical MIS experience by assigning students to work in meaningful capacities in outside organizations. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisites: Must have completed 15 hours of graduate courses toward degree and have an overall GPA of 3.0 or higher.

On page 86, change the course number to 6703 and last sentence to include the text in yellow:

MKTG 6703 Marketing Internship Provides practical marketing experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship and have an overall GPA of 3.0 or higher.

Revised 1/17/13

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College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Erik Gilbert

2.Proposed Change
Remove all vestigial references to "candidacy" in master's programs.

3.Effective Date
Fall 2015

4.Justification
Advancement to candidacy is really only relevant in research degrees and the vast majority of our master's programs are not research degrees. Those that are research focused have their own mechanisms for ensuring that students do not begin their thesis or final project until they have passed comps and have approved proposals.

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.

p. 24

UNCONDITIONAL ADMISSION STATUS

The following Graduate School admission requirements are minimum standards which identify the pool of applicants from which departments select students to be admitted to ~~candidacy in~~ a degree program. To be granted Unconditional Admission Status in the Graduate School, applicants must have

1. Submitted a completed application for admission and the designated nonrefundable application fee to the offi ce of the Graduate School at least 30 days in advance of egistration.
2. Earned a baccalaureate degree

P. 60

PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN AGRICULTURE DEGREE WITH A CONCENTRATION IN AGRICULTURAL EDUCATION

Admission Requirements

Students seeking admission into the Master of Science in Agriculture with a concentration in Agricultural Education must meet the following additional program requirements:

1. Completed a minimum of 18 semester hours of professional education courses including the requirements for a valid teaching certifi cate. Applicants who do not meet the requirements for a valid teaching certifi cate will be required to complete the undergraduate courses required for it. These courses may be completed concurrently with graduate work but must be completed before the degree will be awarded. ~~student is admitted to candidacy for the degree.~~
2. Contact information (including email and phone number) for three references.
3. Statement of educational objectives and career goals (approximately 500 words).
4. Indicate preference of either the Thesis or Non-thesis option.

Unconditional Admission

p.110

Semi-Annual Review. All students admitted to the program will be subject to semiannual reviews conducted by the degree program committee during the last three weeks of every fall and spring semester. The committee will assess current evidence

of a student's relevant personal qualities and his or her academic progress. Any tudent having earned more than one grade of "C" will come under close scrutiny. As an out come of the review, the committee will approve the student for continuation in the program without conditions, continuation in the program with specifi ed conditions, suspension from the program with conditions for readmission, or removal from the program.

~~2. Admission to Candidacy. Students who attain Unconditional status and have completed 12 to 18 hours must fi le for candidacy status in compliance with Graduate School policy.~~

~~3.~~ 2. Eligibility for Graduation. Students who have completed all courses in the College Student Personnel Services program with a 3.00 cumulative grade point average, have a cumulative grade point average of 3.00 on all graduate work, will be eligible for conferral of the degree.

p.114 Exercise science

Admission Requirements
Students seeking admission into the Master of Science degree program in Exercise
115
Science must meet the admission requirements of the Graduate School for unconditional or conditional status. In addition, applicants must meet specifi c program requirements. Candidates who do not meet the Exercise Science program admission requirement will be required to complete undergraduate coursework to meet identifi ed defi ciencies. Previously completed coursework will be evaluated on an individual basis to determine if any defi ciencies exist in foundation courses for the discipline. Identifi ed courses may be completed concurrently with graduate work, but must be completed before the degree is awarded. ~~student is admitted to candidacy for the degree.~~ In addition, undergraduate defi ciency course removal must be sequenced in order to provide the student with the appropriate background knowledge before enrollment into the respective graduate level course will be allowed.
Applicants must present evidence of potential ability to perform academic work

P.129 PE

teaching certifi cate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certifi cate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certifi cate. These courses may be completed concurrently with graduate work, but must be completed before the degree is awarded. ~~student is admitted to candidacy for the degree.~~ In addition, undergraduate defi ciency
course removal must be sequenced in order to provide the student with the appropriate background knowledge before enrollment into the respective graduate level

p.145

ELSE 6103 Seminar - Studies of Research in Special Education An examination of the current issues and trends in special education as found in the professional literature as it relates to the individual student's area of interest. A research project suitable for a poster session presentation is required. ~~Prerequisites: Admission to candidacy to the MSE program in Special Education.~~

ELSE 6423 Special Education Law A study of the legal aspects

p.147
ECH 6583 Practicum in Early Childhood Education I Application of theory
and developmentally appropriate practices in an early childhood education setting Includes
development, implementation of a personal research project within the early childhood setting.
Prerequisites: (1) elementary teaching certifi cate, ~~(2) admission to candidacy,~~ and/or ~~(3)~~ (2)
graduate adviser approval.
ECH 6593 Practicum in Early Childhood Education II Practicum Experience is

P169 MME

Applicants who do not meet the requirements for a valid teaching
certifi cate based on a four-year teacher education program will be required to complete the
undergraduate courses leading to licensure. These courses may be completed concurrently
with graduate work, but must be completed before the degree is awarded. ~~the student is admitted to candidacy for the degree.~~ Applicants must also take the ASU Department of Music entrance examinations
in music education, music history, and written and aural music theory.

p. 191 MSE English

certifi cate based on a four-year teacher education program. Applicants who do not meet the
requirements for a valid teaching certifi cate based on a four-year teacher education program
will be required to complete the undergraduate courses required for such a certifi cate. These
courses may be completed concurrently with the graduate work, but must be completed before
the degree is awarded. ~~student is admitted to candidacy for the degree.~~
For unconditional admission, academic profi ciency must be established through satisfaction
of either of the following admission selection criteria:

p. 192 MSE Social Science

certifi cate based on a four-year teacher education program. Applicants who do not meet the
requirements for a valid teaching certifi cate based on a four-year teacher education program
will be required to complete the undergraduate courses required for such a certifi cate. These
courses may be completed concurrently with the graduate work, but must be completed before
the degree is awarded. ~~student is admitted to candidacy for the degree.~~
For unconditional admission, academic profi ciency must be established through satisfaction
of either of the following admission selection criteria:

1. A minimum cumulative undergraduate grade point

p. 208

The College of Communications offers work leading to a Master of Science in Mass Communications
and a Master of Arts in Communication Studies and a Specialist in Community
College Teaching in the fi elds of Communication Studies.
Students must have a 3.00 GPA in all graduate coursework taken in the College of
Communications ~~and must be admitted to candidacy~~ and have completed 18 hours of course work 1) to
qualify to take the Comprehensive
Examination and 2) to meet graduation requirements.
All general Graduate School requirements listed elsewhere in the bulletin are applicable
to this degree program and the specifi c program requirements must be met.

P 274 MSE Chem

\pplicants who do not meet the
requirements for a valid teaching certifi cate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certifi cate. These courses may be completed concurrently with graduate work, but must be completed before the degree is awarded. ~~student is admitted to candidacy for the degree.~~
For unconditional admission, academic profi ciency must be established through satisfaction of either of the following admission selection criteria:
• A minimum cumulative undergraduate grade point average

p.275 MSE Math

of 18 hours of professional education courses including the requirements for a valid teaching certifi cate based on a four-year teacher education program. Applicants who do not meet the requirements for a valid teaching certifi cate based on a four-year teacher education program will be required to complete the undergraduate courses required for such a certifi cate. These courses may be completed concurrently with the graduate work, but must be completed before the degree is awarded. ~~student is admitted to candidacy for the degree.~~
For unconditional admission, academic profi ciency must be established through satisfaction

Revised 1/17/13

Code # Enter text...

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 pheath@astate.edu

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

N/A — ENTER DATE...
Department Curriculum Committee Chair

N/A — ENTER DATE...
Department Chair:

4/2/15 — ENTER DATE...
College Curriculum Committee Chair

4-6-15 — ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

05-08-15 — ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Dr. Russell Jones, rjones@astate.edu, 3988

2.Proposed Change
Remove reference to SCCT degree from College of Business

3.Effective Date
Immediately

4.Justification
The SCCT is described under the College of Education where the degree is administered. There is no need for a repeat reference in this entry.

On page 70 of the current bulletin,

CHANGE FROM:

Degrees Offered

The College of Business offers work leading to the Master of Business Administration degree, the Master of Accountancy degree, and the Specialist in Community College Teaching degree in the fields of Business Administration. The S.C.C.T. are designed to prepare students for careers in teaching and are jointly administered by the College of Education.

TO:

Degrees Offered

The College of Business offers work leading to the Master of Business Administration degree (both in an online and a traditional delivery method) and the Master of Accountancy degree.

On page 76 of the current bulletin, delete the following:

THE SPECIALIST IN COMMUNITY COLLEGE TEACHING

The 60 graduate hours, including the Master's degree, which are required for the Specialist in Community College Teaching degree include the following:

Teaching Fields	39 Semester Hours
Community College Core	12 Semester Hours
Teaching Core	09 Semester Hours

A detailed description of this program, along with specific requirements, is presented in the Specialists in Education Degree program under the College of Education.

Minimum hours required for this program: 30 plus a master's degree

Revised 1/17/13

Code # Enter text...

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

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

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

Dr. Gil Fowler 4/7/2015
College Curriculum Committee Chair

Dr Brad Rawlins 4/7/2015
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Gil Fowler gfowler@astate.edu; 870.972.2078

2.Proposed Change
Change course prefix from SCOM/MCOM to CMAC so as to simplify registration and eliminate cross-references to 3 courses required for both the MSMC and MA degree programs. Intro to Grad Study, Quantitative & Qualitative Research courses..

3.Effective Date
Fall 2015

4.Justification
Now corresponds with undergraduate course prefixes for courses required college-wide and eliminates confusion of having class cross-listed..

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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2. Go to http://registrar.astate.edu/bulletin.htm and choose either undergraduate or graduate.
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6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Page 208

MASTER OF ARTS DEGREE WITH A MAJOR IN COMMUNICATION STUDIES

Admission Requirements

Applicants seeking admission to the Master of Arts degree in Communication Studies must submit a sample of writing, which could be a recent term paper or research paper. With approval of the adviser, a student may complete up to six hours in cognate courses.

Courses required of all candidates

~~SCOM~~ CMAC 6203, Introduction to Graduate Study ~~AND~~

~~SCOM 6043, Communication Theory~~

~~SCOM~~ CMAC 6053, Quantitative Research Methods ~~OR SCOM 6053, Research Methods in Mass Communication~~

~~SCOM~~ CMAC 6253, Qualitative Research Methods in Communications

SCOM 6043, Communication Theory

Admission Requirements

Admission to the Master of Science in Mass Communications program is based on a variety of evidence, including educational experience and record, professional experience, recommendations, and a written statement of purpose.

Courses required of all candidates

~~MCOM 6043, Theory of Mass Communications~~

~~MCOM~~ CMAC 6203, Introduction to Graduate Study

~~MCOM~~ CMAC 6053, Quantitative Research Methods in Communications

~~MCOM~~ CMAC 6253, Qualitative Research Methods in Communications

MCOM 6043, Theory of Mass Communications

COLLEGE OF MEDIA AND COMMUNICATIONS GRADUATE COURSE DESCRIPTIONS

College of Media and Communications

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

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

CMAC 6253 Qualitative Research Methods in Communication

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

Mass Communications

MCOM 6043 Theory of Mass Communications Study of mass communications models, theory development, mass communications theories and theory relationships to research in mass communications.

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

MCOM 6063 Interpretative Research Methods in Mass Communication
This course is intended to provide the student with the basic skills needed for understanding, rather than predicting or controlling, phenomena. Included will be discussion of and practice in basic phenomenological description, structural analysis, research interviewing, and qualitative research reporting. Co-requisite: MCOM 6043 Theory of Mass Communication

MCOM 6163 Applied Research in Mass Communications
Guided research dealing with practical problems in mass communications. A primary outcome of the course will be a formal research paper acceptable for publication. Prerequisite: MCOM 6053.

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

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

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

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

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

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

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

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

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

Revised 3/08/13

Code # Enter text...

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 pheath@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 — ENTER DATE... 2/18/15

John Robertson 2/13/2015
Department Chair:

College Curriculum Committee Chair — ENTER DATE... 4/7/15

College Dean — C. Williams Rue — 4-6-15 ENTER DATE...

COPE Chair (if applicable) — ENTER DATE...

General Education Committee Chair (If applicable) — ENTER DATE...

Undergraduate Curriculum Council Chair — ENTER DATE...

Graduate Curriculum Committee Chair — 05-OF-15 ENTER DATE...

Vice Chancellor for Academic Affairs — ENTER DATE...

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ACCT 5023

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

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)?
Standard Letter

5. 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 fewer) as it should appear in the bulletin.
Advanced study of accounting concepts and problems in the areas of business combinations, partnerships, and international accounting.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Yes. ACCT 3033 with a grade of C or better.

b. Why?
This class requires students to be familiar with financial accounting. The course sequence that ends with ACCT 3033, Intermediate Accounting III, is where students gain an understanding of financial accounting.

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

10. Contact Person (Name, Email Address, Phone Number)
Tina Quinn, tquinn@astate.edu, 972-3796

11. Proposed Starting Term/Year
Spring 2016

12. Is this course in support of a new program? No
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? Yes
If yes, what course?
ACCT 6033 Advanced Accounting and Reporting

Has this course number been used in the past? No.
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
This class is being repositioned in support of the Accelerated Master of Accountancy Program. This course was chosen, in part, because recent BS graduates have stated that they would have liked to have had the chance to take this class at the undergraduate level.

This course permits the student to develop their critical thinking and research skills to apply professional judgment to solve problems and make and communicate business decisions.

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 will be a core course in the College of Business Masters of Accountancy and an elective course for other College of Business Master Degree Programs. It will also be an elective for undergraduate accounting majors. It is justified on the basis of being mission driven and student oriented. The course will require students to think beyond the numbers, resulting in a better developed understanding of multinational corporations in today's global economy as well as statutory requirements of the SEC. Course activities will include a variety of homework assignments to develop analytical thinking, problem solving and communication skills. Material covered in this course may be tested in professional certification examinations.

c. **Student population served.**

Graduate and undergraduate accounting students in the College of Business

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

This course provides a high-level, in-depth overview of complex accounting issues that requires sufficient preparation at the undergraduate level.

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

Week 1: Chapter 1: The Equity Method of Accounting for Investments.

- Allocate the purchase price and compute amortization
- Application of the equity method of accounting
- Computing the balance in the investment account
- Computing the balance in the investment income account
- Accounting for unrealized gains in inventory
- Homework: Problems 14,15,28. Analysis Case, page 37.

Week 2: Homework for chapter 1 due.
Chapter 2: Consolidation of Financial Information.

- Why firms combine
- Types of business combinations
- Indicators of control
- What, when, and how consolidations take place
- Acquisition method, purchase method, pooling of interests method
- Homework: Problems 11-15 (show your work), Problem 24 (do worksheet and balance sheet), FASB ASC Research Case-Dow Chemical.

Week 3: Homework for chapter 2 due.
Chapter 3: Consolidations Subsequent to the Date of Acquisition.

- Initial value, partial equity and equity methods
- Intercompany balances
- Impairment of goodwill
- Amortization of acquisition date fair-value allocations
- Contingent consideration

- Push-down accounting
- Homework: Computer project on page 141.

Week 4: Homework for chapter 3 due.
Exam I
Begin Chapter 4

Week 5: Chapter 4: Consolidated Financial Statements and Outside Ownership

- Accounting for a non-controlling interest
- Economic Unit Concept, proportionate consolidation, parent-company concept
- Step-transactions
- Change in percentage of ownership
- Problem 22, Problem 35, Accounting Theory Research Case on page 196.

Week 6: Homework for Chapter 4 due.
Chapter 5: Consolidated Financial Statements—Intra-entity Asset Transactions.

- Intercompany transfers of inventory
- Upstream v. downstream transactions
- Intercompany sales of land and depreciable assets
- Accounting for excess depreciation and unrealized gains or losses
- Homework: Problems 10-15, Problem 30, Analysis and Research Case.

Week 7: Homework for chapter 5 due.
Chapter 6: Variable Interest Entities, Intra-entity Debt, Consolidated Cash Flows, and Other Issues.

- Consolidation of VIEs
- Elimination of Intercompany debt
- Consolidated Statement of Cash Flows
- Impact of preferred stock on consolidation process
- Computing Basic and Diluted Earnings per Share
- Effect of subsidiary's transactions in its own stock

Week 8: Homework for chapter 6 due.
Exam II
Begin Chapter 9

Week 9: Chapter 9: Foreign Currency Transactions and Hedging Foreign Exchange Risk.

- Foreign exchange markets
- Foreign currency transactions
- Hedging foreign currency exchange risk
- Accounting for derivatives

- Hedge accounting

Week 10: Chapter 9 homework due.
Chapter 10: Translation of Foreign Currency Financial Statements.

- Exchange rates used in translation
- Translation methods
- Translation of financial statements
- Remeasurement of financial statements
- Disposition of translation adjustment
- Hedging balance sheet exposure

Week 11: Chapter 10 homework due.
Chapter 11: Worldwide Accounting Diversity and International Standards

Week 12: Chapter 11 Homework due.
Chapter 12: Financial Reporting and the Securities and Exchange Commission.

- Purpose of the Federal Securities Laws
- Corporate accounting scandals and the Sarbanes-Oxley Act
- Creation of the PCAOB
- Registration of public accounting firms
- Filings with the SEC
- EDGAR

Week 13: Chapter 12 homework due.
Chapter 13: Accounting for Legal Reorganizations and Liquidations.

- Bankruptcy Reform Act of 1978
- Statement of Financial Affairs
- Role of Trustee
- Plan of Reorganization
- Financial reporting during reorganization
- Fresh Start Accounting Illustrated

Week 14: Chapter 13 homework due.
Chapter 14: Partnerships—Formation, Operations, and Distributions.
Graduate Student Presentations

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Homework assignments, quizzes, tests, and research project and oral presentation of research results.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No additional resources will be required.

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

- Describe the reporting for intercompany investments.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
***Advanced Accounting, 12e,* by Hoyle, Schaefer, and Doupnik (Irwin/McGraw-Hill, Inc: 2015).**
b. Number of pages of reading required per week: approximately 40
c. Number of pages of writing required over the course of the semester: 15

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Describe the reporting for trading, available-for-sale, and held-to-maturity intercorporate investments.

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
On a homework problem, students would be asked to make calculations about investments in other companies' stock based on a fact patterns. For example,

The ABC Company's December 31, 20XX balance sheet reports investments in trading securities at $209 million, with net unrealized losses of $3 million. Required
a. How much did ABC pay for the trading securities reported on its 20XX balance sheet?
b. How are unrealized gains and losses on trading securities reported in ABC's financial statements?
c. Assume the trading securities on hand at the end of 20XX were acquired during 20XX. Prepare the summary journal entries made by ABC to record events related to these trading securities.
d. Assume the securities are sold for $215 million in 20X1. Prepare the journal entry to record the sale.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Explain the reporting for equity method intercorporate investments.

Learning Activity:
Reading, lecture.

Assessment Tool:
On an exam, the students would be presented with a problem that requires them to understand the use of the equity method of reporting for equity investments over a period of time. For example,

On January 2, 20X1, BB, Inc. acquired 45 percent of the stock of Subby Co. for $30 million in cash. BB accounts for its investment using the equity method. At the time of acquisition, BB's balance sheet was as follows (in millions):

BB, Inc. Balance Sheet, January 2, 20X1

Assets

Current assets	$ 20
Property and equipment, net	415
Patents and trademarks	150
Total assets	$585

Liabilities and equity

Current liabilities	$ 42
Long-term debt	518
Total liabilities	560
Capital stock	12
Retained earnings	13
Total equity	25
Total liabilities and equity	$585

Valuation of BB's assets and liabilities revealed that its reported patents and trademarks (10-year life) had a fair value of $160 million and it had unrecognized brand names (15-year life) worth $9 million. BB's December 31, 20X4, retained earnings balance is $25 million. For 20X4, it reported net income of $2.5 million and paid $650,000 in dividends.

Required

a. Prepare the 20X4 entries to report the above information on BB's books.

b. Calculate the Investment in Subby Co. balance, reported on BB's December 31, 20X4 balance sheet

Outcome #3:

Discuss International Financial Reporting Standards (IFRS) for intercorporate investments.

Learning Activity:
Reading, lecture

Assessment Tool:
On an exam, students would be presented with a multiple-choice question that requires them to understand the difference between the treatment of losses on stock investments under U.S. GAAP and IFRS. For example,

Under current standards, under U.S. GAAP and IFRS, when is an impairment loss reported on a significant influence investment in the stock of another company?

GAAP	IFRS
a. When Book value > higher of market value or value-in-use	When there is other than temporary impairment
b. When there is other than temporary impairment	Book value > higher of market value or value-in-use
c. If a "loss event" occurs	They are not reported
d. When there is other than temporary impairment	Only if a "loss event" occurs

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

a. Global Awareness
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☒ Indirectly
- ☐ Directly

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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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.

ACCT 5013 Tax Accounting I This course examines the laws, rules, and procedures of Federal Income Taxes for individuals. In addition, the business events and transactions which infl uence taxable income for individuals are studied. Prerequisite: ACCT 2133.

ACCT 5023. Advanced Accounting and International Issues Advanced study of accounting concepts and problems in the areas of business combinations, partnerships, and international accounting. Prerequisite, ACCT 3033 with a grade of C or better.

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Revised 3/08/13

Code # Enter text...

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 pheath@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.

W Jerry Parker 2/18/15
Department Curriculum Committee Chair

John Robertson 2/13/2014
Department Chair:

4/2/13
College Curriculum Committee Chair

C. William Rog 4-6-15
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

05-8-15
ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ACCT 5173

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

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)?
Standard Letter

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

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.)
[redacted]

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Managerial Accounting function; evolution of management accounting; conceptual framework of management accounting compared and contrasted with financial accounting; functional tools used by managerial accountants; emphasis on research, writing skills, and oral communication in context of management accounting.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
ACCT 3053 with a grade of C or better

b. Why?
This course builds on the principles, concepts, and conventions of managerial accounting that are introduced in ACCT 3053

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

10. Contact Person (Name, Email Address, Phone Number)
John Robertson
jfrobert@astate.edu
972-3739

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? [redacted]
If yes, what program?
No

13. Does this course replace a course being deleted? Yes/No
If yes, what course?
No

Has this course number been used in the past? [redacted]
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? [redacted]
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:

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

This course is offered in support of the Masters of Accountancy program (MAcc), and the proposed Accelerated MAcc. Currently, the MAcc lacks a course that challenges the students in the area of managerial accounting. 75% of all accounting professionals work inside organizations other than accounting firms. This course will focus on the skills needed to work as a managerial accountant/controller.

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.

Business Knowledge in the area of managerial accounting is a critical area for accounting majors. As noted above, the course also supports the MAcc program.

c. Student population served.

The course will be required for students completing the MAcc program. It will be an elective for other students, including MBA students and undergraduate students enrolled in the Accelerated MAcc. This course offers accounting students the option to add a high level managerial accounting class to their degree.

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

This course is a 5000 level class based on the difficulty of the material and the fact that it is intended, primarily, for the MAcc program.

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.)

COURSE OUTLINE

Advanced Cost Accounting

ACCOUNTING 5173

Required Course Materials:

1. **ISBN**: 9780133803815
   TITLE: Cost Accounting: A Managerial Emphasis 15th edition
   AUTHORS: Horngren, Datar, and Rajan
   PUBLISHER: Prentice Hall.
2. Calculator. You may **not** share your calculator with another student. Calculators may be inspected and the use of calculators that could be used to store and retrieve text will not be permitted. Bring your calculator to class every day. If you feel the need to buy a financial calculator, then I have two recommendations for ones that will meet most of your needs and will not violate the rule against storing text. The first one is the Texas Instrument's BA II Plus (not the BA II Plus Professional), and the second one is the HP 10bII. Both are readily available at reasonable prices, but I do suggest that you shop around. You may not use your

phone or laptop as a calculator, even if it has an app that mimics one of the calculators listed above.
3. A working ASU student e-mail account.
4. Access to the internet.

Course Description:
Designed to expand upon the principles of cost accounting learned in ACCT 3053; Emphasis on complex decision and critical thinking; Topics include: understanding cost behavior, activity-based costing, variance analysis, inventory management, pricing decisions, behavioral aspects of budgeting, the balanced scorecard, transfer pricing, and performance measurement. This analysis should provide a broad basis for understanding the comprehensive role of cost and managerial accounting.

Prerequisites
The specific prerequisite for this course is ACCT 3053–Cost Accounting.

Program Goals and Objectives
The major educational goal at the program level is to provide graduates with the foundational business knowledge to make informed, creative, ethical decisions with the skills and abilities necessary to lead organizations.

Course Goals and Objectives:

When you have finished your study for this course, you should:
1. Be able to analyze and interpret financial statements. (Business Knowledge, Critical Thinking)
2. Be able to evaluate an internal control system. (Business Knowledge, Critical Thinking)
3. Be able to identify, analyze, and solve common managerial accounting problems faced by controllers and managerial accountants (Business Knowledge, Critical Thinking)
4. Be able to communicate, in writing and orally, issues and solutions related to managerial accounting (Business Knowledge, Critical Thinking, Communication)

Conduct of the Course
The course objectives will be attained through a combination of classroom lecture, in-class problem solving, student participation, homework assignments, written research projects, examinations, and oral presentations.

My primary expectation is that each of you will work hard to grasp the material being taught.

Further, I expect each of you to be professional throughout this course. Professionalism consists of attending class regularly, being prompt, participating in class, and studying the material. The material for this course is complex enough as it is; your failure to take the class seriously will only add to this complexity.

Finally, my goal is to educate you in a professional and respectful manner. You can expect me to be prompt, prepared and open to your questions and concerns throughout the semester.

All students are expected to exhibit academic integrity at all times. ASU enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered serious misconduct and may result in disciplinary action and severe penalties. Faculty members may respond to cases of plagiarism or cheating by giving a failing grade on the paper or exam, giving a failing grade in the course, and/or recommending expulsion from the university.

Specific issues include, but are not limited to:

1. You may not share calculators during the exam.
2. You may not have your cell phone or PDA on the table during the exam.
3. Cut and paste technology allows you the opportunity to gather information from the web and present it as your own work. Do not fall into this trap. You must document, in any writing assignment, any idea that is not your own original work. This is true even if you are not directly quoting the source. Failure to properly credit the source of your ideas results in the form of academic dishonesty known as plagiarism. I have some links to writing tutorials that will help you avoid plagiarism. These links are available in Blackboard. You will not get credit for work that amounts to cut and paste assembly of others' work, even if you properly attribute the source. I expect you to craft your own sentences and paragraphs.
4. I regard unauthorized assistance as academic dishonesty. It is never acceptable for you to receive assistance with any graded aspect of this class from anyone other than myself or the other members of the class. I define assistance broadly. You may not ask for help from friends, relatives, acquaintances, employers, co-workers, other instructors, students who are not enrolled in this class, or anyone else you might happen to encounter while you are working on a project. You may not discuss your solutions to other homework or exam problems with your classmates. The research projects, ethics discussion projects, exams, and the extra credit projects must be your own work. (You may not work with another student, or ask for help from another student, on these projects). However, I will be glad to discuss your project with you—singly or in groups. I urge you to contact me if you have any questions.
5. You may take advantage of the College or University writing labs, but only to improve your written communication skills.
6. I view the possession of an instructor's manual, a test bank, a solution guide, or similar resource as academic dishonesty.
7. I also regard the reuse of material you crafted for another purpose as academic dishonesty. I expect all your assignments in this class to be new, original works that have been prepared by you without assistance from others.

It is never acceptable for you to receive assistance with any graded aspect of this class from anyone other than myself or another student in this class.

Responsibility for Material

You are responsible for and the exams may include questions from: the material the chapters of the text covered in a given exam period, the material in any class handouts and any handouts on my website, and any topics we discuss in class.

Grading:

1. This course will consist of 2 examinations, including the final, worth 100 points each.

2. You are required to prepare Homework Problems. Each project is due by the beginning of class on the due date. I will NOT ACCEPT late homework problems. The one exception to this rule is that if you miss a homework assignment due to an official ASU event you may make up the assignment. Since the homework assignments will be available well in advance of the due date, and will be turned in via the internet, you may have difficulty showing that the official ASU event prevented you from turning in the assignment on time.

3. You will deliver your homework through Blackboard
   - The date stamp recorded in Blackboard will be considered conclusive evidence of when you turned in your paper. You will not receive credit for a project if you insert an empty file.
   - Early papers will be accepted.
   - Because of the delivery problems inherent with the use of e-mail, it is difficult to determine if a paper was submitted on time. Accordingly, you **MAY NOT** submit any paper by e-mail.

4. If the grade results on an exam are extremely low, I reserve the right to do one or more of the following: curve the grades on that exam, include bonus questions in the next exam, or assign an in-class or take-home supplement to the exam.

Make-up Examinations:
I will schedule a make-up examination with you if you miss an exam because of any reason. This examination may be oral and/or written. It may not be the same exam that was given in class. Make-up exam questions may be more difficult than the ones on the exam you miss.

Grades in this class will be based on the following:

***Grading Scale*:**	
Activity	
Exam 1	100
Exam 2	100
Final Exam	100
Case Presentation	100
Homework (17 @ 10)	170
TOTAL POINTS	570

Keys to Success:
Everyone is capable of doing very well in this course if you will do the following:

1. You must come to class regularly. This is the most important thing you can do. In class, be sure to ask questions. Also, you can ask questions by e-mail or during office hours. If you cannot come during office hours, call me or make an appointment.

2. You must take notes on the lecture portion of the class. You should also take notes and correct your answers during the problem-solving portion of the class. Highlighting in your book is not a substitute for taking notes. Approximately 90-95% of your exams will come directly from your notes. In other words, the bulk of the exam will come from material discussed in class.

Class is not a time to sleep or daydream; rather, it is a time to be sure you understand the concepts that were assigned and covered on that day. Further, activities such as talking with your neighbors, working on projects for other classes, and reading the newspaper waste your class time and distract your neighbors. Please do not engage in these activities. If you do, I will ask you to leave the classroom.

3. You must study! As a general rule you should spend 2-3 hours studying outside of class for each hour you spend in class. Thus, you should spend a minimum of six to nine hours per week studying for this class. This means ensuring you understand the materials assigned and covered in class during the week.

I suggest the following methodology:

1. Review the objectives for the chapter.
2. Go through the PowerPoint slides for the chapter.
3. Read the chapter.
4. Listen to the Tegrity lecture for the chapter.
5. Work the problems for the chapter.
6. Come to class ready to ask questions.
7. After class, reread the chapter and take reading notes. One simple way to do this is to outline the chapter.
8. Finally, you should be able to combine your reading notes and your class notes into a comprehensive set of study notes.

4. Do not get behind. Do your reading as we go. If you must miss a class, try to get a copy of one of your classmate's notes as soon as possible.

5. Some of the homework and exam problems will seem to call for a yes or no answer. One of the worst things you can do is submit work that is too short. A simple yes or no is never sufficient to receive full credit for any work you submit to me. You must support your work by your well-reasoned thoughts, and you must show how you arrive at any numerical results. . **Note that assignments based on problems in the text may be modified by the instructions.**

Students with Disabilities:

Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration and within the first three weeks of class, please contact me to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course.

I rely heavily on technology in the conduct of this course. If you have a disability that limits your ability to utilize technology such as Blackboard, or podcasts: I urge you to contact ASU Disability Services immediately.

Course Schedule[1]

Week	Meeting Number	Topic	Reading Assignments[2]
1	1	Management Accounting	Chapter 1
1	2	Management Accounting	Chapter 1
2	3	Cost Terminology	Chapter 2
2	4	CVP Analysis	Chapter 3
3	5	CVP Analysis	Chapter 3
3	6	Job Costing	Chapter 4
4	7	ABC Costing	Chapter 5
4	**8**	ABC Costing	Chapter 5
5	9	Exam 1	Chapter 1- 5
5	10	Master Budgets	6
6	11	Master Budgets	6
6	12	Flexible Budgets Direct Costs	Chapter 7
7	13	Flexible Budgets Direct Costs	Chapter 7
7	14	Flexible Budgets Overhead	Chapter 8
8	15	Flexible Budgets Overhead	Chapter 8

[1] I reserve the right to amend any part of the outline or the course schedule throughout the semester. Alterations may take the form of oral modifications in class, changes announced by e-mail, or changes announced on Blackboard.

[2] Reading assignments are for the day listed. This means you should have read them before class. Homework assignments are listed on the due date. They are due by the beginning of class on the due date. Problems are listed on a day that we will be covering the chapter containing the problems, but we may discuss the problems on a different day. This could be a day or two earlier or later than the listed date, and some sets of problems will take more than one day to cover.

8	16	Inventory Costing	Chapter 9
9	17	Inventory Costing	Chapter 9
9	18	Cost Behavior	Chapter 10
10	20	Exam 2	Chapter 6-10
11	21	Balanced Scorecards	Chapter 12
11	22	Pricing Decisions	Chapter 13
12	23	Sales-Variance Analysis	Chapter 14
12	24	Sales-Variance Analysis	Chapter 14
13	25	Allocation of Common Costs	Chapter 15
13	26	Joint Product Costs	Chapter 16
14	27	Process Costing	Chapter 17
14	28	Group Presentations of Case	Cases
Finals	29	Final Exam	Chapters 12-17

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

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

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

20. What is the primary intended learning goal for students enrolled in this course?
After completing the course, students will have a greater understanding of managerial and cost accounting.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

ISBN: 9780133803815
TITLE: Cost Accounting: A Managerial Emphasis 15th edition
AUTHORS: Horngren, Datar, and Rajan
PUBLISHER: Prentice Hall.

Enter text...

b. Number of pages of reading required per week: 25
c. Number of pages of writing required over the course of the semester: 40

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will be able to identify, analyze, and communicate solutions to managerial/cost accounting problems.

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Homework, Presentations, and Exams. Students will be presented with a case problem that asks them to solve a complex managerial accounting problem, such as find the cost of a product in a complex manufacturing environment. Students will be expected to be able to identify all the different types of costs and explain how they drive the costs of the product. Students may be asked to present their work as part of their case presentations. In a separate case, students may be asked to perform budget analysis and indicate whether over/under spending is related to business activity levels or cost control issues. Students would prepare fixed and flexible budgets to solve this problem, and they may be asked to present their work to the class. Students will also work on these types of cases as part of their homework. Key skills will and terminology will be tested on exams.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Students will be able to identify and explain the key roles of accountants in organizations.

Learning Activity:
Textbook reading, lecture, case presentation

Assessment Tool:

Students will learn how accountants create value for their organizations by measuring performance. Students will prepare balance scorecards as managerial tools as part of their homework of case presentation. Students may be asked to present their balance scorecards to the class. In a separate case or homework problem, students will learn how sales forecasts, product costs, and competitive forces influence prices.

Outcome #3:

Be able to prepare a Master Budgets and Perform Analysis

Learning Activity:

Textbook reading, lecture, case presentation

Assessment Tool:

Students will be presented with a homework problem that asks them to prepare a budget for next year given the current income statement and a set of assumptions about changes for the following year. Students will prepare this budget in Excel, and will be required to include in their formulas ways to make simple adjustments. Their budgets should be automatically updated for these changes.

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

a. Global Awareness
- ☒ Minimally
- ☐ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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To copy from the bulletin:

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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.
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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.

COLLEGE OF BUSINESS GRADUATE COURSE DESCRIPTIONS

Accounting

ACCT 5013 Tax Accounting I This course examines the laws, rules, and procedures of Federal Income Taxes for individuals. In addition, the business events and transactions which influence taxable income for individuals are studied. Prerequisite: ACCT 2133.

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ACCT 5173 Advanced Cost Accounting. Designed to expand upon the principles of cost accounting learned in ACCT 3053; emphasis on complex decision and critical thinking; Topics include: understanding cost behavior, activity-based costing, variance analysis, inventory management, pricing decisions, behavioral aspects of budgeting, the balanced scorecard, transfer pricing, and performance measurement. Prerequisite: ACCT 3053 with a C or better.

ACCT 6003 Accounting for Planning and Control The course is an introduction to the concepts of cost analysis and management control with a focus on the application of the conceptual framework of financial and managerial accounting to practical situations. Prerequisites: ACCT 2133 or MBA 5003.

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be in their last semester of coursework. A grade of B or better will be required for graduation.

ACCT 6083 Ethics and Professional Responsibility The course will provide the student with a framework for making ethical decisions in the context of accounting. In addition, the course will provide an introduction to professional responsibility with a particular focus on the CPA profession. Prerequisite: Admission to one of the College of Business Graduate Programs.

Revised 3/08/13

Code # ENGR 005

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 pheath@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.

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
Brandon Kemp	4/10/15		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Paul Mixon	4/10/15		ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

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1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
EE 5343

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

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

5. 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 fewer) as it should appear in the bulletin.
Introduction to the analysis and design of discrete linear systems and processing of digital signals. Topics include; time and frequency domain approaches to discrete signals and systems, discrete Fourier transform and its computation, and design of digital filters.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
EE 3353 Signals and Systems, EE 3403 Electronics I, and EE 3333 Digital Electronics I.

b. Why?
This upper level course builds on the concepts learned in EE 3353 Signals and Systems, EE 3403 Electronics I, and EE 3333 Digital Electronics I. It involves acquiring and processing discrete and continuous time signals using digital systems.

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

10. Contact Person (Name, Email Address, Phone Number)
Brandon Kemp, bkemp@astate.edu, 870-972-2088
Tanay Bhatt, tbhatt@astate.edu, 870-680-8453

11. Proposed Starting Term/Year
Spring 2015

12. Is this course in support of a new program? No
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? No
If yes, what course?
Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

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

This course aims to provide introduction to the analysis and design of discrete linear systems and processing of digital signals. Topics include; time and frequency domain approaches to discrete signals and systems, discrete Fourier transform and its computation, and design of digital filters.

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 electrical engineering faculty along with the advisory council agreed that a modern course covering signal processing aspects in the digital domain would help meet the needs of engineering students.

c. Student population served.
Master of Science in Engineering Students

d. Rationale for the level of the course (lower, upper, or graduate).
This upper level course builds on the foundations of all the basic electronics courses namely; EE 3353 Signals and Systems, EE 3403 Electronics I, and EE 3333 Digital Electronics I which are junior level. It is dual listed as an undergraduate elective EE4343 in the BSEE program and a graduate elective EE 5343 in the MS Engr. program.

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.)

1-3 Discrete Time Signals and Systems (Chapters 1, 2, 6.1)
4-5 Z -Transforms and Analysis of Linear Time Invariant Systems (Chapter 3)
6-9 Frequency Analysis of Discrete Time Signals and LTI Systems (Chapters 4 & 5)
10-12 Design of Digital FIR and IIR Filters (Selected material from Chapter 5 & Chapter 10: 10.2, 10.3)
13-14 Discrete Fourier Transform (Chapter 7)

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

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

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

20. What is the primary intended learning goal for students enrolled in this course?
Demonstrate understanding of the frequency scale relationship between continuous time (CT) and discrete time (DT) signals along with an understanding of the design and performance of IIR and FIR filters.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Digital Signal Processing, by John G. Proakis and Dimitris G. Manolakis, Fourth Edition, Prentice Hall, 2007. ISBN: 0-13-187374-1
b. Number of pages of reading required per week: 10-12
c. Number of pages of writing required over the course of the semester: Enter text...

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

- ☐ Collaborative assignments
- ☐ Research with a faculty member
- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad

☐ Internship
☐ Capstone or senior culminating experience
☐ Other Explain: Enter text...

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will understand the frequency scale relationship between continuous time (CT)and discrete time (DT) signals and how these signals are processed.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will analyze signals with signal processing mechanisms and their performance issues using computer code.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
The output of the signal processing project component will be evaluated using a rubric.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

Outcome #3:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

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

a. Global Awareness
   ☒ Minimally
   ☐ Indirectly
   ☐ Directly

b. Thinking Critically

- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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5. Right-click on the highlighted area.
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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.

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 (Continuous and Analog Systems) and ENGR 3403 (Electronics 1). Dual listed as EE 4333.

EE 5343 Digital Signal Processing Introduction to the analysis and design of discrete linear systems and processing of digital signals. Topics include; time and frequency domain approaches to discrete signals and systems, discrete Fourier transform and its computation, and design of digital filters. Prerequisites, EE 3353 Signals and Systems, EE 3403 Electronics I, and EE 3333 Digital Electronics I.

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.

Revised 3/08/13

Amended EE 5354

(With Requested Revisions from April 2015 GC Meeting

Code # ENGR 007

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 pheath@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.

	ENTER DATE...	**Department Curriculum Committee Chair**	
	ENTER DATE...	**Department Chair:**	
	ENTER DATE...	**College Curriculum Committee Chair**	
	ENTER DATE...	**College Dean**	
	ENTER DATE...	**COPE Chair (if applicable)**	
	ENTER DATE...	**General Education Committee Chair (If applicable)**	
	ENTER DATE...	**Undergraduate Curriculum Council Chair**	
	05.26.18	**Graduate Curriculum Committee Chair**	
	ENTER DATE...	**Vice Chancellor for Academic Affairs**	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
EE 5354

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

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

Revised 3/08/13

Signature Page

Code # ENGR 007

New/Special Course Proposal-Bulletin Change Transmittal Form

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

	ENTER DATE...	**Department Curriculum Committee Chair**	
	ENTER DATE...	**Department Chair:**	
Brandon Kemp	4/10/15	**College Curriculum Committee Chair**	
Paul Mixon	4/10/15	**College Dean**	
	ENTER DATE...	**COPE Chair (if applicable)**	
	ENTER DATE...	**General Education Committee Chair (If applicable)**	
	ENTER DATE...	**Undergraduate Curriculum Council Chair**	
	ENTER DATE...	**Graduate Curriculum Committee Chair**	
	ENTER DATE...	**Vice Chancellor for Academic Affairs**	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
EE 5354

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

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)?
tandard Letter

5. 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 fewer) as it should appear in the bulletin.
Introduction of fuzzy logic, fuzzy logic in control engineering, neural networks, Bayesian or belief networks, neuro-fuzzy systems, neuro-fuzzy controllers, controller design, and application problems.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Yes, prerequisite EE 4313 Control Systems for EE students and prerequisite ME 3613 Controls Systems for Mechanical Engineers for ME students

b. Why?
This course requires introductory knowledge of Control systems. Students will use their control system background and the soft computing techniques in developing new solutions to the control applications.

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

10. Contact Person (Name, Email Address, Phone Number)
Brandon Kemp, bkemp@astate.edu, 870-972-2088
Shubhalaxmi Kher, skher@astate.edu, 870-972-2088

11. Proposed Starting Term/Year
Spring 2016

12. Is this course in support of a new program? No
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? No
If yes, what course?
Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Along with the fast development of computer technologies, e.g., ubiquitous computing, cloud computing and cyber-physical systems, all kinds of networks (e.g., control network, communication network, sensor network, body area network, social

network, opportunistic network, cloud-based network, etc.) appeared and were applied in large-scale factories, including a lot f traditional and new industries, e.g., textile industry, coal industry, mining industry, steel industry, machinery industry, petrochemical industry, and biomedical industry, etc. Assisted by various industrial networks, automation in industry can reduce cost greatly because it takes advantage of control systems and information technologies to optimize productivity in the production of goods and delivery of services. However, the industrial environment is usually dynamic and harsh, including extreme temperature, humidity, electromagnetic interference and vibration, which proposed specific requirements to intelligent industrial systems under certain circumstances. All these highlight the criticality of the design, analysis and implementation of intelligent industrial systems.
This course is aimed to introduce various intelligent techniques to introduce Fuzzy and Neural network based mechanisms. Investigations on involving these techniques for control applications will be performed. Tools like MatLab Simulink/ Labview will be used for simulations.

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 need to update and include modern courses in the degree program was identified by the faculty and advisory council. This new course on will provide a strong design analysis platform using soft computing techniques to help modernize the upper level BSEE curriculum and add to the MS Engr curriculum. The faculty along with the Electrical Engineering advisory council agreed that a modern course covering Intelligent Control Systems will best meet needs of the program graduates and the industries.

c. Student population served.
Master of Science in Engineering students. This course is particularly of interest to EE and ME students.

d. Rationale for the level of the course (lower, upper, or graduate).
This course is designed to be a Senior /Masters level elective course. The course requires working knowledge of control systems. The material and the pre-requisites are appropriate for Senior level EE/ME students and MSE graduate students.

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

Week	Topic
1	Introduction of basic intelligent control concepts
2-4	Concepts of fuzzy logic, fuzzy set theory, fuzzy relations, graphs, and fuzzy arithmetic, fuzzy rules ,implications, and approximate reasoning
5-6	Fuzzy logic in control engineering
7-8	Fuzzy logic and artificial intelligence, fuzzy model identification
9-11	Neural networks, perceptron, multi-layer networks, Kohonen maps
12	Bayesian or belief networks
13-14	Neuro-fuzzy systems, Neuro-fuzzy controllers, applications

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Tests, computer programming assignments, projects

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

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

20. What is the primary intended learning goal for students enrolled in this course?
Primary goal is to learn fuzzy, neural, and hybrid computing techniques and develop applications.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

1. Yen and Langari, Fuzzy Logic, Intelligence, control, and Information, prentice Hall, ISBN 0-13-525817-0, 1998.
. Pedo Ponce-Cruz, Fernando D. Ramirez-Figueroa, Intelligent Control Systems with LabVIEW, Springer ISBN 978-1-84882-684-7, 2010.
b. Number of pages of reading required per week: 25-50
c. Number of pages of writing required over the course of the semester: 100

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will learn to use fuzzy data sets and model systems using various feedforward, backpropagation, and adaptive algorithms.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will develop algorithms, write software simulation programs and test the performance using various software tools such as MATLAB and Simulink, LabVIEW, etc.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Outcomes from algorithms and simulations will be assessed using a rubric.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

Outcome #3:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

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

a. Global Awareness
- ☒ Minimally
- ☐ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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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.
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9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Page 165, 2014-15 Graduate Bulletin

EE 5353. Power Systems Generation, transmission, and distribution of large scale electrical power, associated energy losses and practical design problems and complications. Transmission line analysis. Three phase power networks. Load monitoring and control. Prerequisite, C or better in EE 3313 and ENGR 3423. Corequisite, MATH 4403. Dual listed as EE 4353.

EE 5354 Intelligent Control Systems Introduction of fuzzy logic, fuzzy logic in control engineering, neural networks, Bayesian or belief networks, neuro-fuzzy systems, neuro-fuzzy controllers, controller design, and application problems. Prerequisites, EE 4313, EE 5313, or ME 3613

EE 5373. Electronics II A continuation of EE 3403 with emphasis on the analysis, simulation, and design of feedback, operational amplifi er systems, frequency response, integrated circuits and power and waveshaping circuits. Prerequisite, C or better in EE 3313, ENGR 3443, and EE 3403. Dual listed as EE 4373.

Revised 3/08/13

Code # ENG 008

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 pheath@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.

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
Brandon Kemp	4/10/15		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Paul Mixon	4/10/15		05-08-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
EE 5393

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

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

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

5. 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 fewer) as it should appear in the bulletin.
Continuation of communications theory with emphasis on modulation and demodulation techniques, signal space representation of digitally modulated signals, coherent/non-coherent detection methods (and receiver structures) in AWGN channel, error performance, communication over band-limited channels with ISI and AWGN.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Yes, EE 3373 Probability and Random Signals, EE 4333 Communications Theory.

b. Why?
This course involves the analog signal to be converted, coded/decoded, transmitted, and received over specific digital media. Students need basic understanding of communication theory, and also understand random and periodic signals. This understanding necessitates the prerequisites listed.

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

10. Contact Person (Name, Email Address, Phone Number)
Tanay Bhatt, tbhatt@astate.edu, 870-680-8453
Brandon Kemp, bkemp@astate.edu, 870-972-2088

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? No
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? No
If yes, what course?
Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

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

The students will be able to characterize, analyze, and design modulators and demodulators. They will also be able to evaluate error rate performance of a digital signal and design a digital communication system.

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 EE faculty and advisory council agreed that a course covering digital communications would help meet the needs of students in the College of Engineering.

c. Student population served.
Master of Science in Engineering students

d. Rationale for the level of the course (lower, upper, or graduate).
This upper level undergraduate elective course builds upon various introductory concepts presented EE 3373 Probability and Random Signals and EE 4333 Communications Theory.

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.)

Weeks	Topic
1	Introduction, review of probability, signals and spectra
2	Binary and M-ary PCM
3	Differential PCM, Delta modulation, Adaptive Delta modulation, Line codes
4	Signal space concept
5	Baseband digital modulation
6	Baseband demodulation and detection
7	Error probability evaluation
8	Bandpass modulation (PAM, PSK, FSK, QAM, OQPSK, pi/4 shifted QPSK)
9	Differential modulation/demodulation, Non-coherent detection, Error probability
10	Signal designs for bandlimited channels
11	Comparison of modulation types, Bandwidth efficiency, Channel capacity
12-13	Link budget
14	Channel coding and Source coding

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

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

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

20. What is the primary intended learning goal for students enrolled in this course?
Demonstrate understanding of the digital communication mechanisms and design and study the performance of Digital Communication Systems.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
a.Name of book, author, edition, company and year
John G. Proakis and Masoud Salehi, Digital Communications, McGraw- Hill, 2008. ISBN 978-0-07-295716-7
b. Number of pages of reading required per week: 10-12
c. Number of pages of writing required over the course of the semester: N/A

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Student will develop good understanding of time domain and frequency domain transforms and apply this knowledge in engineering practice.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will demonstrate the relational aspects of discrete time systems based on their continuous time equivalents, proficiency of signal processing, and error performance evaluation using tools and computer languages like MATLAB.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Student code performance will be evaluated with a rubric for compliance with the design specifications.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

Outcome #3:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

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

a. Global Awareness
- ☒ Minimally
- ☐ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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

Page 165, 2014-15 Graduate Bulletin

EE 5383. Digital Electronics II Continuation of the study of digital circuit design with emphasis on the design of larger systems and use of LSI components. Register transfer logic, computer interfacing and design, microcomputer based system design. Prerequisite, C or better in EE 3333. Dual listed as EE 4383.

EE 5393 Digital Communications Continuation of communications theory with emphasis on modulation and demodulation techniques, signal space representation of digitally modulated signals, coherent/non-coherent detection methods (and receiver structures) in AWGN channel, error performance, communication over band-limited channels with ISI and AWGN. Prerequisite, EE 3373 and EE 4333.

EGRM 6003 Engineering Statistics Basic concepts and methods of descriptive and inferential statistics including graphical techniques, measures of central tendency and dispersion, interval estimation, hypothesis and goodness of fi t tests, comparisons of two populations, and analysis of variance. Prerequisite MATH 2204 calculus I.

Revised 3/08/13

Code # Enter text...

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 pheath@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.

	3/11/15		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	3/10/15		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	13 March 2015		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	16 Mar 2015		05-08-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ENG 6712

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

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 fewer) as it should appear in the bulletin.
Professional and pedagogical practices in the teaching of composition.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Yes:
ENG 5711 Preceptorship in Writing Studies

b. Why?
The Preceptorship in Writing Studies gives graduate students tutoring experience—one-on-one teaching—before they take the preceptorship that will prepare them for classroom teaching.

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

10. Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? No
If yes, what program?
N/A

13. Does this course replace a course being deleted? No
If yes, what course?
N/A

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
N/A

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

To provide graduate students with an understanding of best practices in Composition instruction at the university level

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 contributes to the Department of English and Philosophy's mission to contribute to students' development of critical thinking and writing skills.

c. Student population served.
Graduate students

d. Rationale for the level of the course (lower, upper, or graduate).
Graduate students in their second year will take the 6000 level course to prepare them for careers in community colleges or doctoral study.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1, August 18: Group Meeting. Discuss syllabus, goals, and expectations for the semester, and readings: Stephen Wilhoit's "Teaching that First Class" (the Wilhoit essays come from the 2008 *Longman Teaching Assistant's Handbook*) and Judy Collins' "An Experienced TA's Reflection on the TA Experience."
Week 2, August 25: Individual. Discuss Stephen Wilhoit's "Presenting Material in Class" and Margaret Lyday's "Fostering Classroom Discussion." Response Norming Session.
Week 3, September 1: Labor Day
Week 4, September 8: Group Meeting. Discuss "FERPA" and you may also want to read Dan Royer, Roger Gilles, and Kelly Kinney's "Process Gives Way to Product." Grade-Norming Session.
Week 5, September 15: Rebecca Moore Howard's, "The Cultural Work of Plagiarism" and Lynn Langer Meeks, et al., "Fostering Classroom Civility."
Week 6, September 22: Group Meeting. Discuss "Academic Misconduct at ASU" and Stephen Wilhoit's "Trouble-shooting in the Classroom."
Week 7, September 29: Individual. Discuss Michael Stancliff's "Why Student Conferences are Important." You may also want to consult Ruth Overman Fischer's "Handling the Confrontative Conference." Bring in two student papers (preferably a high grade and a low grade) for norming.
Week 8, October 6: Group Meeting. Discuss Tony Silva's "On the Ethical Treatment of ESL Writers." You may also want to read Paul Kei Matsuda's "Teaching Composition in the Multilingual World: Second-Language Writing in Composition Studies."
Week 9, October 13: Group Meeting. Observation Reports due. Norming.
Week 10, October 20: Group Meeting. Bring in a student essay to share and norm with others.
Week 11, October 27: Group Meeting. Formal Lesson Share (Choose your favorite class activity or assignment from the semester to share with your peers).
Week 12, November 3: Individual. Pre-Observation meeting with Faculty Mentor.
Week 13, November 10: Individual. Post-Observation meeting with Faculty Mentor.
Week 14, November 17: Group Meeting. Discuss teaching portfolios. Read C. Beth Burch's "Thinking about Your Teaching Portfolio." Reflection Letters and Teaching Portfolios due.
Week 15, November 24: *No class, Fall/Thanksgiving Break.*
Week 16, December 1-5: Meet with Kristi individually

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Participation (attendance, preparedness, and presentation): 40%
Teaching Portfolio: 20%
Reflection (Observation Report, Reflective Letter, and Teaching Philosophy): 40%

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

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

20. What is the primary intended learning goal for students enrolled in this course?
Students will understand best practices in Composition instruction at the post-secondary level.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
All articles are posted on Blackboard
b. Number of pages of reading required per week: 20-30
c. Number of pages of writing required over the course of the semester: 20

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will articulate best practices in the post-secondary composition classroom.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will read and discuss pedagogical articles as well as articles that pertain to policy and practice, such as FERPA and pieces on class management.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will write a 1-2 page Teaching Philosophy that outlines their attitudes, values, and beliefs about teaching and learning supporting these ideas with key terms and theorists from the readings. This Teaching Philosophy will be assessed with a rubric.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Enter text...

Learning Activity:
Enter text...

Enter text...

Outcome #3:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:
    a. Global Awareness
        - ☐ Minimally
        - ☐ Indirectly
        - ☐ Directly

    b. Thinking Critically
        - ☐ Minimally
        - ☐ Indirectly
        - ☐ Directly

    c. Using Technology
        - ☐ Minimally
        - ☐ Indirectly
        - ☐ Directly

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7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

ENG 6453 Seminar: Topics in World Literature Intensive study of a theme, motif, pattern of images, or significant feature of several works of world literature. Topic to be selected. May be repeated when topic changes.
ENG 6533 Teaching Writing in the Schools A survey of theories and methods of teaching composition with special emphasis on practical applications in teaching writing at all levels.
ENG 6563 Teaching Literature in the Schools A course in methods of teaching literature in the public schools and two-year colleges. Develops theories, rationales, strategies, and projects related to teaching literature.
ENG 6613 Seminar: Special Topics Intensive study of special issues related to literature and language such as folklore, genre theory, or the history of literary criticism. Topic to be selected. May be repeated when topic changes.
ENG 6623 Seminar: Folklore Intensive treatment of the concepts, theories, methods, materials, and history of folklore study.

ENG 6712 Preceptorship in Teaching Composition. Professional and pedagogical practices in the teaching of composition.

ENG 674V (1-6 hours) Thesis
ENG 680V (1-3 hours) Independent Study (See department guidelines.)

Revised 3/08/13

This proposal replaced the MCOM SCOM Thesis/Project
That Was Tabled in October 24, 2014 GC Meeting with
Request to Resubmit with Project Only, Rather Than Mixed

Code # Enter text...

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 pheath@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.

ENTER DATE... **Department Curriculum Committee Chair**	ENTER DATE... **COPE Chair (if applicable)**
ENTER DATE... **Department Chair:**	ENTER DATE... **General Education Committee Chair (If applicable)**
Dr, Gil Fowler 4/7/2015 **College Curriculum Committee Chair**	ENTER DATE... **Undergraduate Curriculum Council Chair**
Dr. Brad Rawlins 4/7/2015 **College Dean**	04.07.15 ENTER DATE... **Graduate Curriculum Committee Chair**
	ENTER DATE... **Vice Chancellor for Academic Affairs**

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
MCOM 671V (1-6 hours)

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

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.
Project

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

5. Is this course dual listed (undergraduate/graduate)?
no

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
no

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

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Restricted to graduate students in the College of Media & Communication ... student should have completed basic core courses in the College of Media & Communication and have an accepted Project Proposal and Project Committee named.

b. Why?
Provides foundation for capstone experience

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Gil Fowler, gfowler@astate.edu, 870-972-2078

11. Proposed Starting Term/Year
Summer 2015

12. Is this course in support of a new program? no
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? no
If yes, what course?
Enter text...

Has this course number been used in the past? no
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? no
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Allows students emphasizing broadcasting/graphic communication to meet thesis requirements with strong visual or audio component to the thesis work

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.
Provides flexibility for capstone project

c. Student population served.
Students majoring in MSMC degree program

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

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.)
Proposal acceoted, committee approved and follow-through project completed.

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

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Strong visual/graphic component addition to the typical thesis

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
no

20. What is the primary intended learning goal for students enrolled in this course?
Meet capstone requirement of thesis/project

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Enter text...
b. Number of pages of reading required per week: Enter text...
c. Number of pages of writing required over the course of the semester: Enter text...

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Work somewhat independently but under the direction of a project chair & committee applying what has been learned in the MSMC program to a real world situation

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

Scholarship, interaction with faculty, advanced research emphasis and application

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

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

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

a. Global Awareness
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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

PAGE 213

designed to acquaint students with major approaches to qualitative inquiry in he fi eld of communication. Students will gain experience in collecting, analyzing, and interpreting qualitative data as well as writing qualitative research reports.

MCOM 670V (1-6 hours) Thesis

MCOM 671V (1-6 hours) Project

MCOM 680V (1-3 hours) Independent Study

Journalism

JOUR 5043 Studies in Newspaper Management Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.

Revised 1/17/13

Code # Enter text...

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** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

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

ENTER DATE... 2/18/15	ENTER DATE...
Department Curriculum Committee Chair	**COPE Chair (if applicable)**
John Robertson 2/12/2015	ENTER DATE...
Department Chair:	**General Education Committee Chair (If applicable)**
ENTER DATE... 4/2/15	ENTER DATE...
College Curriculum Committee Chair	**Undergraduate Curriculum Council Chair**
C. William Ray ENTER DATE... 4-6-15	ENTER DATE... 04-06-15
College Dean	**Graduate Curriculum Committee Chair**
	ENTER DATE...
	Vice Chancellor for Academic Affairs

---

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

ACCT 6033 Advanced Accounting and Reporting

2. Contact Person (Name, Email Address, Phone Number)
Tina Quinn, tquinn@astate.edu, 972-2796

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2015

4. Student Population
a. The program and/or course was initially created for what student population?
Graduate Accounting students.

b. How will deletion of this program and/or course affect those students?
There will be no impact on students because the course will be replaced by ACCT 5023

5.
a. How will this affect the department?
There will be no impact on the department.

b. Does this program and/or course affect another department? No.

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

6. (For courses only) Will another course be substituted? Yes.
If yes, what course?
ACCT 5023

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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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.

COLLEGE OF BUSINESS GRADUATE COURSE DESCRIPTIONS

Accounting

ACCT 5013 Tax Accounting I This course examines the laws, rules, and procedures of Federal Income Taxes for individuals. In addition, the business events and transactions which infl uence taxable income for individuals are studied. Prerequisite: ACCT 2133.

ACCT 5113 Tax Accounting II A continuation of Tax Accounting I. Emphasis in this course will be on Federal Income Tax Laws for Partnerships, Fiduciaries and Corporations. Prerequisite: ACCT 4013.

ACCT 5123 Government and Not-For-Profi t Accounting Accounting concepts and reporting standards for state or local government entities and not for profi t organizations. Emphasis is on areas covered in CPA exam content specifi cations. Prerequisite: ACCT 3013 with a C or better.

ACCT 5153 Fraud Examination A study of how and why occupational fraud is

committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACCT 2133.

ACCT 6003 Accounting for Planning and Control The course is an introduction to the concepts of cost analysis and management control with a focus on the application of the conceptual framework of fi nancial and managerial accounting to practical situations. Prerequisites: ACCT 2133 or MBA 5003.

ACCT 6023 Current Accounting Problems A critical analysis of current accounting and reporting problems. Emphasis is on both the theoretical and pragmatic aspects of accounting practices. Prerequisite: ACCT 2133.

~~ACCT 6033 Advanced Accounting and Reporting Advanced study of accounting for business combinations, foreign currency transactions and translation, reorganizations and liquidations, and financial reporting requirements of the Securities & Exchange Commission. Prerequisite or Corequisite: ACCT 3033 Intermediate Accounting III or equivalent content and admission to the Business Graduate Program.~~

ACCT 6043 Tax Planning and Research This course introduces the master's degree student to the basic concepts, methods, and tools of tax research. The coverage is broad, exploring the general framework of tax law. Prerequisite: ACCT 4113 or 5113.
ACCT 6063 Contemporary Auditing Issues In-depth study of signifi cant pronouncements of the auditing standards board (Professional Standards Vols. 1 & 2) and from the governmental auditing area. Prerequisite: ACCT 4053 with a C or better.

ACCT 6073 Seminar in Financial Accounting Theory Modern accounting theory; its background and applications, with emphasis on the authoritative pronouncements, including comparisons of U.S. and International Accounting Standards. This capstone course will culminate in a written issues paper and a presentation of the results of the research. Students must be in their last semester of coursework. A grade of B or better will be required for graduation.

ACCT 6083 Ethics and Professional Responsibility The course will provide the student with a framework for making ethical decisions in the context of accounting. In addition, the course will provide an introduction to professional responsibility with a particular focus on the CPA profession. Prerequisite: Admission to one of the College of Business Graduate Programs.

Revised 1/17/13

Code # Enter text...

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

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

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

4/7/15 ENTER DATE...
College Curriculum Committee Chair

4/7/15 ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

05-08-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Program and/or Course Title, Prefix and Number
AGEC 5173. Natural Resource Economics

2. Contact Person (Name, Email Address, Phone Number)
Lori Fenner, lfenner@astate.edu, 2383

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2015

4. Student Population
a. The program and/or course was initially created for what student population?
Students in the College of Agriculture and Technology.

b. How will deletion of this program and/or course affect those students?
The deletion will not affect those students; this course has not been offered in over 7 years; professor who developed course left ASU.

5.
a. How will this affect the department?
There will be no effect on the department.

b. Does this program and/or course affect another department? No.

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

6. (For courses only) Will another course be substituted? No
If yes, what course?
Enter text...

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

~~**AGEC 5173 Natural Resource Economics** Comprehensive overview of economics of natural resource and environment. Theoretical and empirical analyses, valuations and examinations of sustainable quality of environmental and natural resources over time. Economic reasoning for examining natural resource problems and measures for dealing with them. Prerequisites: AGEC 1003, ECON 2313, ECON 2323; or consent of instructor.~~

Revised 1/17/13

Code # Enter text...

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

Ball	02/24/15 ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
Janelle Collins	2/24/15 ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	13 March 2015 ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	16 Mar 2015 ENTER DATE...		05-08-15 ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

---

1. Program and/or Course Title, Prefix and Number
ENG 6153 Methods of British Literature

2. Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2014

4. Student Population
a. The program and/or course was initially created for what student population?
English MA and MSE students

b. How will deletion of this program and/or course affect those students?
There will be a positive effect. The proposed changes streamline our "Methods" courses by reducing them from three courses to one. We currently offer three Methods courses, which are intended to be an introduction to literary study at the graduate level. Because the three courses are identified by content (World, British, or American literature), students will often not take the methods course in their first semester but rather wait until the subject matches their interest. Our assessment data indicates that students need the methods course early in their graduate career rather than later. With this change, we will eliminate specifying a content area and will emphasize the development of the skills needed for literary study. Students will have no reason to delay taking the course.

5.
a. How will this affect the department?
Positively since students will take the course when they need it rather than waiting for a change in content emphasis.

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? No
If yes, what course?
N/A

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

ENG 6013 Seminar: Composition Theory Intensive study of composition theory using selected works of major composition and rhetorical theorists.
ENG 6133 Methods of World Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in world literature.
~~**ENG 6153** Methods of British Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in British literature.~~
ENG 6173 Methods of American Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in American literature.

ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.
ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 Seminar: Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.

Revised 1/17/13

Code # Enter text...

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** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

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

	02/24/15 ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	2/24/15 ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	13 March 2015 ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	16 Mar 2015 ENTER DATE...		05-08-15 ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

---

1. Program and/or Course Title, Prefix and Number
ENG 6173 Methods of American Literature Study

2. Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2014

4. Student Population
a. The program and/or course was initially created for what student population?
English MA and MSE students

b. How will deletion of this program and/or course affect those students?
There will be a positive effect. The proposed changes streamline our "Methods" courses by reducing them from three courses to one. We currently offer three Methods courses, which are intended to be an introduction to literary study at the graduate level. Because the three courses are identified by content (World, British, or American literature), students will often not take the methods course in their first semester but rather wait until the subject matches their interest. Our assessment data indicates that students need the methods course early in their graduate career rather than later. With this change, we will eliminate specifying a content area and will emphasize the development of the skills needed for literary study. Students will have no reason to delay taking the course.

5.
a. How will this affect the department?
Positively since students will take the course when they need it rather than waiting for a change in content emphasis.

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? No
If yes, what course?
N/A

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

ENG 6013 Seminar: Composition Theory Intensive study of composition theory using selected works of major composition and rhetorical theorists.
ENG 6133 Methods of World Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in world literature.
ENG 6153 Methods of British Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in British literature.
~~**ENG 6173** Methods of American Literature Study Development of skills in explication, library research, and the practice of criticism by studying one or more broad issues in American literature.~~

ENG 6213 British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.
ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 Seminar: Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.

Revised 1/17/13

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

	2/24/15		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	2/24/15		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	13 March 2015		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	16 Mar 2015		05-08-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

---

1. Program and/or Course Title, Prefix and Number
ENG 6213 British Authors Through the Renaissance

2. Contact Person (Name, Email Address, Phone Number)
Janelle Collins, jcollins@astate.edu, 870-972-2210

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2014

4. Student Population
a. The program and/or course was initially created for what student population?
English MA and MSE students

b. How will deletion of this program and/or course affect those students?
There will be no negative effect. Content will be offered in existing courses.

5.
a. How will this affect the department?
Positively with fewer scheduling difficulties and improved course rotation.

b. Does this program and/or course affect another department? No

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

6. (For courses only) Will another course be substituted? No
If yes, what course?
N/A

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

~~**ENG 6213** British Authors Through the Renaissance Intensive study of a major British author or group of related authors who flourished during the Middle Ages or Renaissance.~~

ENG 6233 Shakespeare An intensive study of selected works of Shakespeare.
ENG 6253 Seminar: Topics in British Literature Intensive study of a theme, motif, pattern of images, or other significant feature of several works of British literature. Topic to be selected. May be repeated when topic changes.
ENG 6263 British Authors from the Renaissance Through the Romantic Period. Intensive study of a major British author or group of related authors who fl ourished during the seventeenth or eighteenth centuries or the romantic period.
ENG 6283 British Authors Since the Romantic Period Intensive study of a major British author or group of related authors who flourished during the Victorian, modern, or contemporary periods.

Revised 1/17/13

MSE Sp Ed Instr Spec K-12
(Amended with
Req Revisions)
Previously "Approved subject to
minor editorial changes" in
Nov 2014 GC Meeting

Code # Enter text...

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 pheath@astate.edu

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

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	ENTER DATE...		05-08-15 ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Gwendolyn Neal, gneal@astate.edu, (870)972-3062

2.Proposed Change
This is a program revision due to new Arkansas Educator Licensure requirements in Special Education. MSE Special Education P-4 and 4-12, has been changed (merged) to MSE Special Education K-12. The curriculum was integrated with the courses required for the P-4 licensure level and the 4-12 level in the new K-12. Two classes ELSE 5033 and 6063 were combined to form a new course (ELSE 6163); Laboratory Experiences I and II for both P-4 and 4-12 (ELSE 6813, 6823, 6853, and 6863) were combined to form one Laboratory Experience (ELSE 6193). ELSE 5753 Methods of Working with the Young Child with Exceptionalities will be deleted and ELSE 6013 Contemporary Issues in Special Education (already in the bulletin but not being used) will be used to serve as a Methods course for all school-age learners with exceptionalities. One new course has been created, ELSE 6183 Teaching Students with Autism Spectrum Disorders.

Revised 1/17/13

Signature Page from Original Version of the
MSE Sp Ed Instr Spec K-12
Submitted for Nov 20, 2014 GC Meeting

Code # Enter text...

Bulletin Change Transmittal Form

RECEIVED
COLLEGE OF EDUCATION
OCT 28 2014

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

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

Mitch Holifield 10/22/14
Department Curriculum Committee Chair

10-27-14
COPE Chair (If applicable)

10-22-14
Department Chair:

ENTER DATE...
General Education Committee Chair (If applicable)

10-24-14
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

10/28/14
College Dean

12-2-14
Graduate Curriculum Committee Chair

10/28/14
Head of Unit **Date**

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Gwendolyn Neal; gneal@astate.edu 870-972-3062

2.Proposed Change
Replacing four existing courses with three new courses and adding a new course (all courses proposed in the College of Education and Behavioral Sciences) to revise a program that currently leads to MSE in SPED (4-12 and P-4) teacher licensure to make it inclusive of the K-12 grade levels.

3.Effective Date
Fall, 2015

4.Justification

The new curriculum has been formed with the courses required for both the P-4 and the 4-12 licensures with the following hanges:

- ELSE 5033 Behavior Intervention and Consultation has been deleted
- ELSE 5753 Methods of Working with Young Children with Exceptionalities has been deleted
- ELSE 6063 Educational Procedures for Children w/Emotional and Behavior Disorders has been deleted
- ELSE 6853 Laboratory Experiences I 4-12 has been deleted
- ELSE 6863 Laboratory Experiences II 4-12 has been deleted
- ELSE 6813 Laboratory Experiences I P-4 has been deleted
- ELSE 6823 Laboratory Experiences II P-4 has been deleted
- ELSE 6013 Contemporary Issues in Special Education was been added from courses listed in current bulletin (replaces ELSE 5753)
- ELSE 6163 Positive Behavior Interventions and Supports has been added – New Course (replaces ELSE 5033 & 6063)
- ELSE 6183 Teaching Students w/Autism Spectrum Disorders has been added – New Course
- ELSE 6193 Laboratory Experiences has been added (replaces all previous Labs)

3.Effective Date
Fall 2015

4.Justification
State Mandated: The Arkansas Department of Education (ADE) has changed the Special Education teaching licensure, requiring a change from our former MSE P-4 and 4-12 licensure to a MSE K-12 licensure. This necessitates some revisions to the curriculum of this teacher preparation degree, specifically focusing on child development and field experiences working with all school-aged children.

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To copy from the bulletin:

1. Minimize this form.
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.

The following is from Graduate Bulletin 2014-2015; these should be deleted:
Page 21 - ~~Special Education Instructional Specialist P-4~~
~~Special Education Instructional Specialist 4-12~~

Page 26 (under accelerated Masters degree- • ~~Special Education Instructional Specialist Grades P-4 (MSE)~~
• ~~Special Education Instructional Specialist Grades 4-12 (MSE)~~

New Statement on page 21in place of SpEd P-4 and 4-12:

- Special Education Instructional Specialist K-12

The following is from page 87 of Graduate Bulletin 2014-2015; it should be deleted:

~~9. Special Education~~
~~a. Instructional Specialist Grades P-4~~
~~b. Instructional Specialist Grades 4-12~~

New statement:

9. Special Education
a. Instructional Specialist Grades K-12

The following is from page 131-133; it should be deleted:

~~**MASTER OF SCIENCE DEGREE WITH A MAJOR**~~
~~**IN SPECIAL EDUCATION INSTRUCTIONAL SPECIALIST GRADES P-4**~~
~~Offered through ASTATE Online Learning Services~~
~~**Purpose of the Degree**~~
~~The purpose of the M.S.E. degree in Special Education - Instructional Specialist P-4 is to offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Child (CEC), Division of Early Childhood (CEC-DEC), and NCATE.~~
~~This program prepares personnel to work in a variety of professional roles with young children with disabilities, birth through grade 4, and their families. Upon completion of this M.S.E. degree program, students are eligible for endorsement in special education in Arkansas.~~
~~Students seeking endorsement in special education without pursuing the M.S.E. degree should see an adviser for an analysis of completed courses and a suggested program of study.~~
~~**Admission Requirements**~~
~~Students seeking admission into the Master of Science in Education degree program in Special Education-Instructional Specialist Grades 4-12 must meet the admission requirements of the Graduate School and the specific program requirements as follows:~~
~~• Hold a valid teaching license.~~
~~• Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.~~
~~• Have a written commitment from a practitioner who will function as your mentor during the program.~~
~~• No felony record~~
~~The online Master of Science in Education Degree with a Major in Special Education—Instructional Specialist Grades P-4 is a 36 hour program consisting of the following courses:~~
~~ELSE 6053 Educational Procedures for Individuals with Mild Disabilities~~
~~ELSE 6023 Characteristics of Individuals with Disabilities~~
~~ELSE 5043 Educational Diagnosis and Assessment in Special Education~~
~~ELFN 6763 Philosophies of Education~~
~~ELSE 5753 Methods of Working with Young Children with Exceptionalities~~
~~ELSE 5083 Collaboration for Special Education Service Delivery~~
~~ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities~~
~~ELFN 6773 Introduction to Statistics and Research~~
~~ELAD 6423 Special Education Law~~

ELSE 6813 Laboratory Experiences I P-4
ELSE 6823 Laboratory Experiences II P-4
ELSE 5033 Behavior Intervention and Consultation
Total Hours: 36

• Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A candidate has six years to complete the degree.
• ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video, and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
• A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc.) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.
• The capstone experience serves as the comprehensive examination for the degree.
• All students must complete a portfolio that is a culmination of authentic performance based assessments completed throughout the program. Some examinations will be taken online while others will require the student to go to a location where the examination will be proctored.

•

MASTER OF SCIENCE DEGREE WITH A MAJOR IN SPECIAL EDUCATION INSTRUCTIONAL SPECIALIST GRADES 4-12

Offered through ASTATE Online Learning Services

Purpose of the Degree

The purpose of the M.S.E. degree in Special Education - Instructional Specialist 4-12 is to offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and NCATE. Students completing this program gain expertise in teaching students exhibiting developmental, learning and behavioral disabilities, and in consulting with general education teachers who have students with disabilities in their classrooms. Students seeking endorsement in special education without pursuing the M.S.E. degree, should see an adviser for an analysis of completed courses and the requirements of a program of study.

Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education-Instructional Specialist Grades 4-12 must meet the admission requirements of the Graduate School and the specific program requirements as follows:
• Hold a valid teaching license.
• Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
• Have a written commitment from a practitioner who will function as your mentor during the program.

~~No felony record~~
~~The online Master of Science in Education Degree with a Major in Special Education Instructional Specialist Grades 4-12 is a 36 hour program consisting of the following courses:~~
~~ELSE 6053 Educational Procedures for Individuals with Mild Disabilities~~
~~ELSE 5043 Educational Diagnosis and Assessment in Special Education~~
~~ELFN 6763 Philosophies of Education~~
~~ELSE 6063 Educational Procedures for Individuals with Emotional and Behavior Disorders~~
~~ELSE 5083 Collaboration for Special Education Service Delivery~~
~~ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities~~
~~ELFN 6773 Introduction to Statistics and Research~~
~~ELAD 6423 Special Education Law~~
~~ELSE 6853 Laboratory Experiences I 4-12~~
~~ELSE 6863 Laboratory Experiences II 4-12~~
~~ELSE 5033 Behavior Intervention and Consultation~~
~~ELSE 6023 Characteristics of Individuals with Disabilities~~
~~**Minimum Hours: 36**~~
~~• Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence at any time. A candidate has six years to complete the degree.~~
~~• ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video, and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.~~
~~• A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc.) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.~~
~~• The capstone experience serves as the comprehensive examination for the degree.~~
~~• All students must complete a portfolio that is a culmination of authentic performance based assessments completed throughout the program.~~
The information below should be put in place of deleted information on pages 131-133:

MASTER OF SCIENCE DEGREE WITH A MAJOR IN SPECIAL EDUCATION INSTRUCTINOAL GRADES K-12

Offered through ASTATE Online Learning Services

Purpose of the Degree

The purpose of the M.S.E. degree in Special Education – Instructional Specialist K-12 is to offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Child (CEC), Division of Early Childhood (CEC-DEC), and NCATE.

This program prepares personnel to work in a variety of professional roles with school-age children with disabilities, Kindergarten through grade 12, and their families. Upon completion of this M.S.E. degree program, students are eligible for endorsement in special education in Arkansas. Students seeking

endorsement in special education without pursuing the M.S.E. degree should see an advisor for an analysis of completed courses and a suggested program of study.

Admission Requirements

Students seeking admission into the Master of Science in Education degree program in Special Education Specialist Grades K-12 must meet the admission requirements of the Graduate School and the specific program requirements as follows:

- Hold a valid teaching license.
- Achieved a minimum cumulative undergraduate grade point average of 2.75 (on a 4.00 scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated courses, are considered in computing the GPA.
- Have a written commitment from a practitioner who will function as your mentor during the program.
- No felony record

The online Master of Science in Education Degree with a Major in Special Education-Instructional Specialist Grades K-12 is a 36 hour program consisting of the following courses:

- ELAD 6423 Special Education Law
- ELFN 6763 Philosophies of Education
- ELFN 6773 Introduction to Statistics and Research
- ELSE 5083 Collaboration for Special Education Service Delivery
- ELSE 6023 Characteristics of Individuals with Disabilities
- ELSE 5043 Educational Diagnosis and Assessment in Special Education
- ELSE 6053 Educational Procedures for Individuals with Mild Disabilities
- ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities
- ELSE 6163 Positive Behavior Interventions and Supports
- ELSE 6183 Teaching Students with Autism Spectrum Disorders
- ELSE 6013 Contemporary Issues in Special Education
- ELSE 6193 Laboratory Experiences

Total Hours: 36

- Students who adhere to the schedule should be able to complete the program in 24 months. If a candidate finds it necessary to deviate from the schedule, he/she will be able to re-enter the sequence as any time. A candidate has six years to complete the degree.
- ASU-Jonesboro will be using Blackboard as the web delivery platform. This platform allows synchronous and asynchronous interactions, streaming video and electronic discussion boards. Students will also interact via e-mail, telephone, and fax.
- A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite, etc.) will be necessary. Dial-up will not work. Computers must have specific minimum requirements. For example, they must have a Windows XP or later operating system; any processor of 1.2GHZ or

faster; minimum RAM of 512 MB for XP or 1GB for Vista; minimum of 20GB available free disk space; minimum display resolution of 1024x768.

- The capstone experience serves as the comprehensive examination for the degree.
- All students must complete a portfolio that is a culmination of authentic performance-based assessments completed throughout the program. Some examinations will be taken online while others will require the student to go to a location where the examination will be proctored.

Please delete the following from same Graduate Bulletin found on pages 144-146:

~~**Special Education**~~

~~**ELSE 5033 Behavior Intervention and Consultation** Techniques of systematic behavioral analysis and intervention for students at-risk for school failure or students with disabilities. Emphasis is placed on both direct and consultative interventions.~~

~~**ELSE 5043 Educational Diagnosis and Assessment in Special Education** A study of the principles and practices for assessment and identifi cation of individuals with disabilities. Administration of formal and informal assessment instruments, and interpretation and reporting of assessment data is emphasized.~~

~~**ELSE 5083 Collaboration for Special Education Service Delivery** A study of the team planning process, working with families, and service delivery options for special education, including special class placement, consultation, and collaborative teaching.~~

~~**ELSE 5633 Diagnostic and Corrective Reading Instruction for Individuals with Mild Disabilities** Developing comprehensive understanding of diagnostic and corrective needs of individuals with reading disabilities in special education classrooms.~~

~~**ELSE 5683 Methods for Working with Families** Development of effective interpersonal communicative skills; conducting parent-teacher conferences; and designing training programs for parents.~~

~~**ELSE 5703 Identifi cation, Nature, and Needs of the Gifted, Talented, and Creative** A comprehensive study of gifted, talented and creative learners including characteristics, Identifi cation procedures, appropriate educational services, and social needs of this population in a variety of educational settings.~~

~~**ELSE 5713 Educational Procedures and Materials for the Gifted, Talented, and Creative** Focus is on current theory and practice in planning educational programs for gifted, talented, and creative students.~~

~~**ELSE 5723 Assessment for Programming for Gifted, Talented, and Creative** Review and administration of assessment instruments for the purpose of preliminary screening, identifi cation, and differentiating programming for the gifted, talented, and creative.~~

~~**ELSE 5733 Gifted Children in the Regular Classroom** A study of effective strategies used by regular classroom teachers to serve learning needs of gifted. Specifi c topics related to giftedness will be studied including characteristics, identifi cation, and differentiated instruction.~~

~~**ELSE 5743 Assessment of Young Children with Exceptionalities** A study of evaluative and diagnostic instruments and procedures used with young exceptional children from birth to fi ve years of age.~~

~~**ELSE 5753 Methods for Working with Young Children with Exceptionalities** A~~

- study of current theories, practices, and procedures used to develop programs for exceptional
- children from birth to fi ve years of age.

ELSE 5813 Current Issues in Gifted Education An examination of research
145
and theory related to giftedness, and analysis of data-driven decision-making for effective classroom practice for gifted students.

ELSE 6013 Contemporary Issues in Special Education A study of current trends, research, publications, and programming.

ELSE 6023 Characteristics of Individuals with Disabilities Advanced in-depth study designed to develop knowledge of the characteristics and issues related to individuals with disabilities.

ELSE 6033 Affective Programming in the Classroom An in-depth study of the social and emotional needs of children who have diverse learning needs.

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities A study of models for the planning and delivering of instruction to students with disabilities who require an individualized general curriculum Includes techniques and materials for teaching reading, math and writing.

ELSE 6063 Educational Procedures for Children with Emotional and Behavioral Disorders Theoretical orientations and specifi c procedures for providing services to children with emotional problems.

ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities A study of the basic methods and materials to facilitate skill development for individuals who require an individualized functional independent living curriculum.

ELSE 6103 Seminar - Studies of Research in Special Education An examination of the current issues and trends in special education as found in the professional literature as it relates to the individual student's area of interest. A research project suitable for a poster session presentation is required. Prerequisites: Admission to candidacy to the MSE program in Special Education.

ELSE 6423 Special Education Law A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) nondiscriminatory classifi cation, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.

ELSE 6433 Creativity An in-depth examination of creativity as a meaningful curriculum effort for the education of creative students. Emphasis is on the theoretical aspects of creative process, creative product, and practical application of theory to foster creativity in the classroom.

ELSE 6463 Program Evaluation for Special Education This course provides an introduction to program evaluations in special education. Various areas will be explored, including accountability, needs assessments, evaluation designs, and effects of evaluation.

ELSE 6673 Children with Emotional and Behavioral Disorders Concepts, practices, and trends in the education of children with emotional and behavioral disorders.

ELSE 6713 Nature and Needs of Students with Exceptionalities An in-depth study of young students with exceptionalities with a focus on their developmental needs.

- **ELSE 680V Independent Study**

ELSE 6813 Laboratory Experiences I P-4 A series of fi eld-based experiences in a P-4 special education classroom setting, designed to provide students opportunities to

~~work with children with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and permission from advisor and completion of portfolio.~~

~~**ELSE 6823 Laboratory Experiences II P-4** A series of fi eld-based experiences designed as a continuation of ELSE 6813. Prerequisites: ELSE 6813 and permission of advisor.~~

~~**ELSE 6833 Practicum for Gifted, Talented, Creative** Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a fi eld setting for gifted, talented, creative. Permission required by program director.~~

~~**ELSE 6843 Advanced Practicum for Gifted, Talented, Creative** A focus on innovative teaching, research, program evaluation, and collaboration with stakeholders to meet the needs of gifted, talented, and creative students. Permission of program director required.~~

~~**ELSE 6853 Laboratory Experiences I 4-12** A series of fi eld-based experiences in a 4-12 special education classroom setting, designed to provide students opportunities to work with students with disabilities. Emphasis is focused on practical application of theoretical methods. Prerequisites: Successful completion of required Praxis II exams and completion of portfolio.~~

~~**ELSE 6863 Laboratory Experiences II 4-12** A series of fi eld-based experiences~~

- ~~designed as a continuation of ELSE 6853. Prerequisites: ELSE 6853 and permission from advisor.~~

The information below should be put in place on pages 144-146 from deleted Special Education Courses:

ELSE 5043 Educational Diagnosis and Assessment in Special Education A study of the principles and practices for assessment and identification of individuals with disabilities. Administration of formal and informal assessment instruments, and interpretation and reporting of assessment data is emphasized.

ELSE 5083 Collaboration for Special Education Service Delivery A study of the team planning process, working with families, and service delivery options for special education, including special class placement, consultation, and collaborative teaching.

ELSE 5683 Methods for Working with Families Development of effective interpersonal communicative skills; conducting parent-teacher conferences; and designing training programs for parents.

ELSE 5703 Identification, Nature, and Needs of the Gifted, Talented, and Creative A comprehensive study of gifted, talented and creative learners including characteristics, Identification procedures, appropriate educational services, and social needs of this population in a variety of educational settings.

ELSE 5713 Educational Procedures and Materials for the Gifted, Talented, and Creative Focus is on current theory and practice in planning educational programs for gifted, talented, and creative students.

ELSE 5723 Assessment for Programming for Gifted, Talented, and Creative Review and administration of assessment instruments for the purpose of preliminary screening, identification, and differentiating programming for the gifted, talented, and creative.

ELSE 5733 Gifted Children in the Regular Classroom A study of effective strategies used by regular classroom teachers to serve learning needs of gifted. Specific topics related to giftedness

ELSE 5813 Current Issues in Gifted Education An examination of research

145 and theory related to giftedness and analysis of data-driven decision-making for effective classroom practice for gifted students.

ELSE 6013 Contemporary Issues in Special Education This course prepares teachers to meet the needs of elementary and secondary students with learning and behavior problems in a variety of settings based on current research and best practices.

ELSE 6023 Characteristics of Individuals with Disabilities Advanced in-depth study designed to develop knowledge of the characteristics and issues related to individuals with disabilities.

ELSE 6053 Educational Procedures for Individuals with Mild Disabilities A study of models for the planning and delivering of instruction to students with disabilities who require an individualized general curriculum Includes techniques and materials for teaching reading, math and writing.

ELSE 6073 Educational Procedures for Individuals with Moderate-Profound Disabilities A study of the basic methods and materials to facilitate skill development for individuals who require an individualized functional independent living curriculum.

ELSE 6423 Special Education Law A study of the legal aspects of special education with emphasis given to the following six principles of special education law: (1) zero project, (2) Nondiscriminatory classification, (3) individualized and appropriate education, (4) least restrictive placement, (5) due process, and (6) parent participation.

ELSE 6433 Creativity An in-depth examination of creativity as a meaningful curriculum effort for the education of creative students. Emphasis is on the theoretical aspects of creative process, creative product, and practical application of theory to foster creativity in the classroom.

ELSE 6833 Practicum for Gifted, Talented, and Creative Learning experiences are provided which incorporate skills in classroom organization, management, planning, and teaching in a field setting for gifted, talented, creative. Permission required by program director.

ELSE 6843 Advanced Practicum for Gifted, Talented, Creative A focus on innovative teaching, research, program evaluation, and collaboration with stakeholders to meet the needs of gifted, talented, and creative students. Permission of program director required.

ELSE 6163 Positive Behavior Interventions and Supports This course provides a basis of understanding and addresses behavior challenges of diverse learners. A range of issues, concepts, and practices centering on Positive Behavior Interventions and Support (PBIS) in school, communities, and other social settings.

ELSE 6183 Teaching students with Autism Spectrum Disorders A comprehensive, research-based study and overview of Autism Spectrum Disorders (ASD).

ELSE 6193 Laboratory Experiences

Special Education Laboratory Experience is the internship component of the MSE in Special Education K-12 program. Candidates will develop and implement field-based projects for the purpose of applying the knowledge and skills sets obtained in all courses leading up to the Laboratory Experience course. Implementation of projects will take place in a special education setting to provide an opportunity for candidates to work with students with exceptionalities. Emphasis is on practical application of theoretical methods. Prerequisites: Passage of Special Education Praxis II and permission from advisor.

Please delete the following from same bulletin:

Page 296 Alabama
~~Master of Science in Education - Instructional Specialist in Special Education P-4~~

~~Master of Science in Education - Instructional Specialist in Special Education 4-2~~

Page 296 Kansas
~~Master of Science in Education - Instructional Specialist in Special Education P-4~~
~~Master of Science in Education - Instructional Specialist in Special Education 4-2~~

Page 296 Missouri
~~Master of Science in Education - Instructional Specialist in Special Education P-4~~
~~Master of Science in Education - Instructional Specialist in Special Education 4-2~~

Page 297 Tennessee
~~Master of Science in Education - Instructional Specialist in Special Education P-4~~
~~Master of Science in Education - Instructional Specialist in Special Education 4-2~~

-Please insert the following in place of items deleted:

Page 296 – Alabama
Master of Science in Education – Instructional Specialist in Special Education K-12

Page 296 – Kansas
Master of Science in Education – Instructional Specialist in Special Education K-12

Page 296 – Missouri
Master of Science in Education – Instructional Specialist in Special Education K-12

Page 297 – Tennessee
Master of Science in Education – Instructional Specialist in Special Education K-12

Revised 3/08/13

ELSE 6163 Amended With Revisions requested in 11/20/2014 GC Meeting

Code # ED06 (Rev)

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.

8/30/2014
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

8-11
ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ELSE 6163

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

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

Revised 3/08/13

Motion to approve subject
to minor editorial changes
(as of GC meeting 11/20/2014)

Signature Page

Code # ED06 (Rev)

New/Special Course Proposal-Bulletin Change Transmittal Form

RECEIVED
COLLEGE OF EDUCATION
OCT 28 2014

☐ **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.

Mitch Hollifield 8/30/2014
Department Curriculum Committee Chair

[signature] 10-27-14
COPE Chair (if applicable)

[signature] 10-22-14
Department Chair:

ENTER DATE...
General Education Committee Chair (If applicable)

[signature] 10-24-14
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

[signature] 10/24/14
College Dean

[signature] 12-2-14
Graduate Curriculum Committee Chair

[signature] 10/28/14
Head of Unit **Date**

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ELSE 6163

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

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

5. Is this course dual listed (undergraduate/graduate)?
No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
This provides a basis of understanding and addressing behavior challenges of diverse learners. In this course a range of issues, concepts, and practices centering on Positive Behavior Interventions and Support (PBIS) in school, communities, and other social settings.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
This course is designed for MSE candidates in Special Education K-12

b. Why?
The course is designed specifically for teachers working with individuals with exceptional learning and behavior needs in a K-12 school setting.

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

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

Arkansas State University

Dept. of Educational Leadership, Curriculum, and Special Education

Box 1450

State University, AR 72467

gneal@astate.edu

(870) 972-2678

11. Proposed Starting Term/Year
Spring 2016

12. Is this course in support of a new program? Yes.
If yes, what program?
Special Education K-12

13. Does this course replace a course being deleted? No
If yes, what course?
Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No.
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
In accordance with the changes proposed by the State of Arkansas to propose an initial special education program, the School of Teacher Education and Leadership developed an graduate MSE K-12 Special Education program. This program will be administered by the special education faculty in the School of Teacher Education and Leadership. The course will be offered after prerequisites are completed. This course does not affect any other undergraduate program. Therefore, this course is needed to satisfy MSE degree requirements in the Special Education program.

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
The following topics will be highlighted in the course: Foundations of PBIS, principles, policies, and practices; theoretical perspectives on the nature of challenging behavior, applied behavior analysis, functional behavior assessment and support planning, individual, classroom, peer socialization and school-wide support systems, interventions and practices to facilitate social competence and positive behavior; building family, community, and school partnerships. To promote student knowledge and experience in: Basic principles, policies and practices of PBIS and its evolution in the field, nature of challenging behavior from multiple theoretical perspectives (biomedical, behavioral, psychological, developmental, transactional, socio-cultural/ecological systems model; Functional based behavior assessment and intervention planning process; systematic data collection and analysis utilizing qualitative and quantitative, methodologies, conducting functional behavior assessments drawing on multiple sources of data, developing behavior intervention and support plans derived from functional behavioral assessments, individual support practices and interventions to facilitate social competence/positive behavior, classroom support practices and interventions to facilitate social competence/positive behavior; peer socialization support practices, and a School-wide support system to facilitate social competence while building family, community, and school partnerships to facilitate positive behavior supports.

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 a required course in Arkansas State University's K-12 Special Education degree and licensure program. The MSE program is an approved program by the Arkansas State Department of Education and accredited by the Council for the Accreditation of Educator Preparation. Thus, the course content has been developed with reference to the licensure and accreditation standards for K-12 Special Education identified by the State of Arkansas, the Council for Exceptional Children, and the National Association for the Education of Young Children. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. In addition, the course has been developed to be

congruent with the mission of the College of Education and Behavioral Science as a unit. Specifically, the course addresses the College's commitment to families and communities, to research-based practices, and to social justice.

c. Student population served.

MSE Graduate Candidates enrolled in the Special Education program at Arkansas State University

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

This course will be a graduate course aligned to the Council for Exceptional Children (CEC) standards. Candidates will be required to demonstrate the ability to develop, implement, and evaluate techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with the standards of the educational environment.

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

Week	Topic Assigned Reading
	Overview and Introduction, APA reference style, Person First Language
1	When is Behavior Challenging? Perspectives on the Nature of Challenging Behavior
2	Overview of Applied Behavior Analysis and Positive Behavior Support
3	Introduction to FBA Tools and Techniques
4	Using Reinforcement to Increase Known Behaviors Social Skills and Social Success
5	Overview of School-Wide Positive Behavior Support Conducting a Functional Behavior Assessment
6	Designing A Behavior Support Plan
7	Application of Behavior Support Practices

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

1.

1. **Module Activities** Teacher candidates will complete a FBA Interview, FBA Observation, Teaching Alternative Skills Activity, Self-Management Plan, ABA Analysis Paper, and a Research Review. Details will be provided under each module.

2. **Inventory of Practices for Promoting Social Emotional Competence (Tier 1).** Each candidate will complete the Inventory of Practices for Promoting Social Emotional Competence at their respective schools and identify the strengths, and needs of their school. Based on the inventory, the candidate will write an Action Plan to address those needs.
3. **Social Emotional Teaching Strategy.** Each candidate will create and original social story or a visual strategy (choice, chart, visual schedule to strengthen the social/emotional competencies of a small group of children identified in their classroom. All materials and a completed lesson plan (template provided) must be included with the project.
4. **School-Wide Positive Behavior Intervention Project:** Each candidate will complete project that documents their ability to apply the following professional practices: conduct a functional assessment interview, collect observational data, develop a behavioral hypothesis, and design a behavior support plan.
5. **Article Critique:** Candidates will critique journal articles related to PBIS from professional journals.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
The candidate will participate in a total of 15 field experience hours completing the required course projects and assignments.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Course will be taught by existing faculty. Several current faculty members are competent to teach this course. Academic assistants will be needed to assist with the grading in the course due to the high enrollment of candidates.

20. What is the primary intended learning goal for students enrolled in this course?
The primary goal of this course is to improve the special education candidate's knowledge and understanding of positive behavior interventions and support and applied behavior analysis of students with exceptional learning and behavior needs.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

Textbook

Scott, T. M., Anderson, C. M., & Alter, P. (2012). Managing classroom behavior using positive behavior supports. Boston, MA: Pearson.

Additional reading

Additional readings may be assigned from current issues of *The Council for Exceptional Children, The Journal of Applied Behavior Analysis,* and *The Journal of Special Education.*

b. Number of pages of reading required per week: 25-30
c. Number of pages of writing required over the course of the semester: 25

22. High-Impact Activities (Check all that apply)
- ☒ Collaborative assignments
- ☒ Research with a faculty member
- ☒ Diversity/Global learning experience
- ☒ Service learning or community learning

☐ Study abroad
☐ Internship
☐ Capstone or senior culminating experience
☐ Other Explain: Candidates in this course will be afforded the opportunity to work a range of disabilities in various exceptional education settings. The activities in this course will focus on the CEC standards as well as the frameworks for teaching.

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Set up and maintain a well-organized, predictable and responsive classroom (or other environment) that will prevent problem behavior and maximize academic and social success for students/clients and reduce teacher/provider stress..

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Lecture, discussion, application activities, and assigned readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Module Assignments and School-Wide Positive Behavior and Intervention Project; SpEd Standards Based Grading rubric will be used to assess learning.

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes.

Learning Activity:
Lecture, discussion, assigned readings including field work in working with students with exceptional learning needs in terms of academics, behavior and social skills.

Assessment Tool:
Module Assignments; SpEd Standards Based Grading rubric will be used to assess learning.

Outcome #3:
Apply behavioral theory and techniques to assessment and intervention design practices for individuals in need of behavior support.

Learning Activity:
Lecture, discussion, and assigned readings, and field experience activities.

Assessment Tool:
ABA Analysis Paper and Social Emotional Strategy Assignment; SpEd Standards Based Grading rubric will be used to assess learning. .

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

☐ Minimally
☐ Indirectly
☒ Directly

b. Thinking Critically
☐ Minimally
☐ Indirectly
☒ Directly

c. Using Technology
☐ Minimally
☐ Indirectly
☒ Directly

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.

See Attached Document for Course Bulletin 2014-2015 Listings

Revised 3/08/13

ELSE 6183 Amended With Revisions requested in 11/20/2014 GC Meeting

Code # Enter text...

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.

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	ENTER DATE...		05-28-15
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ELSE 6183

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

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

Revised 3/08/13

Motion to approve subject
to minor editorial changes
(as of GC meeting 11/20/2014)

Signature Page

Code # Enter text...

New/Special Course Proposal-Bulletin Change Transmittal Form

RECEIVED
COLLEGE OF EDUCATION
OCT 28 2014

☐ **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.

[signature]	10/22/14	[signature]	10-27-14
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
[signature]	10-22-14		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
[signature]	10-24-14		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
[signature]	10/28/14	[signature]	12-2-14
College Dean		**Graduate Curriculum Committee Chair**	
[signature]	10/28/14		ENTER DATE...
Head of Unit	**Date**	**Vice Chancellor for Academic Affairs**	

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
ELSE 6183

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

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

5. Is this course dual listed (undergraduate/graduate)?
No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
A comprehensive, research-based study and overview of Autism Spectrum Disorders (ASD)

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
This course is reserved for students in the MSE K-12 Special Education Program

b. Why?
This course is offered via Arkansas State University's Large Scale Distance Program

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

10. Contact Person (Name, Email Address, Phone Number)
Gwendolyn L. Neal; gneal@astate.edu;
Department of Educational Leadership and Special Education PO Box 1450 State University, AR 72467;
(870)972-2678

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? Yes
If yes, what program?
Special Education Instructional Specialist K-12, M.S.E.

13. Does this course replace a course being deleted? Yes
If yes, what course?
ELSE 5753 Methods of Working with Young Child w/Exceptionalities

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
This class addresses major issues and questions faced by teachers and future teachers of students on the autism spectrum. This course offers preparation in the design and delivery of instruction, behavioral supports, and communication for diverse learners with Autism Spectrum Disorders (ASD).

As a result of this course, students will (a) understand ASD, including its many manifestations and associated characteristics; (b) understand and appreciate the issues faced by the families of children on the autism spectrum so that teachers could more empathetically work with them; and (c) have sufficient information on the myriad instructional strategies from which students with autism may benefit, and based on this knowledge, be able to make an appropriate decision as to which strategy may benefit, a particular student and why. Most importantly, this course provides sufficient information in the major areas related to educating students with autism so that teachers would not have to fall back on what is found in the media, on the Internet, or through their own sometimes limited experiences.

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 a required course in Arkansas State University's MSE K-12 Special Education degree and licensure program. The M.S.E. program is an approved program by the Arkansas State Department of Education and accredited by the Council for the Accreditation of Educator Preparation. The mission of School of Teacher Education and Leadership is "to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society." This course addresses and supports the school's mission as it's designed for educators working in a school environment who would like to integrate knowledge of autism studies with application of specific behavioral teaching procedures.

c. Student population served.
Students who are admitted to the K-12 Special Education MSE Program

d. Rationale for the level of the course (lower, upper, or graduate).
This is a graduate level course designed to further enhance knowledge on procedures and plans to teach communication, social, self-help and academic skills.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1: Assessment and Instructional Planning
Week 2: Evidence-Based Practices
Week 3: Using ABA and Behavior Interventions
Week 4: Teaching Students w/ASD to Communicate
Week 5: Teaching Academic and Functional Skills
Week 6: Sensory Integration
Week 7: Assistive Technology

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Parent Interview and Reflection
Research Project and Presentation – Evaluate the Effectiveness of ASD Interventions
Weekly Focus Questions
Discussions
Evidence-based Approaches to ASD Interventions and Instruction

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

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

20. What is the primary intended learning goal for students enrolled in this course?
The primary intended learning goal is for students to increase knowledge of ASD and evidence-based interventions, and use that knowledge to design, implement, and evaluate academic and behavioral interventions.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Boutot, E. and Myles, B. (2011). Autism spectrum disorders: Foundations, characteristics and effective strategies. Upper Saddle River, NJ: Pearson . ISBN: 0-205-54575-0 or ISBN: 978-0-205-54575-9
b. Number of pages of reading required per week: 30
c. Number of pages of writing required over the course of the semester: 50

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will be able to interpret, describe and report on theories of service delivery and program planning for students on the Autism Spectrum.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Discussions, Analysis of case studies, weekly focus questions, video lectures

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Research Paper and Presentation; Standards Based Grading rubric will be used to assess learning

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Students will apply specific behavioral teaching procedures, including prompting, reinforcement, shaping, error correction and generalization methods, in the development of instructional plans.

Learning Activity:
Video lectures, Instructional videos, guided questions, class online discussion

Assessment Tool:
ASD Instructional Plans that include evidence-based models and strategies (i.e., Social Stories, Picture Exchange Communications (PECS), TEACCH, Voice Output Communication Aids (VOCAs), Technology Applications, and/or Situation, Options, Consequences, Choices, Strategies, Simulation (SOCCSS)) SpEd Standards Based Grading Rubric will be used to assess learning .

Outcome #3:

Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

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

a. Global Awareness
- ☒ Minimally
- ☐ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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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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.

~~**ELSE 5753 Methods for Working with Young Children with Exceptionalities** A study of current theories, practices, and procedures used to develop programs for exceptional children from birth to five years of age.~~

~~**ELSE 6023 Characteristics of Individuals with Disabilities** Advanced in-depth study designed to develop knowledge of the characteristics and issues related to individuals with disabilities.~~

Revised 1/17/13

Amended DNP and MSN Editorial Changes
(With Required Revisions Requested in
November 20, 2014 GC Meeting)

Code # Enter text...

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 pheath@astate.edu

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

	ENTER DATE...
Department Curriculum Committee Chair	
	10/21/14
Department Chair:	
Angela Schmidt	10/20/14
College Curriculum Committee Chair	
	ENTER DATE...
College Dean	

	ENTER DATE...
COPE Chair (if applicable)	
	ENTER DATE...
General Education Committee Chair (If applicable)	
	ENTER DATE...
Undergraduate Curriculum Council Chair	
	05-08-15
Graduate Curriculum Committee Chair	
	ENTER DATE...
Vice Chancellor for Academic Affairs	

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

Dr. Angela Schmidt
aschmidt@astate.edu
870-972-3074

2.Proposed Change
Bulletin changes MSN and DNP programs
College of Nursing and Health Professions

3.Effective Date
Fall 2014

4.Justification
Bulletin changes only

Revised 1/17/13

Motion to approve subject
to minor editorial changes
(as of GC meeting 11/20/2014)

Signature Page

Code # Enter text...

Bulletin Change Transmittal Form

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	10/21/14	**Department Chair:**	
Angela L Schmidt	10/20/14	**College Curriculum Committee Chair**	
	10/21/14	**College Dean**	

	ENTER DATE...	**COPE Chair (If applicable)**
	ENTER DATE...	**General Education Committee Chair (If applicable)**
	ENTER DATE...	**Undergraduate Curriculum Council Chair**
	12-2-14	**Graduate Curriculum Committee Chair**
	ENTER DATE...	**Vice Chancellor for Academic Affairs**

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Dr. Angela Schmidt
aschmidt@astate.edu
870-972-3074

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

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) is offered as a post-masters nursing degree~~, as the entry level for advanced practice nurses.~~ The practice focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice. The DNP Program reflects the DNP Standards and Essentials as described by the American Association of the Colleges of Nursing (AACN) and the National League for Nursing Accrediting Commission (NLNAC).

Admission Requirements

Admission requirements include an advanced practice degree (i.e. Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist). Students must be board certified in advanced practice nursing with licensure as an ~~APN~~ APRN in their state of practice. Additional admission requirements may be found on the College of Nursing and Health Professions website at: http://www.astate.edu/college/conhp/departments/nursing. Completing admission requirements does not ensure acceptance into the DNP program due to the competitive process.

Application Deadlines

Application deadline is October 1st each year to begin study in the ~~fall~~ spring semester. Students may acquire detailed information about the application process and pre-requisite courses by contacting the School of Nursing at 870-972-3074 or visitng the website at: http://www.astate.edu/college/conhp/departments/nursing.

Course Requirements

The post-masters's Doctor of Nursing program requires full-time study. The curriculum of 41 credit hours, includes three clinical internship courses requiring 540 clinical clock hours. The DNP plan of study is as follows:

Spring
NURS 8113 Theoretical Foundations for Doctor of Nursing Practice
NURS 8133 Epidemiology and Population Health
~~NURS 8123 Leadership, Policy, and Healthcare System~~
Fall
~~NURS 8143 Healthcare Finance in Advanced Nursing~~
~~NURS 8133 Epidemiology and Population Health~~
NURS 8123 Leadership, Policy, and Healthcare System
NURS 8213 Translational Research for Doctor of Nursing Practice I
Spring
NURS 8153 Healthcare Informatics in Advanced Nursing

~~NURS 8213 Translational Research for Doctor of Nursing Practice I~~
NURS 8143 Healthcare Finance in Advanced Nursing
Summer
NURS 8314 Introduction to Internship (1 credit to 45 clock hours)
NURS 8163 The Principles Healthcare Ethics and Genetics
Fall
NURS 8223 Translational Research for Doctor of Nursing Practice II
NURS 8323 Doctor of Nursing Practice Clinical Internship I (1 credit to 45 clock hours)
Spring
NURS 8235 Doctor of Nursing Practice Evidence Based Project
NURS 8335 Doctor of Nursing Practice Clinical Internship II (1 credit to 45 clock hours) Minimum number of credit hours required for the DNP= 41credit hours
Minimum Clinical Clock Hours = 540

MASTER OF SCIENCE IN NURSING (M.S.N.) DEGREE

The M.S.N. program prepares nurses with the complex practice skills and theoretical knowledge necessary for advanced nursing practice in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced practice roles and the foundation for doctoral study in nursing.
The Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Telephone 404-975-5000, Fax 404-975-5020).
The program is designed for individuals who hold the Bachelor of Science in Nursing degree. Students who have successfully completed the BSN in Nursing can apply for the program.
~~all except the senior year of the B.S.N. program with a grade point average of 3.00 may take a graduate level course in each of the final two semesters of ASU's B.S.N. program.~~ The total number of credits per semester may not exceed 15. ~~Students enrolled under this option must complete the undergraduate courses within the first two semesters of enrollment in graduate work. If the undergraduate work is not completed at the end of the second semester, the student will be dropped from the Graduate School. After admission to the program~~ A Graduate Information Guide (GIG) is available that explains policies and requirements unique to the graduate nursing program. All students on admission are required to attend orientation to the MSN program.
MSN students are required to successfully complete a comprehensive exam or thesis (with a minimum of 6 credit hours) during their plan of study. Students selecting thesis must be continuously enrolled in thesis credits until graduation. Students considering doctoral education are strongly encouraged to select the thesis option.

Admission Requirements

Students seeking admission into the Master of Science in Nursing program must meet the admission requirements of the Graduate School and the specific program requirements. Completed Graduate School application forms and School of Nursing application forms must be received in the Graduate School by the deadline specific to each program ~~April 15~~ for applicants seeking admission for full or part time study. ~~in the following Fall semester, and September 15 for admission to the following Spring semester for the Adult Health option; and by February 1 for admission to the following Fall semester for the Family Nurse Practitioner option.~~ Visit the ASU Graduate School website http://www.astate.edu/info/admissions/graduate, for admission requirements and application deadlines.
Applicants to the MSN program complete the application process to the School of Nursing, including submission of the MSN application form and a personal interview. All students on admission are required to attend orientation to the MSN program. The MSN application form and admission requirements may be found on the School of Nursing website, http://www.astate.edu/college/conhp/departments/nursing/. Students are offered admission to their selected specialty only. Should the student desire to change specialty focus, the procedure and requirements may be found on the website.
In addition to the general requirements for graduate degrees conferred by the Graduate

School, applicants to the M.S.N. program must:
• Hold a Baccalaureate degree in nursing (BSN) from an accredited institution.
• Have a minimum Cumulative Grade Point Average of 3.0 ~~2.75~~ (4.0 scale) overall or 3.0 on the last 60 hours of undergraduate work.
• Hold a current, unencumbered license to practice as a Registered Nurse. The unencumbered RN license must be active in the state where clinical practice is scheduled or a compact state.
• Individuals admitted pending NCLEX-RN examination results are required to withdraw from the program at the end of the first semester if the examination is not passed. The individual may reapply for admission upon successful completion of the licensing examination.
~~• Have completed an undergraduate course in health assessment (minimum of a B). If the student has a "C" in health assessment, proficiency may be demonstrated.~~
• Have successfully completed a graduate-level descriptive and inferential statistics course with a grade of B or above.
Evidence of the following is required before registering for each clinical course or practicum.
1. CPR certification (professional level) valid through the academic year.
2. TB skin test/chest x-ray valid through the academic year.
3. Evidence of Hepatitis B immunization or signed declination statement.
4. Evidence of Influenza vaccination.
5. Copy of professional liability insurance. Minimum 1,000,000/3,000,000.
6. Copy of unencumbered RN license valid in the state of practice.
7. Verified Credential

CRIMINAL BACKGROUND CHECKS
Arkansas law requires that applicants for licensure, including advanced practice licensure, submit to criminal background checks. Students graduating and planning on applying for
231
advanced practice licensure should submit applications four (4) to six (6) months in advance of graduation in order to allow time for processing.

PG 250

NURS 6023 Advanced Assessment and Diagnostic Evaluation
Presents theoretical and clinical basis for comprehensive assessment and diagnosis in primary health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: Undergraduate Health Assessment course (minimum of a B). If a student has a "C" in physical assessment, proficiency may be demonstrated. NURS 6003 or concurrent enrollment. [NOTE: FNP and Adult Health students are required to take the semester immediately prior to beginning clinical portion of FNP or Adult Health option]. Prerequisites for NA students are NURS 6223 and NURS 6233

PG 252

NURS 6443 Advanced Adult Health Nursing I
Study of problems of adult populations including geriatric populations with acute illnesses. Emphasis on theories, models and concepts that facilitate recovery and return to optimal health. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402. NURS 6453

Advanced Adult Health Nursing II Study of problems with adult populations including geriatric populations with chronic illness. Emphasis on theories, models and concepts that facilitate maintenance of chronic health problems and contribute to quality of life. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.

DOCTOR OF NURSING PRACTICE

Offered through ASTATE Online Learning Services

The Doctor of Nursing Practice (DNP) is offered as a post-masters nursing degree. The practice focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice. The DNP Program refl ects the DNP Standards and Essentials as described by the American Association of the Colleges of Nursing (AACN) and the National League for Nursing Accrediting Commission (NLNAC).

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Application Deadlines

Application deadline is October 1st each year to begin study in the spring semester. Students may acquire detailed information about the application process and pre-requisite courses by contacting the School of Nursing at 870-972-3074 or visitng the website at: http://www.astate.edu/college/conhp/departments/nursing.

Course Requirements

The post-masters's Doctor of Nursing program requires full-time study. The curriculum of 41 credit hours, includes three clinical internship courses requiring 540 clinical clock hours. The DNP plan of study is as follows:

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Spring
NURS 8235 Doctor of Nursing Practice Evidence Based Project
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Minimum number of credit hours required for the DNP= 41credit hours
Minimum Clinical Clock Hours = 540

MASTER OF SCIENCE IN NURSING (M.S.N.) DEGREE

The M.S.N. program prepares nurses with the complex practice skills and theoretical knowledge necessary for advanced nursing practice in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced practice roles and the foundation for doctoral study in nursing.

The Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Telephone 404-975-5000, Fax 404-975-5020).

The program is designed for individuals who hold the Bachelor of Science in Nursing degree. Students who have successfully completed the B.S.N. can apply for the program . A Graduate Information Guide (GIG) is available that explains policies and requirements unique to the graduate nursing program. All students on admission are required to attend orientation 230

to the MSN program.

MSN students are required to successfully complete a comprehensive exam or thesis (with a minimum of 6 credit hours) during their plan of study. Students selecting thesis must be continuously enrolled in thesis credits until graduation. Students considering doctoral . education are strongly encouraged to select the thesis option.

Admission Requirements

Students seeking admission into the Master of Science in Nursing program must meet the admission requirements of the Graduate School and the specifi c program requirements. Completed Graduate School application forms and School of Nursing application forms must be received in the Graduate School by the deadline specifi c to each program for applicants seeking admission for full or part time study. Visit the ASU Graduate School website http://www.astate.edu/info/admissions/graduate, for admission requirements and application deadlines.

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In addition to the general requirements for graduate degrees conferred by the Graduate School, applicants to the M.S.N. program must:

- Hold a Baccalaureate degree in nursing (BSN) from an accredited institution.
- Have a minimum Cumulative Grade Point Average of 3.0 (4.0 scale) overall or 3.0 on the last 60 hours of undergraduate work.
- Hold a current, unencumbered license to practice as a Registered Nurse. The unencumbered RN license must be active in the state where clinical practice is scheduled or a compact state.
- Individuals admitted pending NCLEX-RN examination results are required to withdraw from the program at the end of the fi rst semester if the examination is not passed. The individual may reapply for admission upon successful completion of the licensing examination.
- Have successfully completed a graduate-level descriptive and inferential statistics course with a grade of B or above.

Evidence of the following is required before registering for each clinical course or practicum.

1. CPR certifi cation (professional level) valid through the academic year.
2. TB skin test/chest x-ray valid through the academic year.
3. Evidence of Hepatitis B immunization or signed declination statement.
4. Evidence of Infl uenza vaccation.
5. Copy of professional liability insurance. Minimum 1,000,000/3,000,000.
6. Copy of unencumbered RN license valid in the state of practice.
7. Verifi ed Credentials

CRIMINAL BACKGROUND CHECKS

Arkansas law requires that applicants for licensure, including advanced practice licensure, submit to criminal background checks. Students graduating and planning on applying for advanced practice licensure should submit applications four (4) to six (6) months in advance of graduation in order to allow time for processing.

Page 250

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Page 252

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NURS 6453 Advanced Adult Health Nursing II Study of problems with adult populations including geriatric populations with chronic illness. Emphasis on theories, models and concepts that facilitate maintenance of chronic health problems and contribute to quality of life. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.

Revised 3/08/13

MCOM 6303 Amended With Revisions requested in 1/16/2015 GC Meeting

Code # Enter text...

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 pheath@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

Department Chair:

10/9/2014
College Curriculum Committee Chair

10/9/2014
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

10/9/2014
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

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

MCOM6303

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

Media, Heritage, and Cultural Identity

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

(Amended)

Signature Page

Revised 3/08/13

GC Mtg 01/16/15
Moved to accept with revision to Box 16 so that course outlines has 14 weeks rather than just 13.

Code # Enter text...

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.

	10/9/2014		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	10/9/2014		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	10/9/2014		11-3-14
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	10/9/2014		10/9/2014
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

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MCOM6303

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

Media, Heritage, and Cultural Identity

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

. 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)?
Graduate

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Media, Heritage, and Cultural Identity analyses various forms of media to better understand how media contributes to cultural identity and heritage.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Enrollment in the Mass Communication program

b. Why?
This course is an elective in the Mass Communication Graduate program

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Michael Bowman
mbowman@astate.edu
972-3429

11. Proposed Starting Term/Year
Spring 2015

12. Is this course in support of a new program? No
If yes, what program?
NA

13. Does this course replace a course being deleted? No
If yes, what course?
NA

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO

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

Yes/No

15. Justification should include:

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

Enter text...

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.

Students enrolled in Mass Communication courses learn to gather, organize, synthesize and communicate information professionally in a democratic, multi-cultural society. Studies learn to think critically about the impact media has on the construction of cultural identity and heritage in a democratic, multi-cultural society. This course is not mandated by accrediting or certifying agency.

c. Student population served.

ASU graduate students

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

Enter text...

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

Week One: Introduction to course and discussion of terms
Week Two: Media Studies and Media Theory
Week Three: Media Organizations
Week Four: The Production of Mediated Reality
Week Five: Paper Proposal Presentations
Week Six: Media Narrative Analysis
Week Seven: The Interpretation of Meaning in the Media
Week Eight: The Production of Identity in the Media
Week Nine: Media Consumption in Society
Week Ten: Media Ideology
Week Eleven: Media Globalization
Week Twelve: Media and Politics
Week Thirteen: Project presentations
Week Fourteen: Project presentations

Final Exam

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

Major project : Paper (minimum length 15 pages) analyzing a contemporary example of media as it relates to cultural and heritage identification. This paper must include a theoretical approach relating to media, culture, and heritage. Student must meet with instructor at least twice throughout the semester concerning this project — first, to clear the topic/gain approval and discuss approaches and sources, and second, to report on progress to date. Counts for 30% of grade for course

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

NA

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

NA

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

This course will explore how media is instrumental in transmitting heritage and cultural identity to individuals, groups, and nations.

21. Reading and writing requirements:

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

Media Making: Mass Media in Popular Culture, 2nd Edition, Sage Publications, 2006
Lawrence Grossberg, Ellen Wartella, D. Charles Whitney, J. Macgregor Wise
Mass Communication Journal articles - TBA

b. Number of pages of reading required per week: 25-50 pages per week

c. Number of pages of writing required over the course of the semester: 50-75 pages per week

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Identify how media representations contribute to identity formation (personal, group, national, global, etc.) and heritage transmission.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Media Deconstruction Assignments – Students will select examples of media and identify and analyze elements (words, video, editing, photographs, etc.) that contribute to identity formation and heritage transmission.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will provide a written summary accompanied by a class discussion of the media deconstruction assignment

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Use cultural studies principles, textual analysis and other theoretical approaches to examine the relationship between media representations and the formation of cultural identity and heritage transmission.

Learning Activity:
A major writing project integrating media or cultural studies theory to analyze how media contributes to the formation of cultural identity and heritage transmission.

Assessment Tool:
In addition to grading the major writing project, the student must present his/her research to the class.

Outcome #3:
Articulate critical arguments, through written assignments and oral presentations, the role media plays in the formation of cultural identity and heritage transmission.

Learning Activity:
Written summaries and classroom discussions of media deconstruction, a major writing assignment critically analyzing media's role in formation of cultural identity and heritage

transmission, and classroom presentations of written major project and media deconstruction assignments.

Assessment Tool:

A final essay exam will be used to measure the student's critical thinking skills regarding the formation of cultural identity and heritage transmission.

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

a. Global Awareness
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☒ Indirectly
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...

MCOM 6163 Applied Research in Mass Communications Guided research dealing with practical problems in mass communications. A primary outcome of the course will be a formal research paper acceptable for publication. Prerequisite: MCOM 6053.

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

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

MCOM 6303 Media, Heritage, and Cultural Identity **Course analyses various forms of media to better understand how media contributes to cultural identity and heritage.**

MCOM 670V (1-6 hours) Thesis

MCOM 680V (1-3 hours) Independent Study

Journalism

JOUR 5043 Studies in Newspaper Management Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.

JOUR 5053 Public Affairs Reporting Instruction and practice in gathering material and writing stories on public affairs; emphasis on courts and government. Requires two hours of laboratory work per week. Prerequisite: JOUR 2013.

JOUR 5083 Sports, Business and Opinion Writing Techniques of news-writing and information gathering in business and sports reporting. Techniques of opinion writing. Prerequisite: C or better in JOUR 2013 or permission of professor or chair.

JOUR 5113 Integrated Communications Strategies Focuses on the strategic integration of various channels and methods of communication for the purpose of delivering key messages to diverse target audiences in order to elicit responses, create a dialogue and engender relationship-building. Prerequisites: JOUR 3023; PR 3003; or MKTG 3013.

JOUR 5213 Social Media in Strategic Communication This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries. We will explore and apply social media tools, integrating them into an organization's overall communication strategy.

JOUR 5323 Race, Gender and Media Survey of the interface between Americans and the mass media in the United States.

Revised 1/17/13

Amended ME 5503 (With Required Revisions Requested in Jan 2015 GC Meeting)

Code # ENGR 001

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

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

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

Brandon Kemp 1/5/2015
College Curriculum Committee Chair

Paul Mixon 1/7/15
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

ENTER DATE... 01-08-15
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1.Contact Person (Name, Email Address, Phone Number)
Shivan Haran; sharan@astate.edu; (870) 972-2088
Brandon Kemp; bkemp@astate.edu; (870) 972-2088

2.Proposed Change
Change Pre-requisite and Co-requisite for

ME 5503 Fluid and Thermal Energy Systems

- Pre-requisite:
  - Current: ENGR 3443 Engineering Thermodynamics I, ENGR 3473 Fluid Mechanics
  - Change to: ME 3533 Engineering Thermodynamics II and ME 4553 Heat Transfer
- Co-requisite:

Revised 1/17/13

Signature Page

Code # ENGR 001

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☒ **Graduate Council** - Prir ginnis@astate.edu

GC Mtg 01/16/15
Moved to approve with understanding that references to dual listing and frequency be removed.

Bulletin Change
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ENTER DATE... **Department Curriculum Committee Chair**	ENTER DATE... **COPE Chair (if applicable)**
ENTER DATE... **Department Chair:**	ENTER DATE... **General Education Committee Chair (If applicable)**
Brandon Kemp 1/5/2015 **College Curriculum Committee Chair**	ENTER DATE... **Undergraduate Curriculum Council Chair**
Paul Mixon 1/7/15 **College Dean**	ENTER DATE... **Graduate Curriculum Committee Chair**
	ENTER DATE... **Vice Chancellor for Academic Affairs**

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Brandon Kemp; bkemp@astate.edu; (870) 972-2088

2.Proposed Change
Change Pre-requisite and Co-requisite for

ME 5503 Fluid and Thermal Energy Systems

- Pre-requisite:
  - Current: ENGR 3443 Engineering Thermodynamics I, ENGR 3473 Fluid Mechanics
  - Change to: ME 3533 Engineering Thermodynamics II and ME 4553 Heat Transfer
- Co-requisite:

- Current: ME 4553 Heat Transfer
- Change to: **None**

3.Effective Date
Fall 2015

4.Justification
This course requires ME 3533 Engineering Thermodynamics II instead of ENGR 3443 Engineering Thermodynamics I to apply advanced topics on various engineering cycles for term project. ENGR 3473 Fluid Mechanics is removed because it is already a pre-requisite for ME 4553 Heat Transfer. ME 4553 has been added as a pre-requisite because topics from that course are expanded upon early in the ME 4503 course such that the current co-requisite designation is insufficient for expected student performance.

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Pg. 167, 2014-2015 Graduate Bulletin

ENGR 689V Thesis

ME 5503. Fluid and Thermal Energy Systems Analysis and design of components, systems, and processes using the fundamentals presented in Thermodynamics, Fluid Mechanics, and Heat Transfer. . ~~**Corequisite, ME 4553**~~. Prerequisites, C or better in ~~**ENGR 3473 and ENGR 3443**~~ **ME 3533 and ME 4553**.

ME 5523. Introduction to Finite Element Analysis Theory and application of energy concepts and structural mechanics required for the development of finite element methods are presented. Applications to beams, trusses, torsion, etc. are presented. Prerequisites, C or better in ENGR 2413.

Amended ME 5613 (With Required Revisions Requested in Jan 2015 GC Meeting)

Revised 1/17/13

Code # ENGR 002

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

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

ENTER DATE... **Department Curriculum Committee Chair**

ENTER DATE... **Department Chair:**

Brandon Kemp 1/5/2015 **College Curriculum Committee Chair**

Paul Mixon 1/7/15 **College Dean**

ENTER DATE... **COPE Chair (if applicable)**

ENTER DATE... **General Education Committee Chair (If applicable)**

ENTER DATE... **Undergraduate Curriculum Council Chair**

05-08-15 **Graduate Curriculum Committee Chair**

ENTER DATE... **Vice Chancellor for Academic Affairs**

1.Contact Person (Name, Email Address, Phone Number)
Shivan Haran; sharan@astate.edu; (870) 972-2088
Brandon Kemp; bkemp@astate.edu; (870) 972-2088

2.Proposed Change
Change Pre-requisite, change Time of offering, and fix bulletin placement for

ME 5613 Introduction to Mechatronics; ~~Dual listed as ME 4613~~

- Pre-requisite:
  - Current: ME 3613 Control Systems for ME
  - Change to: **ENGR 3423 Dynamics and ENGR 2403 Statics**
- When it's offered: Spring

Revised 1/17/13

Code # ENGR 002

Bulletin Change Transmittal Form

☐ **Undergraduate Curricu** GC Mtg 01/16/15 Moved to approve with understanding that references to dual listing and frequency be removed. onic copy.

☒ **Graduate Council** - Prin innis@astate.edu

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

ENTER DATE... **Department Curriculum Committee Chair**	ENTER DATE... **COPE Chair (if applicable)**
ENTER DATE... **Department Chair:**	ENTER DATE... **General Education Committee Chair (If applicable)**
Brandon Kemp 1/5/2015 **College Curriculum Committee Chair**	ENTER DATE... **Undergraduate Curriculum Council Chair**
Paul Mixon 1/7/15 **College Dean**	ENTER DATE... **Graduate Curriculum Committee Chair**
	ENTER DATE... **Vice Chancellor for Academic Affairs**

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Brandon Kemp; bkemp@astate.edu; (870) 972-2088

2.Proposed Change
Change Pre-requisite, change Time of offering, and fix bulletin placement for

ME 5613 Introduction to Mechatronics; Dual listed as ME 4613

- Pre-requisite:
  - Current: ME 3613 Control Systems for ME
  - Change to: **ENGR 3423 Dynamics and ENGR 2403 Statics**
- When it's offered: Spring

- Change to: **Fall**

3.Effective Date
Fall 2015

4.Justification
The proposed change to the pre-requisites will adequately support the topics covered in this course.

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Pg. 168, 2014-2015 Graduate Bulletin

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. **Prerequisites, C or better in ENGR 2403 and ENGR 3423.** ~~**ME 3613**~~. ~~Dual listed as ME 4613~~. ~~**Spring.**~~ **Fall**.

ME 529V Special Topics in Mechanical Engineering Each special topic is selected on the basis of the needs of the graduate class.

Revised 3/08/13

This is the Amended Proposal submitted on 05/06/15 with the Requested Revisions from the October 2014 GC Meeting of the revised version of POSC 5323, submitted by Warren Johnson on 10/22/2014, with changes to the assessment section in response to feedback on the undergraduate version of the course by UCC.

Code # Enter text...

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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.

ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
Department Chair:

ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair

05-08-15 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
POSC 5323

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

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

Signature Page

Revised Version of POSC 5323, submitted by Warren Johnson on 10/22/2014, with changes to the assessment section in response to feedback on the Undergraduate version of the course by UCC.

Code # Enter text...

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Undergraduate Curr** ...nic copy.

x **Graduate Council** - Pri... ...is@astate.edu

Needs Changes to Assessment and terminology (as per GC 10/24/2014

x**New Course or** ☐ **Spe**...

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

16 Sep 14 ENTER DATE...
Department Curriculum Committee Chair

ENTER DATE...
COPE Chair (if applicable)

09-22-14 ENTER DATE...
Department Chair:

ENTER DATE...
General Education Committee Chair (If applicable)

23 Sept 2014 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

9-23-14 ENTER DATE...
College Dean

11-3-14 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
POSC 5323

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

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)?
Standard letter

5. 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 fewer) as it should appear in the bulletin.
Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
no

b. Why?

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Jacob Ausderan, jausderan@astate.edu, 870-972-2188

11. Proposed Starting Term/Year
Spring 2015

12. Is this course in support of a new program? No
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? no
If yes, what course?

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? no
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
This course will examine the history of American foreign policy, the primary foreign policy-making institutions and bureaucracies in the United States, public opinion on foreign policy topics, influences on public opinion, and some of the more important debates in contemporary foreign policy.

The goals for this course include increasing students' knowledge of the institutions and bureaucracies that make and influence U.S. foreign policy; increasing students' knowledge and understanding of societal influences – e.g. public opinion, political parties, the economy, and the media – on American foreign policy; promoting students' knowledge and understanding of various contemporary issues beyond everyday knowledge; the development of students' ability to analyze the strategic aims and implications of foreign policy actions (not just by the U.S., but by the other major powers as well); and the continued development of students' writing and public speaking skills.

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 will address several of the goals in the department's mission, including the expansion of students' understanding of government and cultures, the ability to build theory and apply it to problem solving, and the instilling of a desire for lifelong learning and citizen engagement.

c. Student population served.

graduate students

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

Students will be completing additional assignments compared to undergraduates that will help them fulfill the graduate program's vision, including the development of their analytical skills and the deepening of their substantive knowledge of political science in preparation for further study or employment.

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

Week 1	American Foreign Policy from the Revolution through WW2
Week 2	The Cold War and Beyond
Week 3	Competing Approaches to Analyzing Foreign Policy
Week 4	Globalization and Foreign Policy
Week 5	Legislative vs. Executive Branches
Week 6	Foreign Policy Bureaucracy
Week 7	Public Opinion and Interest Groups
Week 8	American Relations with Europe During and After the Cold War
Week 9	The U.S. and Africa
Week 10	Inter-American Relations
Week 11	The U.S. and China (and East Asia at-large)
Week 12	The U.S. and Israel
Week 13	Grand Strategies for Terrorism, the Middle East, and Beyond
Week 14	Graduate Student Presentations

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

Two exams, two short writing assignments, and a policy analysis project including a research paper and in-class presentation.

[FYI: Undergraduate requirements are two exams, three short writing assignments, and participation during graduate student presentations.]

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

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

20. What is the primary intended learning goal for students enrolled in this course?
Students will be able to analyze foreign policy actions of the United States and other countries, keeping in mind historical, structural, and political considerations.

21. Reading and writing requirements:
a. Ray, James Lee. *American Foreign Policy and Political Ambition*. 2nd Edition. CQ Press.

Houghton, David Patrick. *The Decision Point: Six Cases in U.S. Foreign Policy Decision-Making*. 1st Edition. Oxford University Press.

b. Number of pages of reading required per week: Approximately 60 pages
c. Number of pages of writing required over the course of the semester: approximately 30 pages.

22. High-Impact Activities (Check all that apply)
- ☐ Collaborative assignments
- ☐ Research with a faculty member
- X Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other Explain: Enter text...

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will be able, given a specific foreign policy problem, to apply findings from strategic theory to elaborate policy options given institutional constraints.

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will be assigned varying papers that demonstrate applications of findings from strategic theory to fully elaborate policy options. Students will be grades with rubrics that score the quality of analytical rigor and rank order the quality of proposed policy options.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will be able to perform research explaining a specific foreign policy decision, including a thorough analysis of the strategic aims and implications of those decisions.

Learning Activity:

Lectures, readings, preparation of research, and a Q&A session after an in-class presentation of their research

Assessment Tool:

Research paper and in-class presentation with defense. Scoring rubrics will be used to judge the quality of writing, analytical techniques and overall quality. Presentations will be scored via a common presentation rubric used throughout the department.

Outcome #3:

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

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

a. Global Awareness

☐ Minimally
☐ Indirectly
x Directly

b. Thinking Critically

☐ Minimally
☐ Indirectly
x Directly

c. Using Technology

x Minimally
☐ Indirectly
☐ Directly

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Paste bulletin pages here...

P. 206, 2013-2014 Graduate

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

POSC 5323. Foreign Policy Analysis. INTERNATIONAL POLITICS. Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy.

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 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.

ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: Robert D. Engelken **Date:** April 3, 2014

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status: College of Engineering

Signature of Originator: Brandon Kemp

Digitally signed by Brandon Kemp
DN: cn=Brandon Kemp, o=ASU, ou=College of Engineering, email=bkemp@astate.edu, c=US
Date: 2015.04.03 14:36:42 -05'00'

Originator must be a department/program graduate faculty and chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/ program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV edited to include only activity from last six years to indicate how they met qualifications.

Terminal Degree:
Ph. D. in Electrical Engineering
University of Missouri-Rolla

2 - Refereed Journal publications.
5 - Refereed Conference proceedings.
47 - Other non-refereed publications and presentations to learned forums
Co-investigator on 5 extramural grants.
Presently supervising 4 Ph. D. students.

(X) **Regular Graduate Faculty Status Renewed**
Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

( ) **Regular Graduate Faculty Status Not Renewed,** see Explanation below

Signature of Graduate Council Chair: William McLean

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

ARKANSAS STATE UNIVERSITY

COLLEGE OF ENGINEERING
P. O. Box 1740, State University, AR 72467| o: 870-972-2088| f: 870-972-3948

March 9, 2015

To the Graduate Council:

The College of Engineering Graduate Committee voted unanimously on Monday, March 6, 2015 to recommend Dr. Robert Engelken for a Regular Graduate Faculty Appointment. The committee found that Dr. Engelken meets or exceeds the requirements in all three areas. Dr. Engelken is a full-time faculty member with a Ph.D. in electrical engineering. During the past six years, he has published 2 refereed journal articles and 5 refereed conference proceedings. His involvement with 5 extramural grants has helped fund graduate student projects. He is currently supervising 4 doctoral students in the EVS program.

Sincerely,

Brandon A. Kemp, Ph. D., P. E.
Associate Professor of Electrical Engineering
Chair, College of Engineering Graduate Committee

Robert D. Engelken, Ph.D., P.E.

Professor of Electrical Engineering
Arkansas State University

Education

Ph.D. - Electrical Engineering, University of Missouri – Rolla (1983)
M.S.E.E. - University of Missouri – Rolla (1980)
B.S. - Physics, Arkansas State University (1978)

Professional and Honorary Societies

1. Professional Engineer - Arkansas
2. The Electrochemical Society.
3. Institute of Electrical and Electronics Engineers (IEEE).
4. American Society for Engineering Education (ASEE).
5. Eta Kappa Nu.
6. Phi Kappa Phi.
7. Sigma Pi Sigma
8. Missouri University of Science and Technology Academy of Electrical and Computer Engineers (inducted 2012).

Contributions to Graduate Education

Dissertation Supervision

Maqsood Ali Mughal, Ph. D. Environmental Sciences (in progress)
Michael Jason Newell, Ph. D. Environmental Sciences (in progress)
Joshua Vangilder, Ph. D. Environmental Sciences (in progress)
Shyam Thapa, Ph. D. Environmental Sciences (in progress)

Courses Taught

EE 5713 Semiconductor Materials and Devices II (Spring 2012)

Independent Study/Dissertation Supervision

ESCI 713V IND RES INV ENV BENIGN BINDERS (Spring 2012)
ESCI 713V ELEC POS OF COPPER INDIUM SULF (Spring 2012)
ESCI 889V DIS OPTIM FOR BIOFUEL PELLETS (Spring 2012)
ESCI 713V IND RES PHYSICAL CHEMISTRY (Fall 2012)
ESCI 713V IND RES LAB VIEW PROGRAMMING (Fall 2012)
ESCI 713V IND RES INSTRUMENTATION (Fall 2012)
ESCI 889V DISSERTATION (Fall 2012)
ESCI 713V IND RES ELEC DEPOSITION TECHNQ (Spring 2013)
ESCI 713V IND RES PHYSICAL CHEMISTRY II (Spring 2013)
ESCI 713V IND RES SEMICOND ELEC POSITION (Spring 2013)
ESCI 713V IND RES BIOFUEL PELLETS (Spring 2013)
ESCI 889V DIS NUTRIENT REDUCTION DESIGN (Spring 2013)

ESCI 713V IND RES ELEC REST POTENTIALS (Fall 2013)
ESCI 713V IND RES SEMI FILM DEP AND CHAR (Fall 2013)
ESCI 713V IND RES ALT ENERGY SOL BIOFUEL (Fall 2013)
ESCI 889V DIS ALT ENERGY SOLID BIOFUELS (Fall 2013)
ESCI 713V IND RES SEMICONDUCTOR RESEARCH (Spring 2014)
ESCI 713V IND RES PHOTOVOLTAICS (Spring 2014)
ESCI 713V IND RES BIOFUEL PELLETS (Spring 2014)
ESCI 889V DIS BIOFUL PELLETS (Fall 2014)
ESCI 713V IND RES SEMICONDUCTOR RESEARCH (Fall 2014)
ESCI 713V IND RES PHOTOVOLTAICS (Fall 2014)
ESCI 713V IND RES BIOFUEL PELLETS (Fall 2014)
ESCI 889V DIS BIOFUL PELLETS (Fall 2014)
ESCI 713V INDEPENDENT RESEARCH IN ENVIRONMENTAL SCIENCES (Spring 2015)
ESCI 889V DIS ELECTRODEPOSITION INDIUM (Spring 2015)
ESCI 889V DIS QUASI REST POT ELECTRODEPOSITIO (Spring 2015)
ESCI 889V DISSERTATION RESEARCH (Spring 2015)

Funded Research and Educational Projects

1. “Photoconductive and Photovoltaic Arrays of Indium (III) Sulfide Nanostructures for NASA-Relevant Light Detection, Sensor, and Energy Conversion Applications”, with Tansel Karabacak, Hye-won Seo, and Keith Hudson (University of Arkansas-Little Rock)-Principal Investigators, NASA/Arkansas Space Grant Consortium EPSCoR Program, 1/1/2010-12/31/2012, Total Award Amount: $275,000 (ASU portion over three years).
2. “AR ASSET II-VICTER (Vertically Integrated Center for Transformative Energy Research)”, Alan Mantooth (University of Arkansas-Fayetteville) and Gail McClure (Arkansas Science and Technology Authority)-Principal Investigators, National Science Foundation EPSCoR Program, 10/1/2010-9/30/2015, $1,125,000 (ASU portion over five years).
3. “Acquisition of a DSC (Differential Scanning Calorimetry) System for R&D at CESUR (Center for Efficient and Sustainable Use of Resources) of Arkansas State University”, Kwangkook Jeong (ASU)-Principal Investigator et al., NSF MRI Program, 08/01/2011 to 07/31/2012, $138,482.
4. “Optimization of Binders, Encapsulants, and Preservatives for Biofuel Pellets”, with Environmental Science Ph.D. student Shyam Thapa, ASU Judd-Hill Foundation Grant, $5560.00, 8/15/2011-6/30/2012.
5. “Creating Science, Technology, Engineering, and Mathematics (STEM) Teachers for Arkansas’s Future”, with P.I. Anne A. Grippo, J. Tillman Kennon, J. Michael Hall, Robert Engelken, Karen Yanowitz, and Jannie Trautwein, National Science Foundation Robert Noyce Scholarship Program, $899,988, 2009-2014.

Publications

(* - ASU undergraduate research assistant; ** - ASU graduate research assistant)

Refereed Journal

1. Liangmin Zhang, Robert Engelken, and Deliang Cui, “Theoretical Modeling of Measured Photocurrent Dynamics in Dye-Sensitized Nanostructured TiO_2 Solar Cells”, Journal of Physical Chemistry C, 116, 1293-1297 (2012).

2. M. F. Cansizoglu (UALR), R. Engelken, H.-W. Seo (UALR), and T. Karabacak (UALR-head author), “High Optical Absorption of Indium Sulfide Nanorod Arrays Formed by Glancing Angle Deposition”, ACS Nano, 4, 733 (2010).

Refereed Conference Proceedings

1. Mughal, M.A., Newell, M.J., Vangilder, J., Thapa, S., Hall, J., McNew, D., Felizco, F., Wood, K., Engelken, R., Carroll, B.R., and Johnson, J.B., “Statistical Analysis of Electroplated Indium (III) Sulfide (In_2S_3) Films, a Potential Buffer Material for Photovoltaic Systems, Using Organic Electrolytes”, Full-length paper associated with Maqsood Ali Mughal’s presentation, Proceedings of the 2013 Nanotech Conference and Exposition, Washington D.C., May 2013.

2. M. Jason Newell**, R. Engelken, M.A. Mughal**, J. Hall*, S. Thapa**, J. Vangilder*, F. Felizco*, Z. Hill*, D. McNew*, and B.R. Carroll. "Elemental Sulfur-based Electrodeposition of Indium Sulfide Films." Proceedings of the 2011/37th IEEE Photovoltaic Specialists Conference (Seattle, WA): 5 pages. Presentation by Newell on 6-22-2011.

3. R. Engelken, “Participation of Undergraduates in Engineering Research: Evolving Paradigms over Three Decades of Change”, 2010 Annual Conference and Exposition of the American Society for Engineering Education (ASEE) (June 20-23, 2010, Louisville, Kentucky), Session 2632, Conference Proceedings on CD, 15 pages.

4. R. Engelken, “The ‘Rescuer from Afar’ Syndrome: Cautions for The New Engineering Educator, or Things Aren’t Always as They Seem”, 2010 Annual Conference and Exposition of the American Society for Engineering Education (ASEE) (June 20-23, 2010, Louisville, Kentucky), Session 1475, Conference Proceedings on CD, 14 pages.

5. R. Engelken, “Building Academic Vision upon Academic Wealth and Balance: Perspectives from Two Decades Down the Road”, 2009 Annual Conference and Exhibition of the American Society for Engineering Education, Austin, TX, June 16, 2009, Session 2675, Full-length paper published in Conference Proceedings on CD, 15 pages.

Other Publications/Presentations

1. M. F. Cansizoglu (UALR), R. Engelken, H.-W. Seo (UALR), and T. Karabacak (UALR), “High Optical Absorption of Indium Sulfide Nanorod Arrays Formed by Glancing Angle Deposition”, Materials Research Society Symposium Proceedings, 1165, 355 (2010).
2. J. Vangilder* , R. Engelken, F. Felizco*, J. Hall*, Z. Chaudhury, S. Thapa**, T. Karabacak (UALR), M.F. Cansizoglu** (UALR), and H.-W. Seo (UALR), “Formation of Nano-Indium Sulfide/Cadmium Telluride Structures by Combined Evaporation and Electrodeposition Processes”, 94th Annual Meeting of the Arkansas Academy of Science, April 9, 2010, Little Rock, Arkansas.
3. F. Felizco* R. Engelken, J. Vangilder*, J. Hall*, S. Thapa**, and Z. Chaudhury, “Synthesis of Bismuth (III) Sulfide Nano/Micro Powders from Low Cost/Low Hazard Thiosulfate Baths and Vacuum Deposition and Spray Deposition of Such”, 94th Annual Meeting of the Arkansas Academy of Science, April 9, 2010, Little Rock, Arkansas.
4. M. F. Cansizoglu (UALR), R. Engelken, H.-W. Seo (UALR), and T. Karabacak (UALR), “High Optical Absorption of Indium Sulfide Nanorod Arrays Formed by Glancing Angle Deposition, Poster Presentation by UALR Graduate Student Cansizoglu, 94th Annual Meeting of the Arkansas Academy of Science, April 9, 2010, Little Rock, Arkansas.
5. T. Karabacak (UALR), R. Engelken, and H.-W. Seo (UALR), “Photoconductive and Photovoltaic Arrays of Inorganic Semiconductor Nanostructures for NASA-relevant Light Detection, Sensor, and Energy Conversion Applications”, Arkansas NASA EPSCoR Conference, Winthrop Rockefeller Institute, Morrilton, Arkansas, April 17, 2010.
6. Joshua Vangilder*, Robert Engelken, Frederick Felizco*, John Hall*, Maqsood Ali Mughal**, Jason Newell**, and Shyam Thapa**, “Electrodeposition of Indium Sulfide-based P-n Junction Structures”, Presented by Vangilder at the Fall 2010 Meeting of the Midsouth Inorganic Chemists Association, Jonesboro, AR, October 9, 2010.
7. Frederick Felizco*, Robert Engelken, Joshua Vangilder*, John Hall*, Maqsood Ali Mughal**, Jason Newell**, and Shyam Thapa**, “Improvement in Photoconductance of Chemically Deposited Bismuth Sulfide Films by Annealing”, Presented by Felizco at the Fall 2010 Meeting of the Midsouth Inorganic Chemists Association, Jonesboro, AR, October 9, 2010.
8. M. Jason Newell**, R. Engelken, M.A. Mughal**, J. Hall*, S. Thapa**, J. Vangilder*, F.
9. Felizco*, Z. Hill*, D. McNew*, and B.R. Carroll. "Elemental Sulfur-based Electrodeposition of Indium Sulfide Films." Proceedings of the 2011/37th IEEE Photovoltaic Specialists Conference (Seattle, WA): 5 pages. Presentation by Newell on 6-22-2011.
10. Maqsood Ali Mughal**, Robert Engelken, John Hall*, Jason Newell**, Joshua Vangilder*, and Frederick Felizco*, “Electrodeposition of Indium Sulfide Films from Organic Electrolytes”, 53rd TMS Electronic Materials Conference and Exhibition, Santa Barbara, CA, June 22-24, 2011. Abstract published in conference program; presentation by Mughal on 6-22-2011.
11. Jason Newell**, Robert Engelken, Maqsood Ali Mughal**, Shyam Thapa**, Joshua Vangilder*, and Frederick Felizco*, “Survey of the Case for the Environmental Efficacy of Cadmium Telluride Solar Cells”, Presented by Newell at the 95th Annual Meeting of the Arkansas Academy of Science, April 8-9, 2011, Monticello, AR.

12. Joshua Vangilder*, Robert Engelken, Frederick Felizco*, John Hall*, David McNew*, and Zachery Hill*, “Improvement of Electrodeposited Cadmium Telluride Film Uniformity and Adherence by pH, Temperature, and Mass Transport Control”, Presented by Vangilder at the 95th Annual Meeting of the Arkansas Academy of Science, April 8-9, 2011, Monticello, AR.
13. Frederick Felizco*, Robert Engelken, Joshua Vangilder*, John Hall*, Jason Newell**, and Shyam Thapa**, “Improvement in Photoconductance of Chemically Deposited Bismuth Sulfide Films by Annealing”, Presented by Felizco at the 95th Annual Meeting of the Arkansas Academy of Science, April 8-9, 2011, Monticello, AR.
14. John Hall*, Robert Engelken, Maqsood Ali Mughal**, Joshua Vangilder*, Jason Newell**, and Frederick Felizco*, “Electrodeposition of Indium Sulfide Films from Organic Electrolytes – Part I”, Presented by Hall at the 95th Annual Meeting of the Arkansas Academy of Science, April 8-9, 2011, Monticello, AR.
15. Maqsood Ali Mughal**, Robert Engelken, Jason Newell**, Joshua Vangilder*, John Hall*, Frederick Felizco*, and Shyam Thapa**, “Electrodeposition of Indium Sulfide Films from Organic Electrolytes – Part II”, Presented by Mughal at the 95th Annual Meeting of the Arkansas Academy of Science, April 8-9, 2011, Monticello, AR. Mughal won the first place award for Best Graduate Student Oral Presentation in Physical Science.
16. Shyam Thapa**, Robert Engelken, Jason Newell**, Maqsood Ali Mughal**, Frederick Felizco*, and Joshua Vangilder*, “Optimization and Characterization of Binders, Encapsulants, and Densification for Biofuel Pellets”, Presented by Thapa at the 95th Annual Meeting of the Arkansas Academy of Science, April 8-9, 2011, Monticello, AR. Thapa won the second place award for Best Graduate Student Oral Presentation in Physical Science.
17. Robert Engelken, Jason Newell**, Maqsood Ali Mughal**, Shyam Thapa**, Joshua Vangilder*, John Hall*, Frederick Felizco*, Zachery Hill*, and David McNew*, “NASA, NSF, and NIH-funded Photovoltaic/Optoelectronic Materials Research at Arkansas State University”, Presented by Engelken at the 2011 Annual Renewable Energy Conference, Jonesboro, AR, April 18, 2011.
18. Shyam Thapa**, Robert Engelken, Jason Newell**, Maqsood Ali Mughal,** Frederick Felizco*, Joshua Vangilder*, John Hall*, David McNew*, Zachery Hill*, and Kevin Humphrey, “Optimization and Characterization of Binders, Encapsulants, Preservatives, and Densification for Biofuel Pellets”, Poster presentation by Thapa at the 2011 Annual Renewable Energy Conference, Jonesboro, AR, April 18, 2011.
19. John Hall*, Robert Engelken, Maqsood Ali Mughal**, Joshua Vangilder*, Jason Newell**, and Frederick Felizco*, “Electrodeposition of Indium Sulfide Films from Organic Electrolytes – Part I”, Presented by Hall on March 29, 2011 at the ”Create@StAte” student research symposium, Jonesboro AR.
20. Maqsood Ali Mughal**, Robert Engelken, Jason Newell**, Joshua Vangilder*, John Hall*, Frederick Felizco*, and Shyam Thapa**, “Electrodeposition of Indium Sulfide Films from Organic Electrolytes – Part II”, Presented by Mughal on March 29, 2011 at the ”Create@StAte” student research symposium, Jonesboro AR.
21. Jason Newell**, Robert Engelken, Maqsood Ali Mughal**, Shyam Thapa**, Joshua Vangilder*, and Frederick Felizco*, “Survey of the Case for the Environmental Efficacy of

Cadmium Telluride Solar Cells", Presented by Newell on March 29, 2011 at the "Create@StAte" student research symposium, Jonesboro AR.

22. Frederick Felizco*, Robert Engelken, Joshua Vangilder*, John Hall*, Jason Newell**, and Shyam Thapa**, "Improvement in Photoconductance of Chemically Deposited Bismuth Sulfide Films by Annealing", Presented by Felizco on March 29, 2011 at the "Create@StAte" student research symposium, Jonesboro AR.
23. Joshua Vangilder*, Robert Engelken, Frederick Felizco*, John Hall*, David McNew*, and Zachery Hill*, "Improvement of Electrodeposited Cadmium Telluride Film Uniformity and Adherence by pH, Temperature, and Mass Transport Control", Presented by Vangilder on March 29, 2011 at the "Create@StAte" student research symposium, Jonesboro AR. Vangilder won the award for best undergraduate student presentation in STEM (Science, Technology, Engineering, and Mathematics).
24. Shyam Thapa**, Robert Engelken, Jason Newell**, Maqsood Ali Mughal**, Frederick Felizco*, Joshua Vangilder*, John Hall*, David McNew*, Zachery Hill*, and Kevin Humphrey, "Optimization and Characterization of Binders, Encapsulants, and Densification for Biofuel Pellets". Presented by Thapa on March 29, 2011 at the "Create@State" student research symposium, Jonesboro AR. Thapa won the award for best graduate student presentation in STEM (Science, Technology, Engineering, and Mathematics), and best graduate student presentation overall.
25. R. Engelken (joint presenter) and B. Johnson (joint presenter), "Semiconductor Film/Nanomaterial Research at Arkansas State University as Part of the NSF/Arkansas EPSCoR ASSETT II/ VICTER Project", Official meeting of the entire multi-institutional ASSETT II/VICTER research team, Fayetteville, Arkansas, September 7, 2011.
26. John Hall*, Joshua Vangilder**, Maqsood Ali Mughal**, Michael Jason Newell**, Frederick Felizco**, David McNew*, Shyam Thapa**, and Elizabeth Hundley*-Student Research Assistants; Dr. Robert Engelken, Dr. Bruce Johnson, and Dr. Ross Carroll-Faculty Mentors, "Electrodeposition of Cadmium Telluride and Indium Sulfide Films for Photovoltaics", Poster presentation made by Hall and Vangilder on February 15, 2012 at the "STEM Posters at the Capitol" Event in the Arkansas Capitol Building in Little Rock.
27. Maqsood Ali Mughal**, Michael Jason Newell**, John Hall*, Joshua Vangilder**, Frederick Felizco**, David McNew*, Shyam Thapa**, and Elizabeth Hundley*-Student Research Assistants; Dr. Robert Engelken, Dr. Bruce Johnson, and Dr. Ross Carroll-Faculty Mentors, "Progress in Electrodeposition of Indium Sulfide and Copper Indium Sulfide Films for Potential Solar Cell Use", Poster presentation made by Mughal and Newell on February 15, 2012 at the "STEM Posters at the Capitol" Event in the Arkansas Capitol Building in Little Rock.
28. Shyam Thapa**, Frederick Felizco**, Joshua Vangilder**, Michael Jason Newell**, Maqsood Ali Mughal**, John Hall*, David McNew*, and Elizabeth Hundley*-Student Research Assistants; Dr. Robert Engelken-Faculty Mentor, "Research on Biofuel Pellets Made from Arkansas Crop Residues", Poster presentation made by Thapa on February 15, 2012 at the "STEM Posters at the Capitol" Event in the Arkansas Capitol Building in Little Rock.

29. Thapa, Shyam; Engelken, Robert; Humphrey, Kevin; McNew, David; Felizco, Frederick; Vangilder, Joshua; Hall, John; Hundley, Elizabeth R.; Mughal, Maqsood Ali;

and Newell, M. Jason, Progress on Biofuel Pellet Research, Arkansas State University "Create@StAte" Student Research Symposium, April 5, 2012, Arkansas State University, Jonesboro, Arkansas.

30. Newell, M. Jason; Mughal, Maqsood Ali; Engelken, Robert; Johnson, Bruce; Carroll, Ross; Vangilder, Joshua; Hall, John; Felizco, Frederick; McNew, David; Hundley, Elizabeth R.; and Thapa, Shyam, Rest Potential-Based Electrodeposition of Metal Sulfide Films, Arkansas State University "Create@StAte" Student Research Symposium, April 5, 2012, Arkansas State University, Jonesboro, Arkansas.

31. Vangilder, Joshua; Hall, John; Engelken, Robert; Johnson, Bruce; Carroll, Ross; Mughal, Maqsood Ali; Newell, M. Jason; McNew, David; Thapa, Shyam; and Hundley, Elizabeth R., Update: Cadmium Telluride and Indium Sulfide Film Electrodeposition, Arkansas State University "Create@StAte" Student Research Symposium, April 5, 2012, Arkansas State University, Jonesboro, Arkansas.

32. McNew, David; Hundley, Elizabeth R.; Engelken, Robert; Johnson, Bruce; Carroll; Ross, Mughal, Maqsood Ali; Newell, M. Jason; Vangilder, Joshua; Hall, John; and Felizco, Frederick, Comparison and Contrast of New Solar Cell Materials (Poster presentation), Arkansas State University "Create@StAte" Student Research Symposium, April 5, 2012, Arkansas State University, Jonesboro, Arkansas.

33. Newell, M. Jason; Mughal, Maqsood Ali; Engelken, Robert; Hall, John; Vangilder, Joshua; Felizco, Frederick; McNew, David; Thapa, Shyam; Hundley, Elizabeth R.; Johnson, Bruce; and Carroll, Ross, Electrodeposition of Copper Indium Disulfide Films Using Photovoltammetry and Rest Potentials, 96th Annual Meeting of the Arkansas Academy of Science, April 13-14, 2012, Southern Arkansas University, Magnolia, Arkansas.
34. Vangilder, Joshua; Engelken, Robert; Mughal, Maqsood Ali; Newell, M. Jason; McNew, David; Hall, John; Thapa Shyam; Hundley, Elizabeth R.; Johnson, Bruce; and Carroll, Ross, Optimization and Characterization of the Electrodeposition Process for CdTe for Potential Solar Cell Applications, 96th Annual Meeting of the Arkansas Academy of Science, April 13-14, 2012, Southern Arkansas University, Magnolia, Arkansas.
35. Mughal, Maqsood Ali; Engelken, Robert; Newell, M. Jason; Hall, John; Vangilder, Joshua; Felizco, Frederick; McNew, David; Thapa, Shyam; Hundley, Elizabeth R.; Johnson, Bruce; and Carroll, Ross, Taguchi Analysis and Characterization of Electrodeposited Indium (III) Sulfide (In_2S_3) Films for Use as Potential Buffer Layers in Solar Cells, 96th Annual Meeting of the Arkansas Academy of Science, April 13-14, 2012, Southern Arkansas University, Magnolia, Arkansas.
36. Thapa, Shyam; Engelken, Robert; Humphrey, Kevin; Vangilder, Joshua; Mughal, Maqsood Ali; Newell, M. Jason; McNew, David; Felizco, Frederick; Hall, John; and Hundley, Elizabeth R., Arkansas Crop Residues for Solid Biofuel Development in the Region, 96th Annual Meeting of the Arkansas Academy of Science, April 13-14, 2012, Southern Arkansas University, Magnolia, Arkansas.
37. Carroll, B.R., Watkins, K.; Engelken, R.; Mughal, M.A.; Newell, M.J.; Vangilder, J.; Felizco, F.; Hall, J.; McNew, D.; Hundley, E.R.; and Thapa, S, Thin Film Photovoltaics

Research at Arkansas State University, Twentieth Annual Arkansas Space Grant Symposium, April 20, 2012, Winthrop Rockefeller Institute, Morrilton, Arkansas.

38. Engelken, R.; Johnson, B.; Carroll, B.R.; Vangilder, J.; Mughal, M.A.; Newell, M.J.; Hall, J.; McNew, D.; Felizco, F.; and Thapa, S., Update of Photovoltaic Materials Research in the ASU Optoelectronic Materials Research Laboratory, Third Annual Renewable Energy Conference, November 5, 2012, Arkansas State University, Jonesboro, Arkansas.
39. Newell, M.J.; Mughal, M.A.; Vangilder, J.; Thapa, S.; Felizco, F.; Hall, J.; McNew, D.; Engelken, R.; Carroll, B.R.; and Johnson, J.B., *In-situ* Electrochemical Measurements in the Cu-In-S System, Annual Arkansas ASSET/VICTER Meeting, August 13-14, 2012, Springdale, Arkansas (Oral and Poster Presentations) .
40. Vangilder, J.; Engelken, R.; Johnson, J.B.; Carroll, B.R.; Felizco, F.; Newell, M.J.; Mughal, M.A.; Thapa, S.; McNew, D., and Hall, J., Investigation of CdTe Electrodeposition Using Gelatinous Solutions, Annual Arkansas ASSET/VICTER Meeting, August 13-14, 2012, Springdale, Arkansas (Oral and Poster Presentations) .
41. Mughal, M.A.; Newell, M.J.; Thapa, S.; Vangilder, J.; Felizco, F.; Hall, J.; McNew, D.; Engelken, R.; Carroll, B.R.; and Johnson, J.B., Progress and Challenges in Electrodeposition of Indium (III) Sulfide (In_2S_3) Films from Organic Electrolytes for Potential Solar Cell Use, Annual Arkansas ASSET/VICTER Meeting, August 13-14, 2012, Springdale, Arkansas (Oral and Poster Presentations) .
42. Thapa, S.; Engelken, R.; Newell, M.J.; Mughal, M.A.; Felizco, F.; Vangilder, J.; McNew, D.; and Hall, J., Ongoing Research on Biofuel Pellets Comprised of Crop Residues and Low Cost/Nontoxic Binders, Annual Arkansas ASSET/VICTER Meeting, August 13-14, 2012, Springdale, Arkansas (Poster Presentation).
43. McNew, D.; Felizco, F.; Vangilder, J.; Mughal. M.A.; Newell, M.J.; Hall, J.; Thapa, S.; Engelken, R.; Carroll, B.R.; Johnson, J.B., Refinement of Chemical Bath Deposition of $CuInS_2$ Thin Films, Annual Arkansas ASSET/VICTER Meeting, August 13-14, 2012, Springdale, Arkansas (Poster Presentation).
44. Vangilder, J., Engelken, R., Mughal, M. A., Newell, M.J., Semiconductor Film Electrodeposition Research at Arkansas State University, 97th Annual Meeting of the Arkansas Academy of Science, Little Rock, AR, April 5, 2013.
45. Mughal, M.A., Newell, M.J., Vangilder, J., Engelken, R., Thapa, S., Felizco, F., McNew, D., Wood, K., Johnson, B.J., and Carroll, B.R., Innovations in Semiconductor Electrodeposition, Poster Presentation, Third Annual CREATE@STATE Student Research Symposium, Jonesboro, AR, April 11, 2013.
46. Vangilder, J., Mughal, M.A., Newell, M.J., Engelken, R., Thapa, S., Felizco, F., McNew, D., Wood, K., Johnson, J.B., and Carroll, B.R., Electron Beam Vacuum Evaporation of Thin Films, Third Annual CREATE@STATE Student Research Symposium, Jonesboro, AR, April 11, 2013.
47. Engelken, R., “Educate, Enhance, Enrich”, Invited mini-essay on “e3”, part of ASU’s mission, ASU web site: www.astate.edu/a/academic-affairs-and-research/e3/index.dot, October, 2013.

ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: Jerry L. Farris **Date:** 03/10/15

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status: Environmental Sciences & Biological Sciences

Signature of Originator: Jerry Farris Bill McKay

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/ program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

Do Not Type 'See CV'. Briefly List the Evidence of Compliance with Program Guidelines Completed Within the Last 6 Years.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

- nine grants awarded
- three adjunct appointments
- three completed theses directed
- five graduate student committees, chaired
- five grad student comm. member
- 12 peer reviewed pubs.
- 10 published abstracts & presents.
- 13 invited presentations
- Teaching, Service & Reviews as listed.

(X) **Regular Graduate Faculty Status Renewed**
Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

( ) **Regular Graduate Faculty Status Not Renewed,** see Explanation below

Signature of Graduate Council Chair: William McLean

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

Curriculum Vitae

Jerry Lin Farris

Department of Biological Sciences Arkansas State University
PO Box 599, State University, Arkansas 72467 870.680.8151 jlfarris@astate.edu

PROFESSIONAL PREPARATION

Arkansas State University, State Univ., Arkansas. B.S., Zoology, 1979
University of Oklahoma Field Biological Station, Kingston, OK. Summer Session in Algal and Field Ecology, 1980
Arkansas State University, State Univ., Arkansas. M.S., Biology, 1981.
Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Ph.D., Zoology, 1986.

APPOINTMENTS

Virginia Polytechnic Institute and State University
- Post-doctoral Research Associate in Zoology, 1986
- Research Scientist in Zoology, 1987-1990
- Visiting Assistant Professor in Biology and Affiliate Faculty Member of the Center for Environmental and Hazardous Materials Studies, 1991-1992.

Arkansas State University
- Assistant Professor, Department of Biological Sciences, 1992-1996
- Director, Ecotoxicology Research Facility, 1994-2005
- Judd Hill Chair of Environmental Biology, 1994-2005
- Associate Professor, Department of Biological Sciences, 1997-2001
- Professor, Department of Biological Sciences, 2002-2008
- Associate Dean, College of Sciences and Mathematics, 2005-2009
- University Distinguished Professor of Biology, 2009-present
- Affiliated Faculty member, Arkansas Biosciences Institute, 2004-present

PROFESSIONAL AFFILIATIONS

Society of Environmental Toxicology and Chemistry (SETAC), Mid South Regional SETAC, North American Benthological Society, Freshwater Mussel Conservation Society, Sigma Xi, Arkansas Environmental Federation, Phi Kappa Phi, American Association of University Professors, Council of Environmental Deans and Directors

GRANTS AND AWARDS

Farris, J.L., Cols. Green S., Bouldin, J., Phillips, G. USEPA Star Grant. 2006-2009 ($193,400) Delta Center for Agricultural Water Use.

Farris, J.L. Arkansas Biological Institute. 2008-2009 ($75,000) Assessment of vegetative regulatory network performance at drainage scales.

Farris, J.L., Kroger R, Moore, MT. City of Jonesboro. 2009-2010 ($24,494) Vegetation management assessment.

Farris, J.L. USDA. 2009-2013 ($132,980) Contaminant removal by edge-of-field wetlands; Specific Cooperative Agreement USDA No 58-6408-9-351

Kroger, R., Farris, J.L., and Moore, M.T. Mississippi Alabama Sea Grant Consortium 2010-2012 ($143,800) Decreasing nitrate-N loads to coastal ecosystems with innovative drainage management strategies in agricultural landscapes.

Farris, J.L. Arkansas Science and Technology Authority. 2010-2013 ($100,000) Center for Efficient and Sustainable Use of Resources (CESUR).

Farris, J.L. and M. Reba. USDA NRCS 2013-2016 ($150,000) Tailwater recovery characterization-AR Component Conservation Innovation Grant.

Farris, J.L. and M. Reba. US Fish and Wildlife Service 2013-2014 ($18,240) Water monitoring and transported sediment characterization on National Wildlife Refuges-Region 4; Big Lake National Wildlife Refuge (BL NWR).

Farris, J.L. USDA ARS 2013-2018 ($93,522) Contaminant removal by edge-of-field wetlands Service Contract Agreement.

PROFESSIONAL ACTIVITIES

Served as consulting aquatic ecologist, benthic ecologist or ecotoxicologist for the following:

E^2M Engineering-Environmental Management, Inc
PetroHawk Chemical
Thompson and Knight, LLP
Chisenhall, Nestrud & Julian, P.A., Little Rock, AR
EnSafe, Memphis, TN
Eastern Research Group, Inc.

POSITIONS HELD

Arkansas State University:
University Distinguished Professor of Biology, and affiliated faculty member Arkansas Biosciences Institute (2009-present)
Associate Dean, College of Sciences and Mathematics (2005-2009)

Graduate Faculty, Adjunct Appointments:

Virginia Tech	1990-1997
East Tennessee State University	1992-1998
University of Mississippi	1996-2010
University of Memphis	2008-2015
Arkansas Biosciences Institute, ASU Jonesboro	2005-2015

DIRECTED DISSERTATIONS AND THESES

Sheryl Greenway (M.S., 2010) Department of Biological Sciences, Arkansas State University. Effects of fluidized gas desulfurization (FGD) gypsum on non-target freshwater and sediment dwelling organims

Finis William Osier (M.S., 2011) Environmental Sciences Program, Arkansas State University. A cost benefit analysis case study of the renewable energy technology programs in distance and classroom settings.

Current students directed:

Lisa Ellington, Ph.D. candidate in 2008

Traci Hudson, Ph.D. candidate in 2008
Oluwayinka Iseyemi, Ph.D. candidate in 2013
Ethan Leonard, M.S. candidate in 2013 (with M. Reba)
Geoffrey Payne, B.S Honors thesis advisee in 2014

Undergraduate honors advisees:

Scott Treece (B.S. Honors thesis, 2013) Department of Biological Sciences, Arkansas State University. Spatial distribution of nutrients and Microcystin-LR in reservoirs and recreational lakes of Northeast Arkansas.

Service on Graduate Student Thesis and Dissertation Advisory Committees:

Miguel Villegas	2010	Univ Mississippi,	PhD Zoology
A. Peck	2010	Arkansas State,	PhD Environ Sciences
David Clarke	2011	Arkansas State,	PhD Environ Sciences
W.A. Long III	2012	Arkansas State,	PhD Environ Sciences
L.E. Saunders	2015	Univ. Memphis	PhD Biology

Additional Undergraduate Research Directed and Funded:

Leevi Haas	Arkansas State University	Grant funding
Logan Arnold	Arkansas State University	Grant funding
Kara Nitti	Arkansas State University	Grant funding
Jacob Dorman	Arkansas State University	Grant funding

PUBLICATIONS

Reviews, Books, and Book Chapters:

Feldman DL, Farris JL, Moore MT, and Cooper CM. 2010. A characterization of benthic macroinvertebrate communities in agricultural drainage ditches of the northeast Arkansas Delta, USA. In: Moore, MT and Kröger, R (Eds.) Agricultural drainage ditches: Mitigation wetlands for the 21st century. Research Signpost. Kerala, India.

Farris JL, Milam CD, Moore MT, Bennett ER, Cooper CM, Smith S Jr., and Shields, FD, Jr. 2010. Evaluating toxicity of atrazine and lambda-cyhalothrin amendments in agricultural ditch mesocosms. In: Moore, MT and Kröger, R (Eds.) Agricultural drainage ditches: Mitigation wetlands for the 21st century. Research Signpost. Kerala, India.

Moore, M.T., R. Kröger, J.L. Farris, M.A. Locke,E.R. Bennett, D.L. Denton, C.M. Cooper, C.M. 2011. From vegetated ditches to rice fields: thinking outside the box for pesticide mitigation. Pages 29-37 in K.S. Goh, B.L. Bret, T.L. Potter, and J. Gan., editors, Pesticide Mitigation Strategies for Surface Water Quality. ACS Symposium Series 1075, American Chemical Society, Washington, D.C.

Journal Articles:

Harris JL, Posey WR, Davidson CL, Farris JL, Oetker SR, Stoeckel JN, Crump BG, Barnett MS, Martin HC, Matthews MW, Seagraves JH, Wentz NJ, Winterringer R, Osborne C, and Christian AD. 2009. Unionoida (Mollusca: Margaritiferidae, Unionidae) in Arkansas, Third

Status Review. *Journal of the Arkansas Academy of Science* 63:50-86.

Wentz, NJ, Harris, JL, Farris, JL, Christian, AD. 2009. Mussel inventory and population status of the federally endangered *Potamilus capax* (Green 1832) in the Tyronza River, Arkansas. *Journal of the Arkansas Academy of Science* 63:169-176.

Kroger, R., Moore, M.T., Farris, J.L., Gopalan, M. 2011. Evidence for the use of low-grade weirs in drainage ditches to improve nutrient reductions from agriculture. *Water, Air, and Soil Pollution.* 221:223-234.

Greenway, S.L., Moore, M.T., Farris, J.L., Rhoton, F.E. 2011. Effects of fluidized gas desulfurization (FGD) gypsum on non-target freshwater and sediment dwelling organims. *Bulletin of Environmental Contamination and Toxicology*. 86(5):480-483.

Kroger, R., Moore, M.T., Farris, J.L. 2011. Concentrated standing tailwater: a mechanism for nutrient delivery to downstream aquatic ecosystems. *Journal of Agricultural Science and Technology Part B.* 1:773-777.

Kroger, R., Pierce, S.C., Littlejohn, K.A., Moore, M.T., Farris, J.L. 2012. Decreasing nitrate-N loads to coastal ecosystems with innovative drainage management strategies in agricultural landscapes: An experimental approach. *Agricultural Water Management.* 103:162-166.

Kroger, R., Thornton, K.W., Moore, M.T., Farris, J.L., Prevost, J.D., Pierce, S.C. 2012. Tiered collaborative strategies for reducing hypoxia and restoring the Gulf of Mexico. *Journal of Soil and Water Conservation*. 67(3):70A-73A.

Kroger, R., Moore, M.T., Thornton, K.W., Farris, J.L., Prevost, J.D., Pierce, S.C. 2012. Tiered on-the-ground implementation projects for Gulf of Mexico water quality improvements. *Journal of Soil and Water Conservation.* 67(4):94A-99A.

Peck, A.J., J.L. Harris, J.L. Farris and A.D. Christian. 2014. Survival and horizontal movement of the freshwater mussel *Potamilus capax* (Green, 1832) following relocation within a Mississippi Delta stream system. *American Midland Naturalist* 172:76-90.

Technical Reports and Documents:

Characterization of agricultural runoff for nutrient reduction associated with ProAgritm treatment of poultry litter added to soils. (S. Green and J.L. Farris). 2009. Report prepared for Arkansas Natural Resources Commission. 6 pp.

Delta Center for agricultural water use. (J.L. Farris, S. Green, J. Bouldin, G. Phillips, M.T. Moore, R. Kroger and R. Pezeshki). 2010. Report for Star #EM-83296801, US EPA STAR-L1. 25 pp.

Drainage canal vegetation management plan for the City of Jonesboro, AR. (R. Kroger, J.L. Farris and M.T. Moore). 2010. Report for City of Jonesboro, AR. 59 pp.

PUBLISHED ABSTRACTS AND PRESENTATIONS:

Wentz, N,J., A.D. Christian, J.L. Harris, and J.L. Farris. 2009. Can rapid bioassessment protocols be used as indicators of mussel communities?. Abstract on page 99 of the 2009 International Symposium of the Freshwater Mollusk Conservation Society Program. Baltimore, MD

Harris, J.L., W.R. Hoeh, W.R. Posey, C.L. Davidson, S. Rogers Oetker, J.L. Farris, J.M. Serb, K. Inoue, D.L. Hayes, M.E. Gordon, and A.D. Christian. 2009. Species richness and conservation status of Arkansas' unionoid bivalves. Abstract on page 64 of the 2009 International Symposium of the Freshwater Mollusk Conservation Society Program. Baltimore, MD

Peck, A.J., J.L. Harris, J.L. Farris, and A.D. Christian. 2009. Assessment of the short and moderate term effects of relocation on the fitness and behavior of Potamilus capax (Green,1832) and Quadrula quadrula (Rafinesque, 1820). Platform presentation #PL29. Abstract on page 35 of the 2009 International Symposium of the Freshwater Mollusk Conservation Society Program. 19-23 April 2009. Baltimore, Maryland.

Harris, J. L., W. R. Posey, C. L. Davidson, J. L. Farris, S. O. Rogers, J. N. Stoeckel, B. G. Crump, Barnett, H. C. Martin, M. W. Matthews, J. Seagraves, N. J. Wentz, R. Winterringer, C. Osborne, and A. D. Christian. 2009. Unionoida (Mollusca:Margaritiferidae, Unionidae) in Arkansas, Third Status Review. 93rd Annual Meeting of the Arkansas Academy of Science. University of the Ozarks, Clarksville, Arkansas.

Moore, M.T., Kroger, R., Locke, M.A., Cooper, C.M., Farris, J.L., Bennett, E.R., Denton, D.L. 2010. From vegetated ditches to rice fields: Thinking outside the box for pesticide mitigation. 239th National Meeting of the American Chemical Society, March 21-25, San Francisco, CA. Picogram v. 78: 104.

Bennett, E.R., M.T. Moore, R. Kröger, C.M. Cooper, K.G. Drouillard and J.L. Farris. 2010. Vegetated agricultural drainage ditches and pesticide mitigation: A North American perspective. ArtWET Meeting, Mitigation of agricultural nonpoint-source pesticide pollution and phytoremediation in artificial wetland ecosystems, Landau, Germany.

Bennett, E.R., M.T. Moore, R. Kroger, M.A. Locke, J.L. Farris, C.M. Cooper, D.L. Denton and P.B. Rodrigue. 2010. Vegetated agricultural drainage ditches: A new conservation practice utilizing current landscape features. 2nd Annual Remediation and Prevention Conference, Winnipeg, Manitoba.

Littlejohn, K.A., Kroger, R., Moore, M.T., Farris, J.L. 2011. Low-grade weirs in agricultural drainage ditches: An experimental approach to decreasing nitrate-N. Abstracts of the Joint Meeting of the Society of Wetland Scientists, Wetpol and Wetland Biogeochemistry Symposium, Prague, Czech Republic, 3-8 July, 2011. p. 417.

Moore MT, Locke MA, Kroger R, Farris JL, Tyler HL, and Hudson TC. 2013. Vegetation's role in mitigation of phosphorus from agricultural ditch systems. ASA, CSSA, & SSSA International Annual Meetings, November 3-6, Tampa, Florida.

Farris JL, PR Scheuerman and DS Cherry. 2013. Patterns of macroinvertebrate responses in South Indian Creek and tributaries receiving mineral contributions throughout an elaborate interstate construction project for Tennessee and North Carolina. Invited presentation to Entomological Society of America, 61st Annual Meeting, November 10-13, Austin, Texas

Invited Seminars:

Arkansas Soil & Water Education Conference, Jonesboro, AR, January 22, 2009. Overview of climate change issues facing Arkansas.

Arkansas Soil and Water Education Conference, Jonesboro, AR, January 22, 2009. Overview of climate change issues being faced by Arkansas.

ASU Center for Regional Programs, Professional Development Program, March 20, 2009,

Environmental planning and maintenance for climate change impacts to Arkansas facilities; Public health and moisture issues.

Jonesboro University Rotary, Jonesboro, AR, July 16, 2009. Preparing for the challenges of a sustainable future.

ASU Beebe Science Department Mathematics Awareness Event, April 7, 2009. Preparing for challenges of a changing climate.

USDA ARS National Sedimentation Laboratory, Oxford, MS, December 10, 2009. Opening lecture in the NSL Global Climate Change Seminar Series.

MidSouth Regional SETAC Meeting, Memphis TN, May 15, 2010. Status and trends of regional chapter contributions to SETAC North America and globalization.

Jonesboro City Council Meeting, October 5, 2010. Drainage canal vegetation management plan for the City of Jonesboro.

Green Development Workshop, Arkansas Forestry Commission, Embassy Suites, Rogers, AR, March 10, 2011. Realizing tree potential in riparian management.

ASU Newport Earth Day Seminar, December 15, 2011. Restructuring research and career paths to meet the challenges of climate change.

Chatham University, Pittsburgh, PA March 18, 2011. Visioning for School of the Environment and Sustainability at Eden Hall Campus.

MidSouth Regional SETAC Meeting, May 19, 2011. The Genesis and Evolution of the Lower Mississippi, Central, Delta, Southern- no – MidSouth Regional Chapter.

Jonesboro Exchange Club, December 13, 2013. Mentoring science with community participation.

Other Professional Engagements:

Arkansas Bar Association's 13th Annual Environmental Law Conference, Arkansas Global Warming Commission Panel, Rogers, AR, May 14-16, 2009.

University-Federal Dialogue on Environmental and Energy Research and Education, Session Chair and Moderator, NCSE, Reagan Ctr,, Washington, DC. January 2009.

USDA, ARS, Invited research participant to National Program 211 (Water Availability and Watershed Management) Planning Workshop, Chicago, IL, September 2010.

National Council for Science and the Environment, Antioch University, New England. Translating Research Into Policy, training, Pew Center, Washington, DC. January 2012.

Delta Symposium XIX: Cultivating the Delta, Biology and Agriculture in the Delta, Invited interdisciplinary panel participant, Jonesboro, AR, March 20, 2013.

Named a National Academies Education Fellow in the Life Sciences for participation in the National Academies Gulf Coast Summer Institute on Undergraduate Science Education held July 22-26, 2013 at Louisiana State University.

Professional Development and Training:

Our Changing Oceans, Reagan International Trade Ctr., Washington, DC, January 19-21, 2011, NCSE Conference on Science, Policy and Environment. Research funding.

Environment and Security, Reagan International Trade Ctr., Washington, DC, January 18-20, 2012. NCSE Conference on Science, Policy and Environment. Research funding.

Disasters and Environment, Reagan International Trade Ctr., Washington, DC, January 15-17, 2013, NCSE Conference on Science, Policy and Environment. Research and Sponsored Programs funding.

National Energy Education Summit, Council of Energy Research and Education Leaders, Crystal City at Washington, DC, January 26, 2015. Research and Sponsored Programs funding.

15th National Conference and Global Forum on Science, Policy and the Environment; Energy and Climate Change, Hyatt Regency, Crystal City at Washington, DC, January 27-29, 2015. Research and Sponsored Programs funding.

INSTITUTIONAL COMMITTEES

University:

2007-**present**	Middle East Studies Committee
2008-2009	Doctoral Program Writing Group
2008-2009	Graduate Program Committee
2008-2009	Academic Deans Council rep to Governance Oversight Committee
2009	Technology Fee Appropriations Committee

Professional:

1999-2012	SETAC NA Faculty mentor for students
2000-**present**	Arkansas Water Resources Center, Technical Advisory Committee
2004-**present**	Jonesboro Stormwater Management Board, Member and Vice-Chair
2006-2011	Council of Environmental Deans and Directors, (CEDD) member
2007-2009	AR Governor's Commission on Global Warming, Commissioner
2007-2009	AR GCGW, Ag, Forrestry and Waste Management Technical Workgroup
2007-2009	AR GCGW, Cross Cutting Issues Technical Workgroup
2008-2013	SETAC NA Meetings Committee member
2008-**present**	Consortium of Universities for the Advancement of Hydrologic Sciences, ASU Rep
2008-**present**	NCSE EnvironMentors, Director ASU Chapter
2008-**present**	Institute on Teaching and Mentoring, The Compact for Faculty Diversity, Southern Regional Education Board, Doctoral Mentoring for awarded fellows or scholars
2009-2011	CEDD, Key Strategic Directions Committee member
2009-2013	Clinton Global Initiative University Commitment Rep for EnvironMentors-ASU
2010-2013	SETAC NA Board of Directors
2010-2011	SETAC Board Liaison to Global Advisory Groups, Aquatic Macrophytes
2010-2013	SETAC NA Meeting Committee Liaison to the Board
2011-**present**	NCSE EM, Strategic Planning, Working Group and Task Force subcommittees
2012-**present**	ASU Newport Renewable Energy Technology Advisory Committee
2013-**present**	NCSE EnvironMentors National Advisory Board, appointee and Chair

PROFESSIONAL SERVICE

Program, faculty, and grant reviews furnished for:

Oklahoma Water Resources Research Institute
Arkansas Water Resources Center, University of Arkansas, 104B USGS
Eastern Research Group, Inc. under contract to the US EPA
North Carolina Water Resources Research Institute
Louisiana Board of Regents EPSCor
University of Mississippi Biology Department
Baylor University
University of Florida IFAS-IRREC
Middle Tennessee State University College of Science
USDA ARS Peers
US EPA

Editorial reviews for journals:

Archives of Environmental Contamination
Journal of the North American Benthological Society
Environmental Management

Journal of Environmental Quality
Environmental Toxicology and Chemistry
Bulletin of Environmental Contamination and Toxicology
Journal of Soil and Sediment Contamination
Ecohydrology
Science of the Total Environment
Environmental Science and Pollution Research
Ecotoxicology and Environmental Safety
American Midland Naturalist
Aquatic Botany
Environmental Monitoring and Assessment
North American Journal of Aquaculture
Ecological Engineering
Environmental Management
Hydrobiologia
Environmental Toxicology
Arkansas Academy of Sciences
Invertebrate Reproduction and Development
Environmental Pollution

TEACHING EXPERIENCE:

University

Biology of Animals Laboratory (Zoology) and Coordinator
Limnology and Field Laboratory
Making Connections Biology
Risk Assessment
Independent Study
Special Problems
Seminar in Environmental Sciences
Biological Sciences Seminar (Graduate and undergraduate)
Topical Seminar in Environmental Sciences
Environmental Sciences Internship
Special Topics
Dissertation and Thesis Directed Study

COMMUNITY SERVICE:

Judge for Science Fairs, VPA, Valley View, West Elementary, Microsociety, 2001-2013.
Judge for Undergraduate Scholars Day, Create AState, ASU-Jonesboro, AR, 2002-2014.
Breakfast, Lunch Buddies Mentoring Program, Jonesboro Public Schools, 2005-present.
BEST Robotics, Regional volunteer and facilitator for Mathematics, Computer Sciences and Statistics, 2005-2009.
ASU Student Affairs, Volunteer recruitment and presenter at Orientations, Preview Days, and campus site visits, 2008-2012.
Nettleton Intermediate Center Career Day Instructor, 2009-2014.
Trout Task Force Committee, ASU Mountain Home, 2009-2010.
Jonesboro Vision 2030 Commission member and Co-Chair,Environmental Comm. , 2010-2013.
ASU Brother to Brother mentoring program, Office of Diversity, 2010-2014.

ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: Bert Greenwalt **Date:** 24 March 2015

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status: College of Agriculture and Technology

Signature of Originator: Steven Green

Digitally signed by Steven Green
DN: cn=Steven Green, o=Akansas State University, ou=College of Agriculture and Technology, email=sgreen@astate.edu, c=US
Date: 2015.03.24 08:18:09 -06'00'

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/ program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

Do Not Type 'See CV'. Briefly List the Evidence of Compliance with Program Guidelines Completed Within the Last 6 Years.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

Scholarly activity last 6 years

Trade articles published: 5
Presentations: 14
Organization and moderator for annual Agricultural Business Conference: 450+ in attendance annually

◉ **Regular Graduate Faculty Status Renewed**
Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

○ **Regular Graduate Faculty Status Not Renewed,** see Explanation below

Signature of Graduate Council Chair: William McLean

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

CV for Bert Greenwalt
2010-2015

#

Presentations

Greenwalt, Bert. *Farm Management Considerations for Crop Farms*, Arkansas Bankers Association, Hot Springs, AR. November 3, 2010.

Greenwalt, Bert. *Factors Impacting the 2012 Farm Bill*, Arkansas Women in Agriculture Conference, Little Rock, AR. March 5, 2011.

Greenwalt, Bert. *Farm Management Issues and Challenges.* University of Arkansas Grain Industry Conference. Fayetteville, AR. June 3, 2011.

Greenwalt, Bert. *The Impact of Direct Payments on Land Values and Farm Profitability.* Mississippi Agricultural Economics Association. Starkville, MS. November 2, 2011.

Greenwalt, Bert. *The Impact of Direct Payments on Land Values and Farm Profitability.* Mississippi Agricultural Economics Association. Starkville, MS. November 2, 2011.

Greenwalt, Bert. *Outlook for the 2012 Farm Bill*, Arkansas Women in Agriculture Conference, Little Rock, AR. April 27, 2012.

Greenwalt, Bert. *Biology and Agriculture in the Delta*. Panelist, in the agriculture session of the ASU Delta Symposium (with Jerry Farris, Fred Borland, and Tina Teague). ASU Carl R. Reng Center. April 19, 2013.

Greenwalt, Bert. *Agribusiness Trends, Issues, and Challenges*. Luncheon speaker, UALR Arkansas Economic Forecast Conference. Clinton Library, Little Rock, AR. November 6, 2013.

Greenwalt, Bert and David Schweikhardt. *2014 Farm Bill Commodity Programs.* John Deere dealer peer group meeting. Legacy Equipment Company, Paragould, AR. March 10, 2014.

Greenwalt, Bert. *Farm Bill Discussion Panel.* Panel member with Cynthia Edwards, Harrison Pittman, and Senator John Boozman. Arkansas Women in Agriculture convention. Wyndham Hotel, North Little Rock, AR. March 14, 2014.

Greenwalt, Bert. *Agribusiness Trends, Issues, and Challenges*. Arkansas Chartered Financial Analysts meeting. Capitol Club, Little Rock, AR. April 28, 2014.

Greenwalt, Bert. *Agribusiness Trends and Issues*. Mossy Oak Properties Land Summit. Ritz Conference Center, West Point, MS. June 4, 2014.

Greenwalt, Bert. *Agribusiness Trends, Issues, and Challenges*. Kentucky Bankers Association – Agricultural Lending Seminar. Holiday Inn Hotel, Bowling Green, KY. December 2, 2014.

Greenwalt, Bert. *Agribusiness Trends and Challenges*. General Session Speaker – BASF Crop Consultant Innovation Symposium. Omni Hotel, Nashville, TN. December 15, 2014.

Articles Published

Greenwalt, Bert. *Eliminating Farm Programs: A Non-Issue for Farmland Values?*. AgHeritage Farm Credit Services, Financial Partner. Oct./Nov./Dec. 2010. pp.2 & 9.

Greenwalt, Bert. *The Growing Regulatory Burden*. Rice Farming. Vol. 45, No. 6. p.16. May 2011.

Greenwalt, Bert. *Eliminating Farm Programs: A Non-Event for Farmland Values?*. Farm Credit Midsouth, Financial Partner. pp.4-5. Spring 2011.

Greenwalt, Bert. *The Growing Regulatory Burden*. Peanut Grower. Vol. 23, No. 6. p.18. June 2011.

Greenwalt, Bert. *Consumers, Technology Alter the Food System*. The Banker's Advocate, Arkansas State Bank Department. Volume II, Issue I, pp. 1 and 7-8. March 31, 2014.

ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: Elizabeth Hood **Date:** 24 March 2015

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status: College of Agriculture and Technology

Signature of Originator: Steven Green

Digitally signed by Steven Green
DN: cn=Steven Green, o=Akansas State University, ou=College of Agriculture and Technology, email=sgreen@astate.edu, c=US
Date: 2015.03.24 08:05:43 -06'00'

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/ program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

Do Not Type 'See CV'. Briefly List the Evidence of Compliance with Program Guidelines Completed Within the Last 6 Years.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

Scholarly activity last 6 years

Peer reviewed publications: 11
Books: 2
Book Chapters: 13
Patents: 4
Invited Presentations: 19

◉ **Regular Graduate Faculty Status Renewed**
Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

○ **Regular Graduate Faculty Status Not Renewed,** see Explanation below

Signature of Graduate Council Chair: William McLean

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

ELIZABETH E. E. HOOD, Ph.D.

Arkansas State University
PO Box 639
State University, AR 72467
Phone: 870-926-9566 (cell)
Fax: 870-680-4348
enzymehood@gmail.com

SUMMARY

Thirty-five years of experience in biology. Lipscomb Distinguished Professor of Agriculture at Arkansas State University; CEO of two biotechnology start-up companies; Previously, Associate Vice Chancellor for Research and Technology Transfer at ASU; Program Director in Molecular and Cellular Biosciences at the National Science Foundation: Leader in forming one of the world's foremost transgenic plant research groups at ProdiGene, a plant biotechnology company; Director of the cell biology group for plant production of therapeutic proteins at Pioneer Hi-Bred International, a Fortune 500 Company; Internationally recognized for research program and associated expertise as evidenced by over 80 publications and patents as well as invitations to speak nationally and internationally; Advisor for Biotechnology graduate programs; Ph.D.in Plant biology awarded by Washington University and Master of Science in Botany awarded by Oklahoma State University.

PROFESSIONAL EXPERIENCE

ARKANSAS STATE UNIVERSITY—Jonesboro, Arkansas **2004-present**

Lipscomb Distinguished Professor of Agriculture (2008-present)

- **Chair, AR Research Alliance conference on Bioenergy and Biobased Products, Oct. 2011**
- Senior faculty in agricultural biotechnology
- Director, Center of Excellence for Bio-products—ad hoc faculty research group
- Managed $3.7 million DOE research grant for enzymes in plants
- Research cluster lead for statewide NSF EPSCoR grant
- Teach plant biotechnology, graduate orientation, experiment to patent, and advanced cell biology
- Honors program representative for college
- PRT (Chair) and graduate committees in college
- University PRT Committee

Associate Vice Chancellor for Research and Technology Transfer. (2004-2008)
Chief research officer for ASU responsible for grant proposal submissions; funding information dissemination; committees for compliance with federal guidelines in research; implementation of conflict of interest policy, contracts, invention disclosures and patent filing, and technology transfer in the interest of regional economic development.

EXPERT WITNESS FOR PLANT BIOTECHNOLOGY—Jonesboro, AR **2012-2013**

Served Plaintiff as expert witness to verify scientific records in support of a lawsuit against a former employee who was accused of stealing trade secrets. The lawsuit settled out of court within 1 week of my deposition.

INFINITE ENZYMES, LLC—Jonesboro, AR **2006-present**

CEO, Responsible for fund-raising and scientific decisions as well as partnerships
Incorporated company in July, 2006 to commercialize enzymes for industrial applications; Currently addressing issues for cost-effective enzymes for the cellulosic ethanol industry

INFINITE-EVERSOLE STRATEGIC CROP SERVICES, LLC—Jonesboro, AR **2009-present**

CEO, Responsible for agreements, budget, grant-writing and scientific consultation with programmers
Incorporated company in April 2009, as a joint venture between Infinite Enzymes and Eversole Associates to address issues in deregulation of Specialty Crops and for small crop developers

ELIZABETH E. HOOD, Ph.D.

EDUCATION

Ph.D. Washington University, St. Louis, MO, Plant Biology	1985
M.S. Oklahoma State University, Stillwater, OK, Botany	1980
B.A. University of Oklahoma, Norman, OK, Sociology	1974

ELIZABETH E. E. HOOD, Ph.D.

SUPPLEMENTAL INFORMATION

OTHER PROFESSIONAL EXPERIENCE

2014-present	Member-at-large, Executive Committee AAAS Ag Division
2014	DoE BER Workshop Lead for program review
2014	Science Foundation of Ireland Impact Panel Member for science centers
2013	Member of Great Lakes Bioenergy Center Review Panel
2013	Primary Reviewer of European COST Action Program
2013-present	Advisory Board, Ag Innovation Development Group, Memphis, TN
2012-2013	Expert Witness, International Biotechnology law suit
2011-present	Chair, Advisory Board, AR Advanced Energy Foundation, Little Rock, AR
2009-present	Advisory Board, AgBioWorks Foundation, Memphis, TN
2011	Chair, ARA conference on Biobased Products and Bioenergy
2002-present	Advisory Board, Plant Biotechnology Journal
2005-2007	Handling Editor, Reviews Editor, Plant Biotechnology Journal
2004-present	Specialty Crops Regulatory Assistance Executive Committee
1990-present	Grant Panels: USDA Risk Assessment; NSF BES; Teacher Preparation and Enhancement; USDA Non-Food Uses of Crops; NSF MRI
2003-Present	Editorial Board, Transgenic Research

RESEARCH INTERESTS

Renewable resources—particularly biomass to biobased products
Foreign gene expression in transgenic plants
Plant cell wall structure and function
Plant cell biology and protein targeting

HONORS AND PROFESSIONAL AFFILIATIONS

Academic Professional of the Year, Who's Who Worldwide 2012
Fellow, American Society of Plant Biologists, 2010
Member, American Society of Plant Biologists (ASPB) 1977-present
Member-at-Large, AAAS Section on Agric, Food & Renewable Resources. 2014-2018

REFEREED PUBLICATIONS

Molecular farming

Jimenez-Flores, R, G Fake, J Carroll, **EE Hood** and J Howard; 2010; **A Method for Evaluating the Release of Fermentable Sugars from Cellulosic Feedstock**; Enzyme and Microbial Technology; 47 (5) 206-211

Vicuna Requesens, D, E Egelkrout, SP Devaiah and **EE Hood**; 2011; **A method for transient expression in maize endosperm**; In Vitro Cellular and Developmental Biology--Plant 46 (6):485-490

Johnson, D, K Teoh, C Ashby, **EE Hood,** X Huang; **Microarray analysis to determine factors of protein expression enhancement in transgenic maize seed**; Proceedings of IEEE BIBM Workshop of Integrative Data Analysis in Systems Biology (IDASB), 2010.

Hood, EE, SP Devaiah, G Fake, E Egelkrout, K Teoh, D Vicuna Requesens, Y-K Chang, C Hayden, KR Hood, K Pappu, J Carroll and JA Howard; 2012 **Manipulating corn germplasm to increase recombinant protein accumulation**; Plant Biotechnology Journal, 10 (1): 20–30 doi: 10.1111/j.1467-7652.2011.00627.

Hayden, C, G Fake, J Carroll, **EE Hood** and JA Howard; 2012; **Synergistic Activity of Plant Extracts with Microbial Cellulases for the Release of Free Sugars**; BioEnerg Res, 5 (2) : 398-406 DOI 10.1007/s12155-011-9149-z

Sparrow, Penelope, Broer, Inge, Hood, Elizabeth E, Eversole, Kellye, Hartung, Frank, Schiemann, Joachim; 2013; **Risk assessment and regulation of molecular farming – a comparison between Europe and US;** *Current Pharmaceutical Design, 19:*

Devaiah, Shivakumar Pattada, Vicuna Requesens, Deborah, Chang, Yeun-Kyung, Hood,' Kendall R, Flory, Ashley, Howard,' John A. and **Hood, Elizabeth E**; **Heterologous expression of cellobiohydrolase II (Cel6A) in maize endosperm;** *Transgenic Research—Plant*; 22 (3):477-488; DOI 10.1007/s11248-012-9659-2.

Egelkrout, Erin, McGaughey, Karen, Keener, Todd, Ferleman, Amberlyn, Woodard, Susan, Devaiah, Shivakumar, Nikolov, Zivko, **Hood, Elizabeth**, Howard, John. 2013; **Enhanced expression levels of cellulase enzymes using multiple transcription units**; *Bioenergy Research*, 6 (2):699-710 DOI 10.1007/s12155-012-9288-x.

Teoh, Keat (Thomas), Vicuna Requesens, Deborah, Devaiah, Shivakumar P, Johnson, Daniel, Huang, Xiuzhen, Howard, John A, and **Hood**, **Elizabeth E.** 2013 **Transcriptome analysis of embryo maturation in maize**, BMC Plant Biology**, 13**:19-35 doi:10.1186/1471-2229-13-19

Garda, M., Vicuna Requesens, D.V., Devaiah, S.P., Hood, K.R., Chang, Y.K., Dabul, A.N. and **Hood, E.E.; 2014; Assessment of Field-Grown Cellulase-Expressing Corn**; Transgenic Research; DOI 10.1007/s11248-014-9838-4

Hood, N.C., K.R. Hood, S.L. Woodard, S.P. Devaiah, T. Jeoh, L. Wilken, Z. Nikolov, E. Egelkrout, J.A. Howard, and E**.E. Hood**; 2014; **Purification and Characterization of Recombinant Cel7A from Maize Seed**. Applied Biochemistry and Biotechnology; DOI 10.1007/s12010-014-1232-4

Egelkrout, E., Dabul, A.M., Keener, T. **Hood, E.E**. and Howard, J.A.; **Identification and characterization of a pericarp-preferred promoter in maize;** Manuscript submitted

Yoon, S. SP. Devaiah, S Choi, R Love' J Lane, C Drees, JA Howard and **EE Hood**; **Overexpression of the cucumber expansin gene (Cs-EXPA1) in maize seed;** Manuscript submitted

Vicuna Requesens, D.V., Ring, R., Hood, N.C., Flory, A.R., and **Hood, E.E.; Assessment of endosperm-specific promoters to drive expression of cellulases in maize endosperm;** Manuscript in preparation

Plant cell walls

Flory, A.R., Vicuna Requesens, D., Devaiah, S.P, Teoh, K, Mansfield, S.D and **Hood, E.E.** 2013. **Development of a green binder system for paper products**; BMC Biotechnology;#13:28 http://www.biomedcentral.com/1472-6750/13/28

Dabul, A.M and **E.E. Hood; Bioinformatic Analysis of the B73 Extensin Gene and Promoter**; Manuscript in preparation

Dabul, A.M. and **E.E. Hood; Extensin Protein Characterization in Reproductive Tissues of the Maize B73 Inbred**; Manuscript in preparation

BOOKS

Hood, EE, P Nelson and R Powell, Eds***. Plant Biomass Conversion***; 2011; Wiley Press, Ames, IA 328 pages; 14 chapters

Howard, JA and **EE Hood**, Eds., ***Commercial Plant-Produced Recombinant Protein Products: Case Studies****, 2014; Series: Biotechnology in Agriculture and Forestry;* Springer, Dordrecht, Netherlands, 281 pp.

BOOK CHAPTERS

Hood, E.E. and J.A. Howard; 2008; "Over-expression of Novel Proteins in Maize" In: A. Kriz and B. Larkins, Eds., *Molecular Genetic Approaches to Maize Improvement* Springer—Berlin, Heidelberg, Germany pp. 91-105

Nelson, P**, EE Hood**, R Powell; The Bioeconomy: A New Era of Products Derived from Renewable Plant-Based Feedstocks**; In:** Hood, EE, P Nelson and R Powell, Eds. Plant Biomass Conversion; 2011; Wiley Press, Ames, IA, pp. 3-20

Teoh, K, SP Devaiah, D Vicuna-Requesens, **EE Hood**; Dedicated Herbaceous Energy Crops**; In:** Hood, EE, P Nelson and R Powell, Eds. Plant Biomass Conversion; 2011; Wiley Press, Ames, IA, pp. 85-108

Howard, JA, Z Nikolov and **EE Hood**; Enzyme Production Systems for Biomass Conversion; **In:** Hood, EE, P Nelson and R Powell, Eds. Plant Biomass Conversion; 2011; Wiley Press, Ames, IA; pp. 227-253

Hood, E.E., D.Vicuna Requesens, K.A. Eversole, Regulatory issues of biotechnologically-improved plants; In: A. Altman and M. Hasegawa, Eds., Plant Biotechnology and Agriculture, Prospects for the 21st Century; 2011; Academic Press, Elsevier, Amsterdam; pp. 541-550

Hood, E.E., C. Cramer, G. Medrano, J.Xu; Protein Targeting: Strategic Planning for Optimizing Protein Products through Plant Biotechnology; In: A. Altman and M. Hasegawa, Eds., Plant Biotechnology and Agriculture, Prospects for the 21st Century; 2011; Academic Press, Elsevier, Amsterdam; pp. 35-54

Hood EE, Vicuna Requesens DV (2012) Recombinant protein Production in Plants: Challenges and Solutions. In "Recombinant Gene Expression: Reviews and Protocols, Third Edition" A Lorence (editor). Humana Press/Springer, New York, pp. 469-481.

Hood, E.E. and D. Vicuna Requesens; Production of Industrial Proteins in Plants; In: A. Wang and S. Ma, Eds., "Molecular Farming in Plants: Recent Advances and Future Prospects"; Springer Science + Business Media, 2012 Dordrecht; pp. 161-181

Hood, **EE,** Teoh, K, Devaiah, SP, and Vicuna Requesens, D, "Biomass Crops for Biofuels and Bio-based Products" In Robert Meyers (ed.) *Encyclopedia of Sustainability Science and Technology*, Springer Verlag, 2012: 1268-1298

Howard, J.A. and **E.E. Hood;** 2014 **Strategies to maximize recombinant protein expression in maize seeds** In: Azhakanandam, Silverstone, Daniell, and Davey, eds., *Recent Advancements in Protein Expression in Crop Plants;* Springer Science + Business, New York In press

Hood, E.E. and P. Christou; **2014; Introduction—Plant Produced Protein Products;** In: Commercial Plant-Produced Recombinant Protein Products: Case Studies, JA Howard and EE Hood, Eds., Series: Biotechnology in Agriculture and Forestry; Springer, Dordrecht, Netherlands; pp. 1-11.

Hood, E.E. and J.A. Howard; 2014; **Avidin as a demonstration product from transgenic maize seed**, In: Commercial Plant-Produced Recombinant Protein Products: Case Studies, JA Howard and EE Hood, Eds., Series: Biotechnology in Agriculture and Forestry; Springer, Dordrecht, Netherlands; pp. 15-25.

Hood, E.E. and D. Vicuna Requesens; 2014; **Cellulases from the transgenic maize production system, In:** Commercial Plant-Produced Recombinant Protein Products: Case Studies, JA

Howard and EE Hood, Eds., Series: Biotechnology in Agriculture and Forestry; Springer, Dordrecht, Netherlands; pp. 231-246.

Hood, E.E.: 2014; **Keys to Bioproducts from Agriculture, *Soon They'll Know our Secrets; In:*** R.W. Berne, ed., Creating Life from Life: Biotechnology and Science Fiction; Pan Stanford, 298 pp.

PATENTS

1. Methods for the cost effective saccharification of lignocellulosic biomass— 8,558,058; **E. E. Hood**, J. Howard; Issued October 15, 2013
2. Method and system for data collection and analysis to assist in facilitating regulatory approval of a product—13/019,083; **Hood, E.**, Eversole, K., Berleant, D., Segall, R., Mustell, R., Vicuna Requesens, D.
3. Methods of expressing and detecting activity of expansin in plant cells—2013/ 61771965; **E.E. Hood,** S. Yoon
4. Regulatory Sequence Of Cupin Family Gene—2014/; **E.E. Hood**, T. Teoh

INVITED PRESENTATIONS—International, Keynote

Hood, E.E. ***Reducing the regulatory Burden for Molecular Farming in the US:*** Plenary presentation; COST Action committee, FA0804, Prague, Czech Republic, October 6, 2009

Hood, E.E. ***Manipulating Corn Germplasm to Overexpress Recombinant Proteins,*** COST Action committee FA0804, Molecular farming: plants as a production platform for high value proteins; Valencia, Spain, May 6, 2013

INVITED PRESENTATIONS—International

Hood, E.E. ***Women in Biotechnology—An Academic Perspective***, US-EC Task Force on Biotechnology; June 23-24, 2009, San Francisco, CA

Hood, E.E. ***Cellulases from the Transgenic Maize Seed Production System*****,** BIO World Congress on Industrial Biotechnology and Bioprocessing; July 19-22, 2009, Montreal, CA

Hood, E.E., ***Design and Analysis of Experimental Field Releases of GM Plants—the US Experience***; ISBGMO, Buenos Aires, Argentina, November 19, 2010

Hood, E.E. ***Status and regulation of non-food/feed crops in the USA***; ISBGMO, Buenos Aires, Argentina, November 17, 2010

Hood, E.E., Howard, J.A. ***Utilizing Plant-Produced Enzymes for Biomass Conversion***; World Biotechnology Congress; Boston, MA USA, June 3-6, 2013

INVITED PRESENTATIONS —National, Keynote

Hood, E.E. ***Using the corn seed biofactory to produce enzymes for industrial applications,*** Keynote symposium speaker at the University of Missouri St. Louis, Biochemistry and Biotechnology program, October 24, 2014.

INVITED PRESENTATIONS - National

Hood, E.E. ***"Biomass-based ethanol and renewable resources for the Bio-Economy";*** North Delta AgExpo, Arkansas Farm Bureau; February 5, 2009

Hood, E.E. ***Biomass-based ethanol and renewable resources for the Bio-Economy;*** Lion's Club of Greater Jonesboro, Jonesboro, AR; March 30, 2009

Hood, EE ***Applications of Plant Biotechnology to Create Biofuels and Biobased products***; Lion's Club of Pocahontas, AR; March 31, 2010

Hood, EE ***Easing the Regulatory Burden Surrounding Biotechnology-Derived Crops;*** International Association of Plant Tissue Culture and Biotechnology, St. Louis, MO, June 10, 2010

Hood, E.E., ***Cellulase from the Transgenic Maize Seed Production System***, Biomass South, October 13, 2010, Memphis, TN

Hood, E.E., ***The corn seed bio-factory to manufacture enzymes for biofuels and biobased products***, ABI Board of Directors meeting, April 26, 2011, Little Rock, AR

Hood, E.E., ***Biochemical Platform for Production of Biofuels***; MS State Univ. Extension Biomass and Bioenergy Short Course MSU, August 4, 2011; Starkville, MS

Hood, E.E., ***Cellulases from the Transgenic Maize Production System,*** Inaugural meeting of the MS/MO River Biomass Consortium; January 11, 2012, Columbia, MO

Hood, E.E., ***Infinite Enzymes' SBIR Experiences,*** *participation* in USDA SBIR webinar-- From Submission to Award; Sponsored by ASBTDC in Little Rock; April 3, 2013

Hood, E.E., ***Infinite Enzymes' SBIR Experiences,*** *participation* in USDA SBIR webinar-- From Submission to Award; Sponsored by ASBTDC in Little Rock; March 10, 2014

Hood, E.E., ***Criteria for Over Expression of Industrial Enzymes in a Plant Biotechnology Platform*** ABI 2014 Annual Symposium, Jonesboro AR October 7, 2014

OTHER RELEVANT ABSTRACTS

Vicuna-Requesens, D., S. Devaiah, A. Flory and **E.E. Hood**; **Seed targeted expression of the CBHI & CBHII exocellulases in maize**; Poster Presentation at the Annual Meeting of the American Society of Plant Biologists, Honolulu, HI, July, 2009

Devaiah, S., K.R. Hood, J.A. Howard, **E.E. Hood; High oil lines enhance the accumulation and activity of cellulase in maize seed;** Poster Presentation at the Annual Meeting of the American Society of Plant Biologists, Honolulu, HI, July, 2009

Teoh, T., Y-K Chang, **E.E. Hood; Identifying biological and genetic factors affecting protein accumulation in transgenic maize seeds**; Poster Presentation at the Annual Meeting of the American Society of Plant Biologists, Honolulu, HI, July, 2009

Hood, E.E., Thomas Teoh, Deborah Vicuna-Requesens, Shivakumar Devaiah, Sangwoong Yoon, Audrei Dabul, Yeun-Kyung Chang and Ashley Flory; 2009 **Production of Cellulases in Transgenic Maize;** International Society for Plant Molecular Biology; St. Louis, MO October 25-30, 2009

Vicuna Requesens, D., A. Flory and **E. E. E. Hood**; **Seed targeted expression of the CBHI & CBHII exocellulases in maize;** Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Hood, E.E., T. Teoh, D. Vicuna-Requesens, S. Devaiah, S. Yoon, A. Dabul, Y-K.Chang and A. Flory; **Production of Cellulases in Transgenic Maize;** Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Dabul, A.N. and **E.E. Hood**; **Structural and Functional studies of hydroxyproline-rich glycoprotein in the reproductive system of maize (Zea mays L.);** Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Fake, G., J. Carroll, R. Jimenez-Flores, **E. Hood**, and J. Howard; **Measuring Cellulase Activity in Transgenic and Non-Transgenic Maize Tissue through the Release of Fermentable Sugars;** Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Yoon, S., A. Biris, B. Savary and **E. Hood**; **β-Expansin (*Zea m 1*) Action and Synergy with Cellulase on the Lignocellulousic Material;** Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Teoh, T., A. Flory, **E.E. Hood**; **Identifying biological and genetic factors affecting protein accumulation in transgenic maize seeds;** Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Devaiah, S., K.R. Hood, J.A. Howard, **E.E. Hood**; E**nhanced accumulation of cellulase in maize seed**; Poster Presentation at the IPMB Congress, St. Louis, MO October, 2009

Woodard, Susan, Shazia Shaik, Zivko Nikolov and **Elizabeth Hood**; **Removal of phenolics improves recombinant cellulase purification from transgenic corn flour**; Spring 2010 ACS Meeting (Abstract #14818).

Vicuna Requesens, Deborah V**,** Kellye Eversole, Robert Mustell, Richard Segall, Dan Berleant and **Elizabeth Hood**; **Establishing a baseline database to demonstrate substantial equivalence of GE and non-GE crops through data- mining and text-mining;** Poster Presentation at the Annual Meeting of the American Society of Plant Biologists, Montreal, Quebec, Canada July, 2010

Thomas Teoh, Daniel Johnson, Yuen Kung Chang, Xiuzhen Huang and **Elizabeth Hood**; **Understanding biological and genetic factors influencing protein accumulation in transgenic maize seeds** Poster Presentation at the Annual Meeting of the American Society of Plant Biologists, Montreal, Quebec, Canada July, 2010

Devaiah, Shivakumar P., Kendall R. Hood and **Elizabeth E. Hood**; **Enhanced accumulation of cellulase in maize seeds**; Poster Presentation at the Annual Meeting of the American Society of Plant Biologists, Montreal, Quebec, Canada July, 2010

Humphrey, K**.** Savary, B.J., Green, S., Xu, J., **Hood, E.,** Armah, P.W., and Patel, P.2010. ***Plant Biomass Research, Education, and Public Outreach at the Arkansas State University's College of Agriculture and Technology***. Biomass South 2010. Oct.14-15, 2010. Memphis, TN

Teoh, Keat, Daniel Johnson, Yeun-Kyung Chang, Ashley Flory, Xiuzhen Huang and **Elizabeth Hood**; **Transcriptome Analysis of Maize Embryos**; Invited Oral and Poster Presentations at the Cambridge Healthtech Institute's Inaugural Plant Sequencing: *Genotype to Phenotype Correlations;* San Diego, CA; March 16-18, 2011

C. Biedenbender (UALR), D. Berleant (UALR), K. Eversole (IE-SCS), **E. Hood** (ASU), L. Leach (IE-SCS), R. Mustell (IE-SCS), R. Segall (ASU), and D. Vicuna (ASU), **Text Mining: Using Rule Based and Neural Network Based Approaches**, 2011 UALR Student Research Expo, Little Rock, April 11.

Yoon, S., Devaiah, S.P., Hayden, C., Howard, J., Hood, E.E.; **Novel Expansin Assay Development and Characterization of Transgenic Corn Expansin;** 2011 P3 meeting at AR P3 Symposium & AR NSF EPSCoR Annual Meeting; Heber Springs, July 26-28, 2011

Vicuna Requesens, D., Devaiah, S., Chang, Y-K., and **Elizabeth E. Hood; Stable endosperm-production of CBHI exocellulase in maize;** Invited oral presentation at the American Council for Medicinally Active Plants; Arkansas State University Biosciences Institute, May 22-25, 2012—first place winner for conference oral presentations.

Yoon, S., Devaiah, S.P., Hayden, C, Howard, J.A., **Hood, E.E**.; **Novel Expansin Assay Development and Characterization of Transgenic Corn Expansin;** 3rd Annual Conference American Council for Medicinally Active Plants May 22 – 25, 2012 Arkansas State University, Jonesboro, AR

Dabul, A.N., Vicuna Requesens, D., & **Hood, E.E. Promoter study of the HRGP gene from B73 corn;** 3rd Annual Conference American Council for Medicinally Active Plants May 22 – 25, 2012 Arkansas State University, Jonesboro, AR

STUDENTS AND POST-DOCs MENTORED

Deborah Vicuna Requesens, post-doctoral, ASU 2008-2012
Thomas (Keat) Teoh, post-doctoral, ASU 2006-2013
Shivakumar Devaiah, post-doctoral, ASU 2008-2012
Maria Jose Truco, post-doctoral, USU 1993-94
Sue Fritz, post-doctoral, USU 1989-1992
Sangwoong Yoon, PhD student, ASU, 2006-2012
Audrei Dabul, PhD student, ASU, 2007-2012
Ashley Flory, MS student, ASU, 2010-2011
Martina Garda, MS student, ASU, 2009-2011
Rebecca Ring, undergraduate student, ASU 2012-present
Heather Morrisey, undergraduate student, ASU 2014-present
Breiona Hamilton, undergraduate student from Philander Smith College, 2014
Anna Pittman, undergraduate student from Hendrix College, 2014
Leah Chunestudy, undergraduate student, ASU 2007-2010
April Prunty, high school and undergraduate student, Jonesboro and ASU 2007-2011
Ne'Cura White, undergraduate student, ASU 2011
Mindalyn Breckenridge, undergraduate student, ASU 2009-2011

Peer Reviewer for the following journals:

- Plant Biotechnology Journal
- Transgenic Research (Managing Editor)
- Journal of Agricultural & Environmental Ethics (JAGE)
- Plant Molecular Biology
- African Journal of Microbiology Research
- BioMed Research International
- Biotechnology Advances
- BMC Biotechnology
- Energies
- Acta Physiologiae Plantarum
- PNAS
- Plant Physiology

ARKANSAS STATE UNIVERSITY

Renewal Form for Regular Graduate Faculty Status

Name: Tina G. Teague **Date:** 24 March 2015

Program or Department in which the Applicant seeks renewal of Regular Graduate Faculty Status: College of Agriculture and Technology

Signature of Originator: Steven Green

Digitally signed by Steven Green
DN: cn=Steven Green, o=Akansas State University, ou=College of Agriculture and Technology, email=sgreen@astate.edu, c=US
Date: 2015.03.24 08:08:54 -06'00'

Originator must be a department/program graduate faculty or chair (or program director in the case of interdisciplinary programs)
Please sign, & click here to submit to Graduate Council for Review

From the Faculty Handbook:

Qualifications

Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Appointment Requirements and Procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the application must meet the qualification standards of the program or department. An appointment is recommended by the department/ program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council.

Do Not Type 'See CV'. Briefly List the Evidence of Compliance with Program Guidelines Completed Within the Last 6 Years.

In the space provided, briefly describe how the applicant's scholarly or creative work in the last six years has met the program's particular expectations, as approved by the the Graduate Council (or using the Graduate Council's generic guidelines for programs that do not have Graduate Council approved guidelines) for regular graduate faculty :

(Please contact the Graduate School if you need a copy of your program/department Graduate Faculty guidelines.)

Please attach a copy of applicant's CV to e-mail. Make sure that it is edited to include only activity from last six years to indicate how they met qualifications.

Scholarly activity last 6 years

Peer reviewed journals: 6
Proceedings and experiment station reports: numerous
Invited presentations: 9
Other presentations: numerous

◉ **Regular Graduate Faculty Status Renewed**
Appointment is for up to a six year term, at which time the faculty member may reapply. (Individual programs, departments, or colleges may choose to have shorter terms of appointment.)

○ **Regular Graduate Faculty Status Not Renewed,** see Explanation below

Signature of Graduate Council Chair: William McLean

GC Chair: If approved by Graduate Council, please sign & click here to submit to Graduate School for Processing

2010-2015

TINA GRAY TEAGUE

Professor of Entomology
Arkansas State University --
University of Arkansas
Agricultural Experiment Station

P.O. Box 2340
State University, Arkansas 72467
PH: 870.972.2204 FAX: 870.972.3885
E-mail: tteague@astate.edu

EDUCATION

Ph.D. Entomology, Texas A&M University, College Station
M.S. Entomology, University of Arkansas, Fayetteville
B.S. Zoology, University of Arkansas, Fayetteville

PROFESSIONAL EXPERIENCE

Professor 1998-present, Arkansas State University
Associate Professor 1993-1998, Arkansas State University
Assistant Professor 1988-1993, Arkansas State University
Research Scientist, 1986-1988, Rio Farms, Inc., Agricultural Research Foundation, Monte Alto, Texas
Research Assistant, 1981-1986, Department of Entomology, Texas A&M University
Agricultural Technician, 1979-81, Department of Entomology, University of Arkansas

PROFESSIONAL MEMBERSHIP [*elected membership]

Entomological Society of America
Arkansas Entomological Society (President 1994-1995)
Kansas Entomological Society
Southwestern Entomological Society
Soil and Water Conservation Society
Agronomy Society/Crop Science Society of America
Arkansas Crop Protection Association (Sec. 1995-97, VP '98, Pres-elect '99, President '00),
Sigma Xi (President 1994-95, ASU Chapter)*, Gamma Sigma Delta*, Phi Kappa Phi*

CURRENT RESEARCH

My research focuses on insect pest management systems for cotton in the Mississippi Delta region of Arkansas. Program objectives include evaluation and development of tactics for management of cotton insect pests. The work is part of an overall production research program in Arkansas focused on attaining an economically viable and environmentally sustainable cotton industry. Prior to 1995 my research at ASU focused on crop management systems for vegetable production. I worked extensively with limited resource, minority farmers in the Delta region.

MAJOR COMMITTEE & SERVICE APPOINTMENTS

Arkansas Soil and Water Education Conference – Founder and Co-chair: 1998-present
Arkansas - USDA-NRCS – State Committee, Water Quality: 2011-present

PEER REVIEW PANELS

USDA-ARS National Program 304: Crop Protection and Quarantine Office of Scientific Quality Review Panel - 2015

GRADUATE THESIS COMMITTEES *(current)*

Soolaf Katier – Ph.D. Biology; 2011-2014. University of Arkansas, Little Rock, (committee)
Erin J. Kelly – MS, Agriculture; 2011-present (advisor)
Justin Chlapecka – MS, Agriculture – 2013-present (advisor)
Austin Lewis – MS, Agriculture – 2012-present (Co-Advisor with M.L. Reba)
Nadine Straitt – MS, EVS – 2013-present (committee)
Kyle Wilson-MS, Plant Pathology, 2014 – present, University of Arkansas, Fayetteville – (committee)
Ray Benson – Ph.D. EVS – 2014 (advisor)
Amanda Mann – Ph.D. EVS- 2015 (advisor)

PUBLICATIONS

Book Chapters

Luttrell, R.L., T.G. Teague, M.J. Brewer. Cotton insect pest management. *In:* D. Fang (Ed.), Cotton. (Agronomy Monograph no. 24, 2nd edition). American Society of Agronomy, Inc., Crop Science Society of America, Inc., Soil Science Society of America, Inc., Publishers, Madison, WI, USA. *(in press)*

Teague, T.G. Plant-insect interactions and cotton development. *In:* J. Snider (Ed.), Linking Physiology to Management. Cotton Foundation Reference Book. The Cotton Foundation Cordova, TN, USA. *(in press)*

Journals and Proceedings Papers

Pote, D.H., R.L. Raper, J.L. Snider, T.G. Teague, M.L. Reba. Effects of Arkansas cotton production systems on soil strength and electrical conductivity. *Submitted to* J. Cotton Science. *In Revision.*

Bourland, F.M., G. Studebaker, and T.G. Teague. 2014. Host plant resistance to tarnished plant bug in Arkansas: I. Variation among cotton genotypes in small plots. pp. 679-684 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Chiu, Yin-Lin, Reba, M.L., T.G. Teague, and C.G. Henry. 2014. Development of a wireless sensor network for monitoring wetting front advance during irrigation events. pp. 436 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Lewis, A.L., M.L. Reba, T.G. Teague, E.J. Kelly, C.G. Henry, E.D. Vories and D.K. Morris. 2014. Field validation of irrigation planning tools in major Arkansas crops. pp. 456 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Reba, M.L., T.G. Teague, and E.J. Kelly. 2014. Incorporating soil moisture measurements with plant growth monitoring. pp. 455 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Straitt, N., M.L. Reba, T.G. Teague, E.J. Kelly, and J.L. Bouldin. 2014. Impacts of conservation practices on runoff from production sized cotton fields using edge-of-field monitoring. pp. 437 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Studebaker, G., F.M. Bourland and T.G. Teague. 2014. Host plant resistance to tarnished plant bug in Arkansas: III. Laboratory evaluation. pp. 685-687 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2013 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Teague, T.G. and E.J. Kelly. 2014. Influence of tillage system and irrigation initiation timing on susceptibility of three cotton cultivars to tarnished plant bug. Reba, M.L., T.G. Teague, E.D. Vories.

A retrospective review of cotton irrigation on a production farm in the Mid-South. Submitted, Journal Cotton Science. 18:137-144.

Teague, T.G., E.J. Kelly, D.M. Danforth, and David Wildy. 2014. Insect control termination decisions across irrigated and rainfed management zones in center pivot irrigated cotton. pp. 741-753 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Teague, T.G., F.M. Bourland, and G. Studebaker. 2014. Host plant resistance to tarnished plant bug in Arkansas: I. Variation among cotton genotypes in small plots. pp. 668-678 *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2014 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Reba, M.L., T.G. Teague, and E.D. Vories. 2014. A retrospective review of cotton irrigation on a production farm in the Mid-South. Journal Cotton Science. 18:137-144.

Willers, J.L., T.G. Teague, G. Milliken, and F.M. Bourland, 2014. Effects of field plot size on variation in white flower anther injury by tarnished plant bug for host plant resistance evaluations in Arkansas cotton. Agronomy 4 (1): 144-164.

Teague, T.G. and M.L. Reba. 2014. Final irrigation timing 2013 in Northeast Arkansas cotton. pp. 40-46. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2013, Arkansas Agricultural Experiment Station Research Series 618.

Reba, M.L. and T.G. Teague. 2014. Development of a solar radiation stress index for cotton. pp. 66-72. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2013, Arkansas Agricultural Experiment Station Research Series 618.

Kathiar, S. J. Lanza, T.G. Teague and K. Neely. 2014. pp. 132-138. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2013, Arkansas Agricultural Experiment Station Research Series 618.

Kelly, E.J., T.G. Teague, D.K. Morris. 2013. Variability of thrips abundance across soil EC based management zones in cotton with and without wheat cover crop. . pp.153-158. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2011, Arkansas Agricultural Experiment Station Research Series 610.

Reba, M.L., T.G. Teague, E.D. Vories. 2013. A review of irrigation termination practices in Northeast Arkansas. . pp.45-50. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2011, Arkansas Agricultural Experiment Station Research Series 610.

Kelly, E.J., T.G. Teague, D.K. Morris. 2013. Monitoring Insect Pest Populations Across Soil EC Based Management Zones in Midsouth Cotton With and Without Wheat Cover Crop. Pp. 428. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2013 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Teague, T.G., E.J. Kelly, D.K. Morris, D.M. Danforth. 2013. Zone Management In Center Pivot Irrigated Fields — Improving Efficiency In Insect Control Termination Using COTMAN In Spatially Variable Cotton Fields. pp. 1133-1144. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2013 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Teague, T.G. and C.R. Shumway. 2013. Cotton Response to Irrigation Timing and Use of Enhanced Efficiency Nitrogen Fertilizer and Biosolids. . pp. 73-82. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2013 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Reba, Michele L., T. G. Teague, E. D. Vories. 2013. Retrospective review of cotton irrigation termination in the Midsouth. pp. 865. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2013 Beltwide Cotton Conferences, National Cotton Council, Memphis, TN.

Nalley, Lanier, D.M. Danforth, Z. Niederman, T.G. Teague. 2013. A Scan Level Cotton Carbon Life Cycle Assessment: Has Bio-Tech Reduced the Carbon Emissions from Cotton Production in the USA? Journal of Cotton Science. Vol. 17(2):80-88.

Reba, Michele L., Mike Daniels, Yushun Chen, Andrew Sharpley, Jennifer Bouldin, Tina Gray Teague, Pearl Daniel, and Chris G. Henry. 2013. A statewide network for monitoring agricultural water quality and water quantity in Arkansas. Journal of Soil and Water Conservation.. 68(2):45A-49A.

Mozaffari, M., T.G. Teague, N. A. Slaton, C. G. Herron, S. D. Carroll, 2012. Effect of urea and an enhanced efficiency N fertilizer on seedcotton yield. pp.1370. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2012 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Reba, M.L., M. Daniels, Y. Chen, A. Sharpley, T. Teague and J. Bouldin. 2012, A network for monitoring agricultural water quantity and water quality in Arkansas, Eos, Transactions of the American Geophysical Union, Fall Meeting Supplement, Abstract H31G-1204.

Reba, M.L, J. Bouldin, T. Teague and J. Choate. 2011, Reducing runoff and nutrient loss from agricultural land in the Lower Mississippi River Basin, Eos, Transactions of the American Geophysical Union, Fall Meeting Supplement, Abstract H41B-1021.

Teague, T.G., L. Espinoza, C.S. Rothrock, A. Flanders, and L.A. Fowler. 2012. Nitrogen fertilizer timing and tillage – focusing management to build sustainable cotton systems. pp.100-111. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2011, Arkansas Agricultural Experiment Station Research Series 602.

Teague, T.G., C. Rothrock and C.R. Shumway. 2012. Cotton response to irrigation timing and use of enhanced efficiency nitrogen fertilizer and biosolids – Year II. pp.80-91. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2011, Arkansas Agricultural Experiment Station Research Series 602.

Teague, T.G. and K. D. Neeley. 2012.Evaluation and utilization of resistance of resistance to tarnished plant bug in cotton – Survival of nymphs on a frego bract compared to a nectariless line in field & laboratory trials. pp.808-816. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2012 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Bouldin, J. G, R.A.F. Warby, P. Yu, and T. G. Teague. 2011. Sustainable cotton production: The effects of best management practices on water, sediment and soil quality. pp 100-109. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2010, Arkansas Agricultural Experiment Station Research Series 589.

Luttrell, R.L., K.C. Allen, P. O'Leary, T.G. Teague. 2011. Insect infestations, crop development and evolving management approaches on a northeast Arkansas cotton farm pp.1185. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2011 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Nalley, L.L, D.M. Danforth, Z. Niederman, T. G. Teague, 2011. Has bio-tech reduced the carbon emission from cotton production in the USA? pp 25-28 *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2010, Arkansas Agricultural Experiment Station Research Series 589.

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Raper, R. L., J. L. Snider, T. G. Teague, and S. S. Kulkarni. 2011. Effects of east Arkansas production systems on soil strength and electrical conductivity. 2011. pp 176-180. *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2010, Arkansas Agricultural Experiment Station Research Series 589.

Teague, T.G. 2011. Irrigation Timing and Tarnished Plant Bug Management – Implications for Late Season Susceptibility to Tarnished Plant Bug and Crop Termination Decisions - Year III. pp.1186-1198. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2011 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Teague, T. G., K. Neeley, A. Flanders, and L. Fowler. 2011. Tarnished plant bug and the plant growth regulator, Mepiquat chloride – Influence on cotton fruiting dynamics and yield. 2011. pp 158-170 *In:* Derrick M. Oosterhuis (Ed.), Summaries of Arkansas Cotton Research 2010, Arkansas Agricultural Experiment Station Research Series 589.

Teague, T.G. and C.R. Shumway. 2011. Cotton response to irrigation timing and use of enhanced efficiency nitrogen fertilizer and biosolids. pp.1346-1353. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2011 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Teague, T.G., J. Bouldin, C.R. Shumway, S. Green, R. Warby, K. Morris, A. Flanders. 2011. Crop Protection and Tillage – Focusing management to build sustainable cotton systems – year three pp.848-861. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), Proc. of the 2011 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Vories, E. D., J. K. Greene, T. G. Teague, J. H. Stewart, B. J. Phipps, H. C. Pringle, E. L. Clawson, R. J. Hogan, P. F. O'Leary, T. W. Griffin. 2011. Determining the optimum timing for the final furrow irrigation on mid-south cotton. Applied Engineering in Agriculture. 27(5): 737-745.

Teague, T. G. and D. M. Danforth. 2010. Irrigation timing and tarnished plant bug management – Implications for late season susceptibility to tarnished plant bug and crop termination decisions-Year II. pp. 825-840. Proc. of the 2010 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Teague, T. G., J.L, Willers, F. M. Bourland, and George Milliken. 2010. Investigation of field plot size on variation in white flower anther injury associated with tarnished plant bug host plant resistance evaluations in Arkansas cotton. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), pp. 841-842. Proc. of the 2010 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Teague, T.G., V.S. Green, J.L. Bouldin, C.R. Shumway, and L. Fowler. 2010. Crop protection and tillage – focusing management to build sustainable cotton systems. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), pp. 892-904. Proc. of the 2010 Beltwide Cotton Conferences, National Cotton Council, Memphis.

Sappington, D. R., T. R. Brueggen, J. L. Bouldin, S. Green, C. Shumway, T.G. Teague. 2010. Improving water quality with better management practices in Midsouth cotton. *In:* S. Boyd, M. Huffman, B. Robertson (Eds.), pp. 622-627. Proc. of the 2010 Beltwide Cotton Conferences, National Cotton Council, Memphis.

PRESENTED PAPERS

Teague, T.G., D.K. Morris and D. Wildy 2015. Selective application timing for late season tarnished plant bug control in irrigated and rainfed management zones in center pivot irrigated cotton. Beltwide Cotton Conference, San Antonio, TX, 5-7 January 2015.

Teague, T.G., E.J. Kelly, and A.W. Fisher, 2015. Influence of Tillage System & Irrigation Initiation Timing on Susceptibility of Three Cotton Cultivars to Tarnished Plant Bug- Year II. Beltwide Cotton Conference, San Antonio, TX, 5-7 January 2015.

Benson, N.R. D.K. Morris, D. Wildy, E.J. Kelly and T.G. Teague. 2015. Cotton Response to Three Seeding Rates in a Highly Variable Field in Northeast Arkansas: Implications for Site Specific Management. Beltwide Cotton Conference, San Antonio, TX, 5-7 January 2015.

Benson, N.R., D.K. Morris, and T.G. Teague. 2015. Integrated Technologies for Improving Cotton Maturity and Profitability. Beltwide Cotton Conference, San Antonio, TX, 5-7 January 2015.

Teague, T.G. 2014. Hat Juggling 101: The path of a woman in science. Invited presentation to the Women in Entomology section at the Entomological Society of America's 62nd Annual Meeting, Portland, Oregon, USA. 16-19 November 2014. *(invited)*

Teague, T.G. 2014. Cotton Sustainability – Agricultural Research. Invited Luncheon speaker at the Annual National Cotton Council and Cotton Incorporated Import Support Program National Farm Tour – National Cotton Council, Memphis Tenn, and University of Arkansas Lon Mann Research Station, Marianna, Arkansas – 7 and 9 October 2014. *(invited)*

Teague, T.G., F.M. Bourland, G. Studebaker 2014.Host plant resistance: Evaluating cotton resistance & tolerance to tarnished plant bug in Arkansas. Southeast Branch Entomological Society of America. Greenville, SC. 2-5 March 2014.

Teague, T.G. and E.J. Kelly. 2014. Influence of tillage system and irrigation initiation timing on susceptibility of three cotton cultivars to tarnished plant bug. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014

Teague, T.G., E.J. Kelly, D.M. Danforth, and David Wildy. 2014. Insect control termination decisions across irrigated and rainfed management zones in center pivot irrigated cotton Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014

Teague, T.G., F.M. Bourland, G. Studebaker. 2014. Host plant resistance to tarnished plant bug in Arkansas: III Laboratory Evaluations. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014

Bourland, F.M., T.G. Teague, G. Studebaker. 2014. Host plant resistance to tarnished plant bug in Arkansas: I: Breeding and Variety Trials. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014

Studebaker, G., F.M. Bourland, T.G. Teague. 2014. Host plant resistance to tarnished plant bug in Arkansas: II Large field and small plot studies. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014

Strait, N., M.L. Reba, T.G. Teague, E.J. Kelly, J.L. Bouldin. 2014. Edge-of-field water quality monitoring in Northeastern Arkansas. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014

Reba, M.L., T.G. Teague, E.J. Kelly. 2014. Incorporating soil moisture measurements with plant growth monitoring. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014.

Lewis, A.L., M.L. Reba, T.G. Teague, E.J. Kelly, C.G. Henry, E.D. Vories, D.K. Morris. 2014 Field validation of irrigation planning tools in major Arkansas crops. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014.

Kelly, E.J., T.G. Teague, D.K.Morris, T. Spurlock, D.K. Fisher, Leo Espinoza, M.L. Reba. 2014. Spatial variability of cotton plant response to heterogeneous soils in the Midsouth. Beltwide Cotton Conference, New Orleans, LA, 6-8 January 2014.

Teague, T.G., E.J. Kelly, M.L. Reba, D.K. Morris, T.N. Spurlock, J. Bouldin, and L. Espinoza. 2014. Integrating Soil, Crop and Pest Monitoring Using Spatial Technology on Arkansas Cotton Farms to Achieve Nutrient Loss Reduction. Soil and Water 69th International Annual Conference of the Soil and Water Conservation Society, Lombard, Illinois, 27-30 July 2014

Benson, N.R., T.G. Teague and F.M. Bourland. 2014. Cotton IPM Texas Style with and Arkansas Twist: Importance of Earliness Management in Northeast Arkansas Production. Entomological Society of America's 62nd Annual Meeting, Portland, Oregon, USA, 16-19 November 2014.

Chen, Yushin, Mike Daniels, Michele Reba, Andrew Sharpley, Jennifer Bouldin, Tina G. Teague, Chris Henry, Pearl Daniel, NealMays, Sagar Shrestha, Jack Farrelly, Mike Eggleton, Steve Lochmann, Dennis Frame, Dennis Busch, Amber Radatz, Eric Cooley, Beatrix Haggard, James Hendrix, and Donnie Miller. 2013. Effects of Agricultural Land Use, Climate Change, and Watershed Restoration on Water Quality and Biological Resources in the Mississippi River BasIn: an Overview and Case Studies. Abstract of the 2013American Fisheries Society Annual Meeting, , Little Rock, AR,USA, September 8-12.

Kelly, E.J., T.G.Teague, D.K.Morris, and T. Spurlock. 2013. Spatial variability of *Lygus lineolaris* in Midsouth Cotton.Annual Meeting of the Entomological Society of America, Austin, TX, 10-14 November 2013.

Reba, M., T.G.Teague, P. Counce, C. Henry, and E. Vories. 2013. Water resources management of cotton and rice production the Mid-South. American Water Resources Association, Specialty Conference Agricultural Hydrology and Water Quality II. St. Louis, MO. 24-27 March.

Reba, M.L., Tina Gray Teague, Earl D. Vories. 2013. A Retrospective Review of Cotton Irrigation Termination in the Midsouth. Beltwide Cotton Conference, San Antonio, TX, 7-10 January 2013.

Teague, T.G., E.J.Kelly, D. K. Morris, M. L. Reba, Vories, E, Fisher, K, and J. Bouldin. 2013. Integrating Soil, Crop and Pest Monitoring Using Spatial Technology on Arkansas Cotton Farms to Achieve Nutrient Loss Reduction. 68th International Annual Conference of the Soil and Water Conservation Society, Reno, NV. 21-24 July 2013.

Teague, T. G. and C.R. Shumway. 2013. Cotton Response to Irrigation Timing and Use of Enhanced Efficiency Nitrogen Fertilizer and Biosolids. Beltwide Cotton Conference, San Antonio, TX, 7-10 January 2013.

Teague, T.G., Erin J. Kelly, D. Keith Morris, Diana M. Danforth. 2013. Zone Management in Center Pivot Irrigated fields – Improving Efficiency in Insect control termination using COTMAN in spatially variable cotton fields. Beltwide Cotton Conference, San Antonio, TX, 7-10 January 2013. National Cotton Council of America, Memphis, TN.

Kelly, E.J., T.G. Teague, D. K. Morris. 2013. Monitoring insect pest populations across soil EC based management zones in Midsouth cotton with and with wheat cover crop. Beltwide Cotton Conference, San Antonio, TX, 7-10 January 2013. National Cotton Council of America, Memphis, TN.

Bouldin, J.L., Reba, M.L., Teague, T.G. 2012. Sediment and nutrient reduction initiatives in the Arkansas Delta Ecoregion, Society of Environmental Toxicology and Chemistry, Long Beach, CA, 11-15 November.

Bouldin, J.L., Reba, M.L., Teague, T.G.2012. Sediment and nutrient reduction initiatives in the Arkansas Delta Ecoregion, National NPS Workshop, Tulsa, OK. 14-17 October.

Borland, F.M, G. Studebaker, T. G. Teague. 2012. Resistance to tarnished plant bugs in cotton varieties? Cotton Incorporated Agricultural & Environmental Research 2012 Crop Management Seminar and Workshops. 7-9 November 2012. Tunica, MS.

Kathiar, S. Janet Lanza, T.G. Teague and K.D. Neeley. 2012.The effect of tillage systems on abundance of arthropods in cotton fields – pitfall trap studies in NE Arkansas. 2012 Southeastern/Southwestern Joint Annual Meeting of the Entomological Society of America. 4-7 March 2012. Little Rock, AR.

Reba, M.L., M. Daniels, Y. Chen, A. Sharpley, T. Teague and J. Bouldin. 2012, A network for monitoring agricultural water quantity and water quality in Arkansas, Eos, Transactions of the American Geophysical Union, Fall Meeting Supplement, Abstract H31G-1204.

Reba, M.L, J. Bouldin, T. Teague and J. Choate. 2011, Reducing runoff and nutrient loss from agricultural land in the Lower Mississippi River Basin, Eos, Transactions of the American Geophysical Union, Fall Meeting Supplement, Abstract H41B-1021.

Teague, T.G. and K. D. Neeley. 2012. Techniques for Evaluating Feeding Preference in Host Plant Resistance Studies with the Tarnished Plant Bug (*Lygus lineolaris*) in Cotton. 88th Annual Meeting of the Kansas (Central States) Entomological Society. Jonesboro, AR. 6-7 April 2012.

Teague, T.G, 2012. Cotton irrigation timing impacts on pest status of tarnished plant bug. 88th Annual Meeting of the Kansas (Central States) Entomological Society. Jonesboro, AR. 6-7 April 2012

Teague, T.G., K.D. Neeley, F.M. Bourland. 2012. Tarnished Plant Bug (*Lygus lineolaris* (Palisot de Beauvois) Host Plant Resistance Evaluations in Midsouth Cotton. Third International Lygus Symposium, Scottsdale, AZ, 28-31 October 2012.

Teague, T.G. and K.D. Neeley 2012. Evaluation and utilization of resistance to tarnished plant bug in cotton. Cotton Insect Research and Control Conferences, Beltwide Cotton Conferences, Orlando, FL. 3-6 January 2012.

INVITED PROFESSIONAL PRESENTATIONS

Teague, T.G. 2014. Cotton Sustainability – Agricultural Research. Featured speaker at the Annual National Cotton Council and Cotton Incorporated Import Support Program National Farm Tour – National Cotton Council, Memphis Tenn, and University of Arkansas Lon Mann Research Station, Marianna, Arkansas – 7 and 9 October 2014.

Teague, T.G. 2013. Cotton Sustainability – Agricultural Research. Featured speaker at the Annual National Cotton Council and Cotton Incorporated Import Support Program National Farm Tour – National Cotton Council, Memphis Tenn, and University of Arkansas Lon Mann Research Station, Marianna, Arkansas – 9 and 11 October 2013

Teague, T.G. 2013. Insect Pest Management Tactics in Cover Crop Systems. Southern Cover Crops Workshop. USDA-Natural Resources Conservation Service. Jonesboro, AR, 24-25 July.

Teague, T. G. 2012. COTMAN in Research. Cotton Incorporated Agricultural & Environmental Research 2012 Crop Management Seminar and Workshops. 7-9 November 2012. Tunica, MS.

Teague, T.G. 2012. Cotton Sustainability – Research in the Midsouth. Featured speaker at the Annual National Cotton Council and Cotton Inc. Import Support Program Farm Tour – National Cotton Council, Memphis Tenn, and University of Arkansas Lon Mann Research Station, Marianna, Arkansas – 2 and 4 October 2012.

Teague, T.G. 2011. Good News in US Cotton – Progress in the Journey toward Sustainability. Invited Distinguished Speaker in the College Colloquium, University of Arkansas Little Rock College of Science and Mathematics Science and College of Engineering and Information Technology, 18 February 2011, Little Rock, AR.

Teague, T.G. 2011. Integrating Soil and Water Conservation and Pest Management Tactics for Sustainable Cotton Production. Invited presentation to the Agriculture Research Unit of Cotton Inc. Cary, North Carolina, 8 July 2011.

Teague, T.G. 2011. On the Road to Sustainability in the US. Production- Progress in Soil and Water Conservation and Integrated Pest Management. Invited - Featured speaker at the Annual National Cotton Council and Cotton Inc. Import Support Program Farm Tour – University of Arkansas Lon Mann Research Station, Marianna, Arkansas – October 4 and 6 2011.

Teague, T.G. 2011. IPM Includes Irrigation Management – Arkansas Cotton Research Update. Invited: Mississippi Delta Conference - Water for Fish and Farmers, Mississippi State University, Stoneville, Mississippi 13-14 September, 2011.

(Serve on Thesis Committees)

Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: April 3, 2014 ☐ **On Campus** ☒ **Off Campus**

Instructor Name: Andrew F. Braham, Ph.D., P. E. **Faculty Position:**

College: College of Engineering **Department:**

Course Prefix(es) Number and Title: Dr. Braham is approved by the College of Engineering Graduate Committee to serve on Master of Science in Engineering thesis committees.

Requested Duration: 3 Years

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator: Brandon Kemp

Digitally signed by Brandon Kemp
DN: cn=Brandon Kemp, o=ASU, ou=College of Engineering, email=bkemp@astate.edu, c=US
Date: 2015.04.03 09:15:44 -05'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean: Paul Mixon

Digitally signed by Paul Mixon
DN: cn=Paul Mixon, o=Arkansas State University, ou=College of Engineering, email=pmixon@astate.edu, c=US
Date: 2015.04.13 16:36:35 -05'00'

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean: Erik Gilbert

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

Updated 08/27/14

ARKANSAS STATE UNIVERSITY

COLLEGE OF ENGINEERING
P. O. Box 1740, State University, AR 72467| o: 870-972-2088| f: 870-972-3948

March 9, 2015

To the Graduate Council:

The College of Engineering Graduate Committee voted unanimously on Monday, March 6, 2015 to recommend Dr. Andrew F. Braham for a Temporary Graduate Faculty Appointment with the privilege of serving on thesis committees.

Sincerely,

Brandon Kemp

Brandon A. Kemp, Ph. D., P. E.
Associate Professor of Electrical Engineering
Chair, College of Engineering Graduate Committee

Andrew F. Braham, Ph.D., P.E.
Assistant Professor, University of Arkansas, Department of Civil Engineering
4190 Bell Engineering Center, Fayetteville, AR 72701 USA
Phone: +1.479.575.6028 Fax: +1.479.575.7168
Email: afbraham@uark.edu Website (QR code): www.andrewbraham.com

Education

University of Illinois, Urbana, IL	Civil Engineering	Ph.D., 2008
University of Wisconsin, Madison, WI	Civil Engineering	M.S., 2002
University of Wisconsin, Madison, WI	Civil Engineering	B.S., 2000

Appointments

Assistant Professor, University of Arkansas, Fayetteville, AR	01/2011 – present
Postdoctoral Research Fellow, Southeast University, Nanjing, China	02/2009 – 11/2010
Graduate Research Assistant, Illinois Leadership Center, Urbana, IL	08/2007 – 05/2008
Field and Research Engineer, Koch Materials Company	06/2002 – 11/2004

Licensure

Professional Engineer (#15638), State of Arkansas	05/2013 – present
Engineer-In-Training (#1510240-500), State of Wisconsin	11/2000 – 11/2010

Peer-Reviewed Publications

1. Braham, A., Steger, R., Lynn, T., and Pyle, R. Characterizing Compactability of High RAP and Warm Mix Asphalt Mixtures in the Superpave Gyratory Compactor, *Journal of Testing and Evaluation*, Vol. 43, Issue 3, May 2015.
2. Milburn, A. B., Braham, A., and McClinton, J. Integrating qualitative components in quantitative courses using Facebook. *Interdisciplinary Journal of E-Learning and Learning Objects*, Vol. 10, 2014, pp. 229-246.
3. Braham, A., Howard, I., Barham, J., and Cox, B. Characterising emulsion effects on aged asphalt concrete surfaces using Bending Beam Rheometer mixture beams, *International Journal of Pavement Engineering*, published online August 2014.
4. Gao, L., Ni, F., Braham, A., Luo, H. Mixed-Mode cracking behavior of cold recycled mixes with emulsion using Arcan configuration, *Construction and Building Materials*, Vol. 55, March 2014, pp. 415-422.
5. Ni, F., Yang, S., Zhu, Y., and Braham, A. Capturing mixed-mode cracking of asphalt concrete using the Arcan test, *International Journal of Pavement Engineering*, Vol. 15, Issue 1, January 2014, pp. 43-50.
6. Braham, A., Mudford, C. The Development of Master Fracture Curves for Asphalt Concrete. *Journal of Materials in Civil Engineering*, Vol. 25, No. 11, November 2013, pp. 1631-1637.
7. Braham, A., Howard, I., and Barham, J. Characterization of Emulsion Treated Asphalt Surfaces Using Bending Beam Rheometer Mixture Beams, J*ournal of Testing and Evaluation*, Vol. 41, No. 2, March 2013.
8. Braham, A., Zofka, A., Li, X., Ni, F. Exploring the Reduction of Laboratory Testing for the Cohesive Zone Model for Asphalt Concrete. *International Journal of Pavement Engineering*, Vol. 13, Issue 4, August 2012, pp. 350-359.
9. Dave, E.V., Braham, A.F., Buttlar, W.G., Paulino, G.H. Development of a Flattened Indirect Tension Test for Asphalt Concrete. *Journal of Testing and Evaluation*, Vol. 39, No. 3, 2011.

10. Braham, A.F., Buttlar, W.G., Ni, F. Fracture Characteristics of Asphalt Concrete in Mixed-Mode. *Road Materials and Pavement Design,* Vol 11/4, 2010, pp. 947-968.
11. Braham, A.F., Buttlar, W.G., Clyne, T.R., Marasteanu, M.O., Turos, M.I. The Effect of Long-Term Laboratory Aging on Asphalt Concrete Fracture Energy. *Journal of the Association of Asphalt Paving Technologists*, Vol. 78, 2009, pp. 417-454.
12. Zofka, A., Braham, A.F. Comparison of Low-Temperature Field Performance and Laboratory Testing Using Ten Test Sections in Midwest. *Transportation Research Record: Journal of the Transportation Research Board*, No. 2127, Transportation Research Board of the National Academies, Washington, D.C., 2009, pp. 107-114.
13. Li, X., Braham, A.F., Marasteanu, M.O., Buttlar, W.G., Williams, C. Effect of Factors Affecting Fracture Energy of Asphalt Concrete at Low Temperature, *International Journal of Road Material and Pavement Design*, Vol. 9, Special Issue/2008, pp. 397-416.
14. Wagoner, M.P., Braham, A.F. Anisotropic Behavior of Hot Mix Asphalt At Low Temperatures. *Transportation Research Record: Journal of the Transportation Research Board*, No. 2057, Transportation Research Board of the National Academies, Washington, D.C., 2008, pp. 83-88.
15. Braham, A.F., Buttlar, W.G., Marasteanu, M.O. Effect of Binder Type, Aggregate, and Mixture Composition on the Fracture Energy of Hot-Mix Asphalt in Cold Climates. *Transportation Research Record: Journal of the Transportation Research Board*, No. 2001, Transportation Research Board of the National Academies, Washington, D.C., 2007, pp. 102-109.

Other Publications

1. Braham, A., Bennett, A., McClinton, J. Using LinkedIn in the Classroom, *ASEE Midwest Section 2013 Annual Conference*, Salina, KS, September 18-20, 2013.
2. Yang, S., Braham, A. The Investigation of R-Curves of Asphalt Concrete, *Airfield and Highway Pavement 2013: Sustainable and Efficient Pavements*, Edited by Imad L. Al-Qadi and Scott Murrell, Los Angeles, CA, June 9-12, 2013, pp. 1064-1074.
3. Hill, R., Braham, A. A Simple Field Test to Determine Return to Traffic on Full Depth Reclamation & Cold In-Place Recycling Projects. *International Symposium of Asphalt Emulsion Technology*, ISAET, Arlington, VA, October 10-12, 2012.
4. Hill, R., Braham, A. A Review of Full Depth Reclamation Asphalt Emulsion Mixtures. *International Symposium of Asphalt Emulsion Technology*, ISAET, Arlington, VA, October 10-12, 2012.
5. Braham, A., Mudford, C. Comparing the Slope of Load/Displacement Fracture Curves of Asphalt Concrete. *7th International Conference on Cracking in Pavements*, Delft, Amsterdam, June 20-22, pp. 997-1006, 2012.
6. Braham, A., Ni, F., Yang, S. An Introduction of the Arcan Testing Configuration for Mixed-Mode Cracking in Asphalt Concrete. *Proceedings of the 11th International Conference on Asphalt Pavements (ISAP)*, Nagoya, Japan, August 1-6, 2010.
7. Braham, A.F. Warm Mix Asphalt - A Brief Overview. White paper for *Airport Pavement Design and Management Summit 2010*, Singapore, January 27-28, 2010.
8. Braham, A.F., Ni, F., Zhang, M. Prediction of Rutting in China. *Proceedings of the 13th International Flexible Pavements Conference*, Surfers Paradise, Australia, October 12-14, 2009.
9. Braham, A.F., Ni, F., Zhang, M. Abstract of Prediction of Rutting in China. *Roads, Australia's Road Management and Construction Magazine*, October/November 2009, pp. 28-30.
10. Braham, A.F., Buttlar, W.G. Mode II Cracking in Asphalt Concrete. *Advanced Testing and Characterization of Bituminous Materials*, Rhodes, Greece, Eds. Loizos, Patrl,

Scarpas, and Al-Qadi, CRC Press Taylor and Francis Group, New York, ISBN: 978-0-415-55854-9, Vol. 2, 2009, pp.699-706.

11. Braham, A.F., Peterson, C.V., Buttlar, W.G. Mixed-Mode Cracking in Asphalt Concrete. *Advanced Testing and Characterization of Bituminous Materials*, Rhodes, Greece, Eds. Loizos, Patrl, Scarpas, and Al-Qadi, CRC Press Taylor and Francis Group, New York, ISBN: 978-0-415-55854-9, Vol. 2, 2009, pp.785-794.
12. Braham, A.F., Dave, E.V., Buttlar, W.G., Paulino, G.H. Analysis of Creep Properties using a Flattened Indirect Tension Test for Asphalt Concrete. *Proceedings of the Eighth International Conference on Creep, Shrinkage and Durability of Concrete and Concrete Structures*, CRC Press Taylor and Francis Group, London, ISBN: 978-0-415-48508-1, 2008, pp 787-792.
13. Dave, E.V., Braham, A.F., Buttlar, W.G., Paulino, G.H., Zofka, A. Integration of Laboratory Testing, Field Performance Data, and Numerical Simulations for the Study of Low-Temperature Cracking. *Proceedings of the 6th RILEM International Conference on Cracking in Pavements*, Chicago, USA, Eds. Al-Qadi, Scarpas, and Loizos, CRC Press Taylor and Francis Group, New York, ISBN: 978-0-415-4757-54, 2008, pp.369-378.
14. Braham, A.F., Wagoner, M.P., Buttlar, W.G. Effect of Hot Mix Asphalt Pavement Depth on Fracture Energy. *Proceedings of the 8th International Symposium on Cold Region Development*, Tampere, Finland, September 25-27, 2007.
15. Dave, E.V., Braham, A.F., Buttlar, W.G., Paulino, G.H. Development of a Flattened Indirect Tension Test for Asphalt Concrete. *Proceedings of the SEM Annual Conference and Exposition on Experimental and Applied Mechanics*, Springfield, MA, Vol. 2, 2007, pp. 1088-1097.
16. Braham, A. Safely Cycling on Campus. *Technograph*, Illini Media, Vol. 122, Fall, 2006, p. 17-18.
17. Braham, A. How Do Traffic Lights Know You Are There? *Technograph*, Illini Media, Vol. 121, Summer, 2006, p. 10.
18. Braham, A. Building Towards a Greener Campus. *Technograph*, Illini Media, Vol. 121, Spring, 2006, pp. 16-17.
19. Braham, A. Illinois Center for Transportation: A New Beginning. *Technograph*, Illini Media, Vol. 121, Winter, 2005, pp. 12-15.
20. Braham, A. State of the Art. *Technograph*, Illini Media, Vol. 121, Fall, 2005, pp. 5-6.
21. Snyder, T., Braham, A., Bahia, H., Tikalsky, P. The Use of Blended Recycled Foundry Sand in Hot Mix Asphalt. *American Foundrymen's Society Transactions*, Vol. 111, 2003, pp. 473-488.
22. Miller, E., Bahia, H.U., Benson, C., Khatri, A., Braham, A. Utilization of Waste Foundry Sand in Hot Mix Asphalt Mixtures. *American Foundrymen's Society Transactions*, Vol. 109, 2001, pp. 1393-1408.

Final Reports

1. Braham, A. Visit to University of Florida. Final report for *2013 SEC Travel Grant Program*, March 2013.
2. Hill, R., Jackson, A., Smith, S. Braham, A. Exploring Different Forms of Base Stabilization. Final report for Mack-Blackwell Rural Transportation Center, MBTC-3033, July 2012.
3. Braham, A. The Next Generation of Data Collection: A Collaboration Between the US and China. Final report for *National Science Foundation, OISE - Catalyzing New Intl Collab*, proposal number 1132625, July 2012.

4. Braham, A. Development of the Arcan Test Configuration to Test Mixed-Mode Characteristics of Asphalt Concrete. *Postdoctoral Research Dissertation*, Southeast University, Nanjing, China, 2010.
5. Braham, A. Mixed-Mode Fracture Characteristics of Asphalt Concrete Using the Arcan Configuration. Final report for *National Natural Science Foundation of China*, grant number 50950110342, September 2010.
6. Braham, A.F. Fracture Characteristics of Asphalt Concrete in Mode I, Mode II, and Mixed Mode. *Ph.D. Dissertation*, University of Illinois at Urbana-Champaign, Urbana, IL, 2008.
7. Marasteanu, M., Zofka, A., Turos, M., Li, X., Velasquez, R., Li, X., Buttlar, W., Paulino, G., Braham, A., Dave, E., Ojo, J., Bahia, H., Williams, C., Bausano, J., Gallistel, A., McGraw, J. Investigation of Low Temperature Cracking in Asphalt Pavements. Final report for *National Pooled Fund Study 776*, MN/RC 2007-43, October 2007.
8. Braham, A. The Use of Blended Recycled Foundry Sand in Hot Mix Asphalt. *M.S. Thesis*, University of Wisconsin, Madison, WI, 2002.

Invited Presentations

1. Invited lecture to Introduction to Soil Mechanics course at Seoul National University of Science & Technology. Presented “College in the United States.” Seoul, Korea, June 14, 2011.
2. Invited Presentation at University of Mississippi. Presented "Effect of Binder Type, Aggregate, and Mixture Composition on the Fracture Energy of Hot Mix Asphalt." Oxford, MS, March 24, 2011.
3. Invited Presentation at the Low-Carbon, Green Asphalt Pavement Technology Conference. Presented "Warm Mix Asphalt in the United States." Nanjing, China, October 21, 2010.
4. Invited Presentation at Chongqing Jiaotong University. Presented "Innovative Methods of Researching Cracking of Asphalt Concrete." Chongqing, China, May 20, 2010.
5. Invited Presentation at University of Wisconsin - Madison. Presented "Capturing Mixed-Mode Cracking in Asphalt Concrete Using the Arcan Specimen." Madison, Wisconsin, USA, January 19, 2010.
6. Invited Presentation at Southeast University. Presented "Cracking in Asphalt Concrete Pavements." Nanjing, China, March 19, 2008.

Presentations

1. Braham, A. Jackson, A. Reducing Sample Size for Cold In-place Recycling Design and Testing, Fayetteville, AR, August 29, 2014.
2. Braham, A. Research of Evotherm Warm Mix Technology and RAP Usage for Hebei Province, Final Report Presentation, Hebei, Shijiazhuang, China, March 27, 2014.
3. Smith, S., Henrichs, C., Braham, A. Comparison of Lab Compaction Methods on Full Depth Reclamation, Poster Presentation, Association of Asphalt Paving Technologists, Atlanta, GA, March 16-19, 2014.
4. Smith, S., Braham, A. The Effect of Lab Compaction Method on the Strength of FDR Mixtures, AEMA-ARRA-ISSA Annual Meeting, Aventura, FL, February 27, 2014.
5. Smith, S., Braham, A. Full Depth Reclamation: A Pavement Maintenance & Rehabilitation Technique, County Judges Association of Arkansas 2014 Annual Winter Meeting, Little Rock, AR, February 14, 2014.
6. Braham, A. Sustainability and Pavements, INGETEC, Ingenieros Consultores, Bogota, Colombia, February 13, 2014.

7. Braham, A. Pavement Research at the University of Arkansas and Exploring Full Depth Reclamation (FDR), Universidad Distrital Francisco José de Caldas, Bogota, Colombia, February 13, 2014.
8. Braham, A. Sustainability and Pavements, Pontificia Universidad Javeriana, Bogota, Colombia, February 12, 2014.
9. Braham, A. The Importance of Pavement Maintenance and Rehabilitation of Pavements, Universidad de los Andes, Bogota, Colombia, February 12, 2014.
10. Braham, A. Sustainability and Pavements, Universidad de los Andes, Bogota, Colombia, February 10, 2014.
11. Braham, A. Pavement Research at the University of Arkansas and Exploring Full Depth Reclamation (FDR), Universidad de los Andes, Bogota, Colombia, February 7, 2014.
12. Braham, A., Steger, R., Lynn, T., and Pyle, R. Characterizing Compactability of High RAP and Warm Mix Asphalt Mixtures in the Superpave Gyratory Compactor, Poster Presentation, Transportation Research Board, Washington, DC, January 15, 2014.
13. Underwood, S., Braham, A. Research Needs Statements: The Foundation of Successful Proposals, Transportation Research Board, Doctoral Workshop, Washington, DC, January 12, 2014.
14. Ryan, J., Braham, A. Foamed Asphalt Viscosity, Presentation at Texas A&M University for Texas Transportation Institute, College Station, TX, August 5, 2013.
15. Yang, S., Braham, A. The Investigation of R-Curves of Asphalt Concrete, Presentation at ASCE Airfield and Highway Pavement Conference, Los Angeles, CA, June 11, 2013.
16. Yang, S., Braham, A. Research of Evotherm Warm Mix Technology and RAP Usage for Hebei Province, Presentation to Hebei Province research team, Shijiazhuang, China, May 30, 2013.
17. Ryan, J., Braham, A. Workability of Foamed Warm Mix Asphalt, Association of Asphalt Paving Technologists, Poster Presentation, Denver, CO, April 7 – 10, 2013.
18. Yang, S., Braham, A. The Investigation of R-Curve and Crack Propagation in Asphalt Concrete, Association of Asphalt Paving Technologists, Poster Presentation, Denver, CO, April 7 – 10, 2013.
19. Jackson, A., Braham, A. Sample Size Reduction of Cold In-Place Recycled Roadway Testing Specimens, Association of Asphalt Paving Technologists, Poster Presentation, Denver, CO, April 7 – 10, 2013.
20. SEC Travel Grant Presentation. Presented “Pavement Research at the University of Arkansas,” Gainesville, FL, March 19, 2013.
21. Jackson, A., Braham, A. Sample Size Reduction of Cold In-Place Recycled Roadway Testing Specimens, Abstract to Contract competition, Poster Presentation, University of Arkansas, Fayetteville, AR, February 8, 2013.
22. Charmot, S., Braham, A., Zhang, K. Effect of Emulsion Content and Cement Loading on Cold Recycling Mixture Fracture Energy Measured Using the Semi Circular Bending Fracture Test, Poster Presentation, Transportation Research Board, Washington, DC, January 16, 2013.
23. Braham, A., Howard, I., Barham, J. Effects of Emulsion Type on Bending-Beam Rheometer Field-Aged Asphalt Concrete Beams, Poster Presentation, Transportation Research Board, Washington, DC, January 16, 2013.
24. Underwood, S., Braham, A. Research Needs Statements: The Foundation of Successful Proposals, Transportation Research Board, Doctoral Workshop, Washington, DC, January 14, 2013.
25. Arkansas Portland Cement Concrete Pavement Conference. Presented “Concrete Pavement Research Overview,” Little Rock, AR, August 7, 2012.

26. RILEM : 7th International Conference on Cracking in Pavements. Presented “Comparing the Slope of Load/Displacement Fracture Curves of Asphalt Concrete,” Delft, Netherlands, June 20, 2012.
27. Royal Institute of Technology (KTH). Presented “An overview of pavement research at the University of Arkansas,” Stockholm, Sweden, June 15, 2012.
28. Harbin Institute of Technology. Presented “Asphalt Concrete Master Resistance Curves,” Harbin, Heilongjiang, China, June 8, 2012.
29. Harbin Institute of Technology. Presented “Writing a successful journal publication,” Harbin, Heilongjiang, China, June 8, 2012.
30. Harbin Institute of Technology. Presented “Research at the University of Arkansas,” Harbin, Heilongjiang, China, June 8, 2012.
31. 2012 China-USA New Technology to Build and to Maintain Highway Technology Conference. Presented “Introduction to high performance asphalt concrete mixtures,” Fengxin, Jiangxi, China, May 31, 2012.
32. Southeast University. Presented “Writing a successful journal publication,” Nanjing, Jiangsu, China, May 24, 2012.
33. Southeast University. Presented “Master Resistance Curves for Asphalt Concrete,” Nanjing, Jiangsu, China, May 24, 2012.
34. 94th Transportation Research Committee Meeting, Arkansas State Highway Transportation Department. Presented “New Pavement Materials Testing Equipment at the University of Arkansas at Fayetteville,” Little Rock, AR, May 9, 2012.
35. Association of Asphalt Paving Technologists Board Meeting. Presented “Newer Member Committee (NMC) Update,” Austin, TX, March 31, 2012.
36. TEAM Conference. Presented “An Overview of Hot In-place and Cold In-place Recycling,” Branson, MO, March 16, 2012.
37. Missouri S&T and Arkansas Collaboration meeting. Presented "Transportation Capabilities and Projects." Rolla, MO, March 2, 2012.
38. Quality Asphalt Paving Conference. Presented "Pavinars – Webinars for the Pavement Community." Little Rock, AR, January 5, 2012.
39. Invited guest for 10th KXUA radio (University of Arkansas student radio) Sustainability Show, hosted by Gavin Smith, April 14, 2012.
40. Association of Asphalt Paving Technologists Board Meeting. Presented “Newer Member Committee (NMC) Update,” Austin, TX, March 31, 2012.
41. TEAM Conference. Presented “An Overview of Hot In-place and Cold In-place Recycling,” Branson, MO, March 16, 2012.
42. InVia Pavement Technologies and Sinopec. Presented “Pavement Research at the University of Arkansas,” Tulsa, OK, March 14, 2012.
43. Missouri S&T and Arkansas Collaboration meeting. Presented "Transportation Capabilities and Projects." Rolla, MO, March 2, 2012.
44. Quality Asphalt Paving Conference. Presented "Pavinars – Webinars for the Pavement Community." Little Rock, AR, January 5, 2012.
45. Arkansas Portland Cement Concrete Pavement Conference. Presented “Life Cycle Cost Analysis Versus Life Cycle Analysis.” Little Rock, AR, August 30, 2011.
46. Seoul National University of Science & Technology. Presented “Warm Mix Asphalt in the United States.” Seoul, Korea, June 14, 2011.
47. Korean Society of Road Engineers. Presented “Asphalt Concrete and Fracture.” Seoul, Korea, June 13, 2011.
48. Engineering Mechanics Institute 2011, Dallas Little Honorary Symposium. Presented “Innovative Methods of Analyzing Fracture Data from Asphalt Concrete.” Boston, MA, June 3, 2011.

49. Arkansas Asphalt Pavement Association Annual Meeting. Presented “Pavinars: Webinars for the Pavement Community.” Hot Springs, AR, March 30, 2011.
50. Paragon Technical Services, Inc. Presented "Pavement Maintenance Products Research." Jackson, MS, March 21, 2011.
51. Preservation and Rehabilitation 2011 – AEMA/ARRA/ISSA Annual Meeting. Presented "Current & Future Laboratory Research on Pavement Maintenance Products." Tucson, AZ, January 25, 2011.
52. 11th International Conference on Asphalt Pavements (ISAP). Presented "An Introduction of the Arcan Testing Configuration for Mixed-Mode Cracking in Asphalt Concrete." Nagoya, Japan, August 4, 2010.
53. 11th International Conference on Asphalt Pavements (ISAP). Presented "Thermal Cracking Simulations of Aged Asphalt Pavements using Viscoelastic Functionally Graded Finite Elements." Nagoya, Japan, August 3, 2010.
54. University of Arkansas. Presented "A Brief Look at the Past, plus Five to Ten Years in the Future." Fayetteville, Arkansas, April 20, 2010.
55. Airport Pavement Design and Management Summit 2010. Presented "New Research Within the Area of Warm Mix Asphalt." Singapore, January 27, 2010.
56. Airport Pavement Design and Management Summit 2010. Panel Participant "The Future of Pavement Technology: What Should We Expect in the Next 5-10 Years?" Singapore, January 26, 2010.
57. Virginia Tech University. Presented "Dr. Fujian Ni's Research Group at Southeast University." Blacksburg, VA, USA, January 16, 2010.
58. Transportation Research Board AFK20 committee meeting. Presented "Asphalt Cement in China: Today and Tomorrow." Washington, D.C., USA, January 11, 2010.
59. New Technology Promotion of Road Pavement Engineering Materials Summit. Presented "Warm Mix Asphalt in the United States." Changzhou, China, December 25, 2009.
60. Sejong University. Presented "Fracture Characteristics of Asphalt Concrete." Seoul, Korea, November 7, 2009.
61. 11th Korean Society of Road Engineers Conference. Presented "Fracture Characteristics of Asphalt Concrete." Busan, Korea, November 6, 2009.
62. Keynote Presentation at the 11th Korean Society of Road Engineers Conference. Presented "Twenty Years of Highway Construction in China: 1988-2008." Busan, Korea, November 5, 2009.
63. 13th International Flexible Pavements Conference. Presented "Prediction of Rutting in China." Surfers Paradise, Australia, October 14, 2009.
64. GeoHunan International Conference on Challenges and Recent Advances in Pavement Technologies and Transportation Geotechnics. Presented "China's Warm Mix Asphalt Experience." Changsha, China, August 3, 2009.
65. 7th International RILEM Symposium on Advanced Testing and Characterization of Bituminous Materials. Presented "Mode II Cracking in Asphalt Concrete." Rhodes, Greece, May 27, 2009.
66. 7th International RILEM Symposium on Advanced Testing and Characterization of Bituminous Materials. Presented "Mixed-Mode Cracking in Asphalt Concrete." Rhodes, Greece, May 28, 2009.
67. Transportation Research Board. Poster presentation "Comparison of Low-Temperature Field Performance and Laboratory Testing Using Ten Test Sections in Midwest." No. 09-3207, Washington, D.C., USA, January 13, 2009.
68. Transportation Research Board. Poster presentation "Anisotropic Behavior of Hot Mix Asphalt at Low Temperatures." No. 08-0885, Washington, D.C., USA, January 15, 2008.

69. 8th International Symposium on Cold Region Development . Presented "Effect of Hot Mix Asphalt Pavement Depth on Fracture Energy." Tampere, Finland, September 25, 2007.
70. National Center for Asphalt Technology, Professor Training Course in Asphalt Technology. Presented "Development of a Flattened Indirect Tension Test for Asphalt Concrete." Auburn, AL, USA, June 28, 2007.
71. Society for Experimental Mechanics Annual Conference and Exposition. Presented "Development of a Flattened Indirect Tension Test for Asphalt Concrete." Springfield, MA, USA, June 5, 2007.
72. Illinois Asphalt Pavement Association 70th Annual Meeting. Presented the idea of a Hot Mix Asphalt Design competition between universities in Illinois and Indiana. I generated this idea based on my experience in Wisconsin's competition. Springfield, IL, USA, March 13, 2007.
73. Transportation Research Board. Poster presentation "Effect of Binder Type, Aggregate, and Mixture Composition on the Fracture Energy of Hot-Mix Asphalt in Cold Climates." No. 07-1280, Washington, D.C., USA, January 23, 2007.
74. Transportation Research Board AFK20 and AFK50 committee meetings. Presented the idea of a Doctoral Student Workshop in asphalt materials, a forum where graduate students can meet to discuss their research. The first workshop took place at TRB in January 2008, and was cosponsored by AFK20 and AFK50. Washington, D.C., USA, January 22 (AFK20) and January 24 (AFK50), 2007.

Pavinars (www.pavinars.com)

1. May 6, 2014: Portland Cement Concrete Overlays
2. April 1, 2014: Wide Base Tires, a.k.a. Super Singles
3. March 4, 2014: High Levels of Recycled Asphalt Pavement (RAP) in Asphalt Concrete
4. February 4, 2014: An Overview of Biobinders
5. December 3, 2013: New developments in airfield pavements
6. November 5, 2013: Deicers and concrete pavements
7. October 1, 2013: SAMI (Stress Absorbing Membrane Interface) and other stress relief asphalt layers
8. September 3, 2013: Use of Recycled Asphalt Shingles from processing through plant production.
9. May 7, 2013: Foamed Asphalt and Laboratory Testing (specifically M_R)
10. April 2, 2013: Whitetopping - is it for you?
11. March 5, 2013: Pavement Management Systems
12. February 5, 2013: Different Methods of Asphalt Pavement Crack Repair
13. December 4, 2012: Stone Matrix Asphalt
14. November 6, 2012: An Introduction to Roller Compacted Concrete
15. October 2, 2012: Stringless Paving: Advantages & Disadvantages
16. September 4, 2012: Life Cycle Cost Analysis
17. May 1, 2012: Hot In-place Recycling 101
18. April 10, 2012: Whitetopping - is it for you?
19. March 6, 2012: Introduction to HMA Mix Design
20. February 7, 2012: Introduction to PCC Mix Design
21. December 6, 2011: What is Mechanistic-Empirical?
22. November 1, 2011: Overview of Warm Mix Asphalt
23. October 4, 2011: Basic Portland Cement Concrete Maintenance Principles
24. September 2, 2011: Basic Asphalt Concrete Maintenance Principles
25. August 2, 2011: Differences between Portland Cement Concrete and Asphalt Concrete

Awards and Recognition

- 2012 Outstanding Mentor Award – University of Arkansas
- 2012 New Faculty Teaching Commendation – University of Arkansas

Synergistic Activities

- Creator of "Pavinar" webinar series (www.pavinars.com)
- Editorial Board Member for *Journal of Testing and Evaluation*
- Journal reviewer for *Association of Asphalt Paving Technologists, Construction and Building Materials, International Journal of Pavement Engineering, Journal of Materials in Civil Engineering, Road Materials and Pavement Design, Transportation Geotechnics, Transportation Research Record*
- Member of Transportation Research Board committees: Characteristics of Asphalt Paving Mixtures to Meet Structural Requirements, AFK50 (2012-current); Committee on Pavement Preservation, AHD18 (2012-current); Characteristics of Bituminous Materials, AFK20 (2011-current)
    - AHD18: Chair of Research Needs Statements subcommittee
    - AFK20: Member of Asphalt Emulsion subcommittee
- Chair of the Newer Members Committee for the Association of Asphalt Paving Technologists (2012 – current), member of Publications Committee (2013-2014)
- Participated in Annual Major Greeks (2013-2014)
- Member of University of Arkansas committees: University Transit, Parking, and Traffic Committee (2011 – current); College of Engineering Technology Committee (2013 – current); Department Graduate Studies Committee (2011 – current); Department Transportation Faculty Search Committee (2012, 2013, 2014); chair of Department Sustainability Minor task group (2012 – current)
- Attended INEG5253, "Leadership Principles," taught by Dr. John White, Distinguished Professor of Industrial Engineering and Chancellor Emeritus, University of Arkansas, Fall, 2013.
- Graduated from ExCEEd, *American Society of Civil Engineers ExCEEd Teaching Workshop*, Fort Myers, FL, July 21-26, 2013.
- Chairman at the Airport Pavement Design and Management Summit 2010, Singapore
- Exhibitor at the 2005-08 College of Engineering Open House exhibit on pavements
- Program Facilitator for the 2005-08 University of Illinois Leadership Center
- Organizing Committee of the 2007 and 2008 Transportation Highway and Engineering Conference, University of Illinois
- Assistant Conference Director of the 2006 Transportation Highway and Engineering Conference, University of Illinois
- Staff Writer for 2005-06 Technograph, University of Illinois Engineering Magazine

Collaborators

Hardee, John (Henderson State University)*; Lynn, Todd* (Thunderhead Testing)*; Pyle, Roger* (Pine Instruments Company)*; Bausano, Jason* (MeadWestvaco Asphalt Innovations)*; Steger, Richard* (InVia Pavement Technologies, LLC)*; Caro-Spinel, Silvia* (Universidad de Los Andes); *Hossain, Zahid* (Arkansas State University)*; Roque, Reynaldo* (University of Florida); *Bennett Milburn, Ashlea* (University of Arkansas)*; McClinton, Jeton* (Jackson State University)*; Mudford, Caleb* (University of Arkansas)*; Williams, Stacy* (University of Arkansas)*; Howard, Isaac* (Mississippi State University)*; Ni, Fujian* (Southeast University); *Buttlar, William* (University of Illinois at Urbana-Champaign); *Paulino, Glaucio* (University of Illinois at Urbana-Champaign);

Dave, Eshan (University of Minnesota – Duluth); *Wagoner, Michael* (ATK - Mission Systems Group); *Zofka, Adam* (IBDiM Road and Bridge Research Institute); *Marasteanu, Mihai* (University of Minnesota – Twin Cities); *Turos, Mugurel* (University of Minnesota – Twin Cities); *Li, Xinjun* (Turner-Fairbank Highway Research Center/ESCINC); *Clyne, Timothy* (Minnesota Department of Transportation); *Williams, Chris* (Iowa State University); *Bahia, Hussain* (University of Wisconsin – Madison)

Courses Taught

- Enhanced and taught *Transportation Engineering* (four semesters at University of Arkansas; junior)
- Developed and taught *Advanced Materials Characterization* (one semester at University of Arkansas; grad/senior)
- Developed and taught *Sustainability in Civil Engineering* (four semesters at University of Arkansas; senior/grad)
- Enhanced and taught *Structural Design of Pavement Systems* (two semesters at University of Arkansas; grad/senior);
- Enhanced and taught *Transportation Pavement and Materials* (one semester at University of Arkansas; senior/grad)
- Enhanced and taught laboratory section of *Asphalt Materials I* (two semesters at University of Illinois; undergrad)
- Taught laboratory section of *Construction Materials* (two semesters at University of Wisconsin; undergrad)

Graduate Advisors and Postdoctoral Sponsors

Postdoctoral Research Fellow, Dr. Fujian Ni, Southeast University, Nanjing, China
Ph.D., Dr. William Buttlar, University of Illinois at Urbana-Champaign, USA
M.S., Dr. Hussain Bahia, University of Wisconsin – Madison, USA

Thesis Advisor and Postgraduate-Scholar Sponsor

Ph.D. – Elivs Castillo (2015-current); Airam Morales (2014-current); Shu Yang (2011-current)
M.S. – Sadie Smith (2013-current); Chase Henrichs (2013-current); Alex Jackson (2014); John Ryan (2014); Amanda Garbacz (2014, degree awarded posthumous); Rob Hill (2013)
Undergraduate Honors Thesis – Rebekah Porter (2014-current); Karangwa Ken Rutabana (2013-current); Sadie Smith (2013); Alex Jackson (2012)
FEP Honors Program – Zachary Lemmon and Reihle Saldana (2014-current); Abby Terlouw and Becca McCann (2014)

Funding Sources

National Science Foundation, private industry, Hebei Province (China), Arkansas State Highway and Transportation Department, Mack-Blackwell Rural Transportation Center, SEC Visiting Faculty Travel Grant Program, University of Arkansas Department of Civil Engineering, University of Arkansas College of Engineering, Southeast University, National Natural Science Foundation of China, China Postdoctoral Science Foundation

Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: 3/10/2015 ☒ **On Campus** ☐ **Off Campus**

Instructor Name: Donna "Joan" Burcham **Faculty Position:** Temporary Instructor

College: College of Engineering **Department:**

Course Prefix(es) Number and Title: EGRM 6013 Quality Control and Improvement; EGRM 6043 Operations Research; EGRM 6003 Engineering Statistics; EGRM 6023 Engineering Management I; EGRM 6033 Engineering Management II

Requested Duration: 3 Years

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator: Brandon Kemp

Digitally signed by Brandon Kemp
DN: cn=Brandon Kemp, o=ASU, ou=College of Engineering, email=bkemp@astate.edu, c=US
Date: 2015.03.10 14:20:49 -05'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean: Paul Mixon

Digitally signed by Paul Mixon
DN: cn=Paul Mixon, o=Arkansas State University, ou=College of Engineering, email=pmixon@astate.edu, c=US
Date: 2015.04.13 16:38:05 -05'00'

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean: Erik Gilbert

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

Updated 08/27/14

ARKANSAS STATE UNIVERSITY

COLLEGE OF ENGINEERING
P. O. Box 1740, State University, AR 72467| o: 870-972-2088| f: 870-972-3948

March 9, 2015

To the Graduate Council:

The College of Engineering Graduate Committee voted unanimously on Monday, March 6, 2015 to recommend Ms. Donna “Joan” Burcham for a Temporary Graduate Faculty Appointment with the privilege of serving on thesis committees and teaching graduate courses listed on the Temporary Graduate Faculty Request Form.

Sincerely,

Brandon Kemp

Brandon A. Kemp, Ph. D., P. E.
Associate Professor of Electrical Engineering
Chair, College of Engineering Graduate Committee

DONNA JOAN L. BURCHAM

3108 Annadale Cove
Jonesboro, AR 72404
(731) 571-8017

EDUCATION

Mississippi State University — Mississippi State, MS
Master of Science in Industrial Engineering — May 1985
Bachelor of Science in Industrial Engineering — August 1983

Northwest Alabama Junior College — Phil Campbell, AL
Associate of Science — May 1980

WORK EXPERIENCE

Arkansas State University College of Engineering — Jonesboro, AR
Director Master of Engineering Management — January 2014- present

- Taught Engineering Statistics EGRM 6003
- Taught Statistical Quality Control & Improvement EGRM 6013
- Taught Operations Research EGRM 6043
- Taught Intro Manufacturing Processes ME 4563.

University of Tennessee at Martin Business Affairs — Martin, TN
Coordinator I — March 2013 –July 2013

- Analyze contractual requirements and establish billing procedures that meet university and sponsor requirements.
- Single point of contact for veterans, students sponsored by foreign governments, and return to work programs.
- Compare term courses and fees to sponsor approved courses and budgets; report deviations to students and sponsors.

University of Tennessee at Martin Computer Store — Martin, TN
Assistant Manager — August 2007 – February 2013

- Balanced budgets for the UT Martin Computer Store and Digital Printing Services for income, expense, and accounts receivable.
- Made daily deposits using Banner Student Information System, returned refunds, and maintained payroll deductions.
- Oversaw the tagging procedures and scheduling of installation of all hardware.
- Verified the correctness of invoices and product reception; entered the invoices into IRIS document management system.

University of Tennessee at Martin College of Agriculture & Natural Resources — Martin, TN
Instructor — January 2006 – May 2006

- Taught Computer Applications in Interior Design; focused on teaching students a basic working knowledge of AutoCAD to design floor plans, interior and exterior spaces for residential and commercial use in interior design.

Campus Book Mart — Starkville, MS
Manager — 1995 – 2002

- Hired, trained, supervised, scheduled, and motivated a 35-member team of full and part-time associates.
- Managed day-to-day activities of the sales floor; ensured proper merchandising processing and display; oversaw and monitored loss prevention programs; responsible for daily deposits and withdrawals and balancing of all accounts.
- Implemented internet store and website for Starkville, Oxford, and Hattiesburg stores.

Mississippi State University Industrial Engineering Department — Mississippi State, MS
Instructor — 1995

- Taught 3120 Work Methods and Work Methods Lab; focused on analysis of work tasks, ergonomic design principles for manual work design, work place design and work environment design, work measurement and design of wage payment plans.

Hartmarx Corporation, York Shirtmakers Belton, SC
Head Engineer 1986 – 1989

- Led team of 5 engineers in total plant redesign, which included a new plant layout, reengineered workstations, and installation of new rates for each job throughout the plant. Managed day-to-day activities of the production floor.
- Purchased computer-automated workstations for improvement of quality and cost reduction through decreased manufacturing time.
- Implemented a statistical quality control program to improve quality throughout the manufacturing of products.
- Installed computerized payroll system, including computerized bundle tracking system for inventory control.
- Trained floor supervisors in use of computer systems for inventory control and cost maintenance of their departments.
- Created and implemented training facility with 3 training instructors and 30 employees training to increase production output of the plant. These projects helped to improve the quality of the manufactured product by 85%, decreased work-in process from 6 weeks to 4 days, reduced manufacturing time by 30%, and doubled plant production.

Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: April 3, 2015 ☒ **On Campus** ☐ **Off Campus**

Instructor Name: Dr. Shivan Haran **Faculty Position:** Assoc. Prof. of Mech. Engineering

College: College of Engineering **Department:**

Course Prefix(es) Number and Title: ME 529V Special Topics in Mechanical Engineering

Requested Duration: 3 Years

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator: Brandon Kemp

Digitally signed by Brandon Kemp
DN: cn=Brandon Kemp, o=ASU, ou=College of Engineering, email=bkemp@astate.edu, c=US
Date: 2015.04.03 14:57:26 -05'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean: Paul Mixon

Digitally signed by Paul Mixon
DN: cn=Paul Mixon, o=Arkansas State University, ou=College of Engineering, email=pmixon@astate.edu, c=US
Date: 2015.04.13 16:39:41 -05'00'

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean: Erik Gilbert

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

Updated 08/27/14

ARKANSAS STATE UNIVERSITY

COLLEGE OF ENGINEERING
P. O. Box 1740, State University, AR 72467| o: 870-972-2088| f: 870-972-3948

March 9, 2015

To the Graduate Council:

The College of Engineering Graduate Committee voted unanimously on Monday, March 6, 2015 to recommend Dr. Shivan Haran for a Temporary Graduate Faculty Appointment with the privilege of serving on thesis committees and teaching graduate courses listed on the Temporary Graduate Faculty Request Form.

Sincerely,

Brandon Kemp

Brandon A. Kemp, Ph. D., P. E.
Associate Professor of Electrical Engineering
Chair, College of Engineering Graduate Committee

SHIVAN HARAN

CONTACT INFORMATION

4832 Winged Foot Lane
Jonesboro, AR 72401
USA

Phone: 870.972.2088 *(work)*
870.219.6691 *(cell)*

email: sharan@astate.edu

EDUCATION

Degree	*Field*	*University*	
Ph.D.	Mechanical Engineering	University of Houston, Houston, Texas	1987
M.S.	Mechanical Engineering	University of Houston, Houston, Texas	1982
B.E.	Mechanical Engineering	Osmania University, Hyderabad, India	1980

EMPLOYMENT HISTORY

Dates	*Title*	*Organization*
08/02 – Present	Assistant, Associate Professor Dept. of Mech. Engg.	Arkansas State University Jonesboro, AR, USA
08/01 – 07/02	Adjunct Faculty Dept. of Mech. Engg.	Virginia Commonwealth University Richmond, VA, USA
07/00 – 07/01	Consultant	Spectra Quest, Inc., Richmond, VA MA Hanna & Co., Houston, TX, USA
08/99 – 05/00	Adjunct Faculty Dept. of Mech. Engg.	University of Houston Houston, TX, USA
02/88 – 07/99	Founder & Technical Director	HB Vibracoustic Systems Pvt. Ltd. Hyderabad, India
10/86 – 05/87	Post Doctoral Associate Dept. of Mech. Engg.	University of Houston, Houston, TX USA
05/85 – 05/87	Consultant	Acoustic Systems, Inc, Houston, TX USA
08/82 – 09/86	Pre Doctoral Research Assistant, Dept. of Mech. Engg.	University of Houston, Houston, TX USA
08/80 – 05/82	Research Assistant Dept. of Mech. Engg.	University of Houston, Houston, TX USA

TEACHING

- ***Courses taught***

University	***Course Title***	
Arkansas State University	***Undergraduate: 2002-present*** Includes: Dynamics; Fluid Mechanics; Mechanical Vibrations *(+ Lab as appropriate);* Processes Monitoring & Control (and Lab); Mechanics of Materials and Lab; Control Systems for Mech. Engg., (and Lab) Introduction to Manufacturing Processes; Engineering Problem Solving (Math course)	
Virginia Commonwealth University	***Undergraduate: 2001-2002*** Introduction to Manufacturing Processes/Systems; Mechanics of Deformables; Heat Transfer; Statics ***Graduate:*** Introduction to Vibration Monitoring	
Univ. of Houston	***Undergraduate: 1999-2000*** Dynamics and Controls ***Graduate:*** MECE 7397: Advanced Vibration Monitoring MECE 5397: Vibration Monitoring	
Administrative Staff College of India Hyderabad	- Maintenance Management - Condition-based Maintenance - Vibration Monitoring and Analysis - Fundamentals of Noise Control	Twice/year 04/1990 to 08/1998

New Courses Designed/Introduced

ENGR 2401 Applied Engineering Statistics (at Arkansas State University)
ME 3613 Control Systems for Mechanical Engineers
ENGR 4491 Engineering Problem Solving (at Arkansas State University)
ME 5397 Vibration Monitoring (at U of Houston, special topics)
ME 7397 Advanced Vibration Monitoring (at U of Houston, special topics)
ENGR 591 Introduction to Vibration Monitoring (at VCU, special topics)

- ***Short Courses Developed and Offered***

Organization	***Course Title***
❑ Spectra Quest, Inc.	Vibration Monitoring & Diagnosis (with the Company)
❑ HB Vibracoustic Systems, Pvt. Ltd. (offered several times)	- Introduction to Vibrations - Machinery Vibration Monitoring & Analysis - Vibration Transducers & Signal Processing - Vibration Monitoring of Rotating Machines: A Hands-on Approach - Industrial Noise Control
❑ Univ. of Houston	Acoustics & Vibration Monitoring (with Prof. R.D. Finch)
❑ ASME, Arkansas Chapter	Short course in Vibration Monitoring and Analysis

RESEARCH

Research Interests:

Application oriented, relating to Sensors and sensing systems including Wireless sensing, Signal Processing algorithms, Structural Health and Vibration Monitoring and Design of Systems; applications related to machinery condition monitoring, structures and bridges, seismic monitoring, biomechanics and physical therapy.

Research Projects/Grants funded

Grants funded during the last five years:

- PI: Improving Impact Absorption Performance of Football Helmets, ASU Faculty Research Award, 2015-2016
- PI: Design of a Portable Device to Quantify Rehabilitative Gains, AR Department of higher Education under the Student Undergraduate Research Fellowship Award (SURF), January 2013-December 2013
- Co-PI: Application of Thin-film Photovoltaic Cells with Embedment onto Aerial Vehicle Wings, AR Space Grant Consortium NASA EPSCoR Grant, August 2012-July 2013
- Co-PI: Baseline Characterization of the Highway 82 Lake Village Bridge by Vibration Monitoring, AR Highway and Transportation Department, June 2010 – May 2012
- Co-PI: Real-Time Damage Detection in Sandwich Honeycomb Panels by Using Complementary Vibration and Wave Propagation Approaches, NASA, EPSCoR Research Infra-structure Development (RID) Planning and Preparatory (P&P) award; December 2008 – November 2009
- PI: Shear Wave Profiling and Soil Liquefaction Hazard Analysis, State Farm Insurance Co., May 2008 – April 2009
- Co-PI: On-Line Structural Health Monitoring (SHM) for Space Structures by Using MEMs-based Piezoelectric Sensors, NASA, EPSCoR Research Infra-structure Development (RID) Planning and Preparatory (P&P) award; December 2007 – November 2008
- Co-Investigator: Infrastructure for Wireless Nano-, Bio-, Info-Tech Sensor and System Center, National Science Foundation, EPSCoR, January 2007 – December 2009
- Have guided over 15 Undergraduate Senior Design projects, Undergraduate and Graduate research projects; and several high school senior projects, over the past six years

Papers – Presentations and Publications

Over 30 papers in various conferences, journals and proceedings. Select papers from the last six years:

Seok, I., Cole, J., Haran, S., *"Fabrication of Nano-Templates Using Anodized Aluminum Oxidation for Nano-wire Array Applications"* Proceedings of SPIE: Smart Structures and Materials & Nondestructive Evaluation and Health Monitoring International Conference, March 10-14, 2013, San Diego, CA

Seok, I., Munn, C., Haran, S., *"Fabrication of CZTS Based Thin Film Solar Cells using All-Solution Processing and Pulsed Light Crystallization"* Proceedings of SPIE: Smart Structures and Materials & Nondestructive Evaluation and Health Monitoring International Conference, March 10-14, 2013, San Diego, CA

Haran, S., and Alsayed, A., *"Shear Wave Velocity Profiling and Evaluation of Liquefaction Potential in Northeast Arkansas Using Simplified Equipment,"* Proceedings of SPIE Smart Structures and Materials & Nondestructive Evaluation and Health Monitoring, March 8-12, 2010, San Diego, CA, USA

Haran, S., Kher, S., and Vandana Mehndiratta, V., "*Bridge Monitoring using Heterogeneous Sensor Network*," Proceedings of SPIE Smart Structures and Materials & Nondestructive Evaluation and Health Monitoring, March 8-12, 2010, San Diego, CA, USA

Paul, M., Haran, S., Pearce, A. R., and Srivatsan, M., "*Volunteerism: Key to Offering Brain Awareness Program on a Limited Budget*," Poster presentation, Society for Neuroscience Meeting, Chicago, IL, November 2009

Haran, S., and Alsayed, A., "*Soil Liquefaction Analysis using Simplified Equipment*," presentation, Arkansas Governor's Earthquake Advisory Council, Little Rock, AR, July 20, 2009

Song F., Huang G. L., Kim J. H and Haran S., *"Surface wave propagation in composite structures by using piezoelectric actuators/sensors,"* Proceedings of SPIE Smart Structures and Materials & Nondestructive Evaluation and Health Monitoring, March 9-13, 2008, San Diego, CA, USA, 2008

Song F., Huang, G. L., Kim, J. H. and Haran, S., *"On the study of surface wave propagation in concrete structures using a piezoelectric actuators/sensors system,"* Smart Materials and Structures, Vol. 17, No. 055024, 2008

Product/Systems Development – Field Applications

- Machinery Fault Simulator *(SpectraQuest, Inc.)*
  Testing and spectral analysis performed on this fault simulator to determine the response of the system under different conditions. Several system configurations were experimented with, under different fault conditions (structural faults, component faults, etc.).

- Vibration Instrumentation and Software including Hand-held and bearing mountable probes, Portable Data logger with PC-based analysis software, Multi-channel On-Line Monitoring System *(HB Vibracoustic Systems)*
  Developed for general purpose vibration monitoring application, as well as customized versions.

- Piezofilm and other sensor-based system - Physical Therapy and Orthopedic applications *(Arkansas State University)*
  Design and development of a piezofilm-based sensing/analysis system for use in monitoring of gait and pressures in an orthopedic fitted socket; monitor muscular force in rehabilitation application

- Impactor for Spinal Cord Injury Studies *(Arkansas State University)*
  Design and development of an actuator-based (intelligent) Impactor for use in spinal cord injury studies in rats; Useful for simulating injuries of various degrees including measurement of impact force.

INDUSTRIAL EXPERIENCE

- *Spectra Quest, Inc. Richmond, VA, USA*
  - Design of the in-house training course in vibration monitoring & diagnosis; topics included transducers, and signal processing
  - Vibration testing and analysis on the machine fault simulator; time & frequency domain and modal analysis
- *M A Hanna and Company (later Poly One, Inc.), Houston, TX, USA*
  - Conducted a study for application of condition-based maintenance methods for in-house maintenance program; initiated basic vibration monitoring program at the Houston plant including lectures and training
- *HB Vibracoustic Systems Private Limited, Hyderabad, India*

  PRODUCT DEVELOPMENT – HARDWARE / SOFTWARE
  - Leader of the team for conceptualization, design, & development of sensor, microprocessor-based Instrumentation and PC-based software for vibration monitoring; includes testing, calibration and documentation

  TECHNICAL SUPPORT
  - Providing customer support and supervising installation and commissioning at customer sites; providing the customer with training on the systems. Customizing as per requirements

  CONSULTANCY including TRAINING AND PRESENTATIONS
  - To various industries (such as Cement, Petrochemical, Steel, Paper, Mining, Machine tools, the Indian Navy, Power plants, and other OEMs)
  - Supervised vibration & noise measurements, analysis and fault diagnosis, in-situ dynamic balancing of fans and blowers; on-site training
- *Acoustic Systems, Inc., Houston, TX, USA*
  - Involved in the design, testing, installation and management of an acoustic signature inspection system for detection of flaws in railroad wheels. Processing data, maintaining database, refining and developing algorithms for flaw detection.
  - Served as their technical representative in India for their pipeline monitoring system range of products

PROFESSIONAL

Arkansas State University - Service

- ***Member**, various University and College Committees, Arkansas State University, 2002-present*
  - *Chair, ASU Senate Restructuring Committee*
  - *Member of the University Faculty Senate 2007-Present*
  - *Member, University Promotion, Retention and Tenure (PRT) Committee*
  - *Vice-Chairman, University Faculty Senate 2008-09*
  - *Chancellor's Executive Committee, Arkansas State University 2008-09*
  - *Appointed to the University's HLC (Higher Learning Commission) Sub-committee III A by the Senate, 2010-2011*
  - *University's Diversity and Globalization Task Force, 2011-12*
  - *University's Development, Communications, and Alumni Committee, Environmental Sciences Graduate Program Committee, Middle Eastern Studies Committee, over the years*
  - *University Academic Shared Governance and Academic Hearing Committees*
  - *Admissions & Credits, Computer, Seminar, Engineering standards and Library, among others, over the years*
- Actively involved in ABET activities in the College of Engineering
  - Chair for Outcome 2 Committee; member of Committees for Outcomes 4 and 6
  - Chair, College Promotion, Retention and Tenure (PRT) Committee
  - Actively involved in preparation of all the documentation for ABET visits, including assessments for the associated courses for the various outcomes; preparation of the details necessary for presentation to the external ABET committee who visits the college for evaluation
  - Periodic visitation and tuning of course content, updating of course material, and generally keeping the specific outcomes up-to-date

Other Synergistic Activities

Summary for the past few years:

A. I have served as a reviewer for technical proposals, including

- Reviewer, ASEE-NSF-Graduate Research Fellowship (GRF), 2010
  - Awaiting Call for NSF-GRF and Defense Research Fellowship, 2013
- *Member, Review Panel for Sensors Technology*
  Division of Civil and Mechanical Systems, *National Science Foundation (NSF)*, Arlington, VA, USA, *2002-2005*
- *Member, Review Panel for Student Undergraduate Research Fellowship (SURF)* Arkansas Department of Higher Education, Little Rock, AR, USA, 2006-Current
- *Member, Review Panel for Middle East Studies Committee, ASU;* Annual proposals review 2007-Current
- *Served as Journal peer reviewer for several journals and conferences for ASME, IEEE, ASEE, SPIE, J of Sound & Vibration, J. Arkansas Academy of Science*

B. My continuous active involvement with professional societies at various levels, and include:

- *Member, Program Committee,* the International Society for Optical Engineering's (SPIE), Annual Symposium on NDE for Health Monitoring and Diagnosis, San Diego, CA, USA, 2006-2014

- *Member, Technical Advisory Committee,* International Conference on Innovative Technologies in Mechanical Engineering, conducted by Krishna Institute of Engineering and Technology, Ghaziabad, India, August 24-25, 2012
- *Member, Technical Program Committee*, 1st International Conference on Computer Science and Information Technology, held in Bangalore, India, January 2-4, 2011
- *Member, Program Committee,* 7th IEEE International Symposium on Signal Processing and Information Technology, December 15-18, 2007, Cairo, Egypt
- *Organized Special Session* on "*Novel & Innovative Developments in Sensing for Health Monitoring Applications*" The International Society for Optical Engineering (SPIE), 10th Annual Symposium on NDE for Health Monitoring and Diagnosis, San Diego, CA, USA, March, 2005
- *Served as Session Chairperson,* for several sessions related to Health Monitoring at every SPIE's Annual Symposium on NDE for Health Monitoring and Diagnosis from 2005-2014
- Arkansas Academy of Science, 2002-'08; have served as reviewer for their Journal and Chaired sessions at their meetings.

C. I have actively served as a reviewer for technical papers for various conferences. A Sample of my involvement includes:

- International Society of Optical Engineers' (SPIE) meeting on Health Monitoring and Smart NDE of Structural and Biological Systems, San Diego, CA, March 2006-2014
- *Member, Technical Program Committee,* 1st IEEE International Conference on Signal Processing, Computing and Control, held at Jaypee University of Information and Technology, Waknaghat, Shimla, Himachal Pradesh, India, March 15-17, 2012
- American Society of Mechanical Engineer's (ASME) 7th Annual Early Career Technical Conference, Miami, Florida, October 5, 2007
- IMECE 2007, 2008, 2009, ASME's International Mechanical Engineering Congress and Exposition, Seattle, Washington, November 11 - 15, 2007; and Oct. 31 – Nov. 06, 2008
- International Society of Electrical and Electronic Engineer's (IEEE) 7th Symposium on Signal Processing and Information Technology, Cairo, Egypt, December 2007
- American Society for Engineering Education (ASEE) – Annual Conferences, 2006-13 and for various Divisions (Information Systems, Mech. Engg., Experimentation & Laboratory Oriented Studies)
- Journal of the Arkansas Academy of Science, 2002-'08; have served as reviewer for their Journal and their meetings.
- And several others …

D. I have actively been involved in:

- Advising Student Association Chapters of professional societies for competitions and activities
- Organizing and guiding student educational trips
- Participating in the University Open House and Preview Day for prospective students and guiding incoming freshmen students (1st year)
- Counseling students in career selection, attending graduate school, etc.
- And several others …

Professional Societies

- Member, American Society of Mechanical Engineers (ASME)
- Member, American Society for Engineering Education (ASEE)
- Member, The International Society for Optical Engineering (SPIE)

Honors

- ***Fellow***, Institution of Engineers, India (IE)
- ***Chartered Engineer,*** Institution of Engineers, India (IE)
- **Member** - ***Tau Beta Pi***, Engineering Honor Society (TBΠ)
- Nominated for the Lt. Col. Barney Smith Professor of the Year Award, 2003, Arkansas State University

Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: April 3, 2015 ☒ **On Campus** ☐ **Off Campus**

Instructor Name: Dr. Paul Mixon **Faculty Position:** Assoc. Prof. of Elec. Engineering

College: College of Engineering **Department:**

Course Prefix(es) Number and Title: EE 529V Special Topics in Electrical Engineering, EE 5313. Control Systems, EE 5323. Electrical Machinery, EE 5353. Power Systems

Requested Duration: 3 Years

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator: Brandon Kemp

Digitally signed by Brandon Kemp
DN: cn=Brandon Kemp, o=ASU, ou=College of Engineering, email=bkemp@astate.edu, c=US
Date: 2015.04.03 15:03:13 -05'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean: Paul Mixon

Digitally signed by Paul Mixon
DN: cn=Paul Mixon, o=Arkansas State University, ou=College of Engineering, email=pmixon@astate.edu, c=US
Date: 2015.04.13 16:40:34 -05'00'

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean: Erik Gilbert

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

Updated 08/27/14

ARKANSAS STATE UNIVERSITY

COLLEGE OF ENGINEERING
P. O. Box 1740, State University, AR 72467| o: 870-972-2088| f: 870-972-3948

March 9, 2015

To the Graduate Council:

The College of Engineering Graduate Committee voted unanimously on Monday, March 6, 2015 to recommend Dr. Paul Mixon for a Temporary Graduate Faculty Appointment with the privilege of serving on thesis committees and teaching graduate courses listed on the Temporary Graduate Faculty Request Form.

Sincerely,

Brandon A. Kemp, Ph. D., P. E.
Associate Professor of Electrical Engineering
Chair, College of Engineering Graduate Committee

Paul D. Mixon, Ph.D., P.E. 870-761-3069
P.O. Box 2154, State University, AR 72467 mixon_engineering@yahoo.com pmixon@astate.edu

Professional Profile

- Earned Doctorate in Engineering, with a concentration in Electrical Engineering
- Over 20 years experience investigating electrical accidents and fires
- Strong background in electrical utility regulatory issues, including power line routing and siting
- Design of electrical systems for commercial and industrial applications

Professional Experience

Arkansas State University, Jonesboro, AR
7/2014 to present
Interim Dean, College of Engineering

Arkansas State University, Jonesboro, AR
9/2011 to 7/2014
Director of Electrical Engineering

Arkansas State University, Jonesboro, AR
8/2000 to present
Associate Professor of Electrical Engineering

Arkansas State University, Jonesboro, AR
8/1996 to 8/2000
Assistant Professor of Electrical Engineering

Arkansas Public Service Commission, Little Rock, AR
9/1994 to 8/1996
Engineering Supervisor – Electrical Utility Section

Memphis State University, Memphis, TN
8/1993 to 8/1994
Assistant Professor

Mixon Engineering, Jonesboro, AR
1996 to present
Independent Consultant – Electrical Accident Investigation, Power Line Siting, Electrical Fires

Education

Memphis State University, Memphis, TN
Doctor of Philosophy, Engineering (Concentration in Electrical Engineering)
May 1993

Memphis State University, Memphis, TN
Master of Science, Electrical Engineering
December 1988

Memphis State University, Memphis, TN
Bachelor of Science, Electrical Engineering (Concentration in Electrical Power Systems and Power Transmission/Distribution)
May 1987

Activities and Awards

- Senior Member of IEEE (Institute of Electrical and Electronic Engineers)
- Associate Editor, Paper Review Committee of the IEEE Rural Electric Power Conference
- Member of IEEE Power Engineering Society

Professional Registration

State of Arkansas – Registered Professional Engineer #9108

Publications & Conference Presentations

Detailed list available upon request.

Recent Professional Activities

2014 IEEE Rural Electric Power Conference, Fort Worth, TX
2013 IEEE Rural Electric Power Conference, Stone Mountain, GA
2012 IEEE Rural Electric Power Conference, Milwaukee, WI

Temporary Graduate Faculty Request Form

(Requesting Approval to Teach for Graduate Credit)

Print Form

(You may print off form, collect manual signatures, then submit to Graduate School office or take advantage of the electronic signature option set up below)

Date: 3/7/2015 ☒ **On Campus** ☐ **Off Campus**

Resubmitted on 04/07/15 with clarification, as requested

Instructor Name: Dr. Patrick L. Peck **Faculty Position:** Associate Professor of Counseling

College: Education and Behavioral Science **Department:** Psychology and Counseling

Course Prefix(es) Number and Title: COUN 6023 Introduction to Clinical Mental Health Counseling, COUN 6033 Social and Cultural Foundations of Counseling, COUN 6123 Group Dynamics, COUN 6203 Counseling Prepracticum, COUN 6213 Counseling Practicum, COUN 6313 Alcohol and Drug Addiction, COUN 7463 Couples and Family Counseling, COUN 7473 Internship I, COUN 7493 Internship II, COUN 7443 Counselor Supervision, PSY 6113 Theories and Techniques in Helping Relationships, PSY 7583 Development and Differential Psychology

Requested Duration: 1 Year

(A CURRENT VITA MUST ACCOMPANY THIS FORM...Please Remember to Attach CV to Email after Signing Below)

Note: This instructor may NOT be assigned to teach courses other than those approved.

Other Experience and Qualifications (Optional): See attached vita.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Signature of Originator: Craig H. Jones

Digitally signed by Craig H. Jones
DN: cn=Craig H. Jones, o=Arkansas State University, ou=Department of Psychology and Counseling, email=cjones@astate.edu, c=US
Date: 2015.03.07 12:57:42 -06'00'

Originator: Sign above & click here to forward Form to Dept. Chair for their signature (attach CV)

Signature of Dept. Chair:

Dept. Chair: Sign above & click here to forward Form to College Dean for their signature (attach CV)

Signature of College Dean:

College Dean: Sign above & click here to forward Form to Graduate School Dean for their signature (attach CV)

Signature of GS Dean: Erik Gilbert

Graduate School Dean: Sign above & click here to forward Form to GC Auditor for processing (attach CV)

Updated 08/27/14

Statement By Dr. Patrick Peck

Approximately nine years ago, the College of Education Dean, gave us permission to divide the counseling programs into three.. which included the 'current' Clinical Mental Health Counseling track of the Ed.S. Degree program. At that time, I assumed leadership of that track...since that time, approximately four years ago, we were given the go ahead to unite all three counseling degree programs and/or tracks into a single unit. For the past four years, I have been Director of Counseling Programs .. that entails the following administrative duties that keep me abreast of all new and developing issues within our profession.

1) I am currently the administrative director for all counseling programs and/or tracks. I am responsible for the development and maintenance of all accreditation and self-study projects. I am responsible for the maintenance and continued development of our clinical contacts and relationships with regional agencies and schools. I am responsible for ensuring that our recruitment, admissions and retention for our programs are maintained. I am directly responsible for all annual reviews of all students. I appoint advisors, direct weekly faculty meetings, and ensure that our programmatic assessments are maintained and up to date.
2) Develop and submit applications to the Council for Accreditation in Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health Counseling track of the Ed.S. Degree Program. The accreditation process requires constant program development, program maintenance and involvement in the profession. Our program is planning to submit application for CACREP accreditation in the summer of 2015. I have been the Liaison for our counseling programs and/or tracks for the past four years.
3) Develop and maintain accreditation for the School Counseling Program with CACREP. Our last accreditation visit cited numerous weaknesses prior to my taking over as Program Director. I developed and submitted an interim report to CACREP. We received an additional two years accreditation with some stipulations at that time. The next interim report where we deal with these stipulations will be in the Fall of 2015.
4) We recently went through the Council for Rehabilitation Education (CORE) accreditation. Several issues were identified, but we believe we will receive full accreditation upon the final report due this fall. Although not directly responsible for the writing of the accreditation self-study, I was responsible for its presentation and for the recent site visit.
5) Only over the past three years have we added an additional three 'new' faculty members. The counseling programs have two tenured faculty at this juncture. Ensuring that these new faculty members can focus on tenure necessitates that I carry the lion's share of administrative responsibilities regarding the counseling programs continued development. Over the past eight years, if the Graduate Council would review their records, the majority of ANY course and programmatic development for any of our counseling programs/tracks were sponsored by me. Ensuring our programs are up to date requires that I maintain a constant and ongoing connection to our profession.
6) I am an active supervisory consultant to a both counseling supervisors and clinicians from the military base in Little Rock to a range of agencies in our region.
7) I have developed a Doctoral Proposal for Counselor Education, and am currently working on reorganizing the structure of our counseling programs to ensure that they are moving forward and are current and up to date with the counseling profession as a whole.

Though not typical as far as 'Scholarly' activity is concerned, these and many other service and administrative responsibilities have helped me to maintain my 'connection' to our professions growth and development. I am including a working job description that was developed when I agreed to see to the unification of our counseling programs and/or tracks.

Patrick L. Peck

University Address
Department of Psychology and Counseling
Arkansas State University
State University, AR 72467
870-972-3064

Home Address
700 Plum Hill Dr.
Jonesboro, Ar 72401
plpeck@astate.edu

Rank: Associate Professor
Tenure Status: Tenured
Date of Initial Appointment at ASU: Summer 2001
License(s): Missouri Licensed Professional Counselor (formerly)
Idaho Licensed Professional Counselor (formerly)
Nationally Certified Counselor, NBCC #27983

Certification(s): NA

ACADEMIC BACKGROUND (including degree and major)

Doctor of Education in Counselor Education and Counseling
Idaho State University
August 1994

Master of Counseling in Community Counseling
Idaho State University
May 1992

Bachelor of Arts in Psychology - Summa Cum Laude
Eastern Illinois University
August 1990 - Summa Cum Laude

PROFESSIONAL EXPERIENCE

Associate Professor
Arkansas State University
Summer 2001 – Current
Director of Counseling Programs; CACREP liaison. Administrative responsibilities include, but are not limited to, chairing multiple search committees, directing accreditation committees and task forces, developing and maintaining comprehensive assessment program for all programs, unifying counseling programs, curriculum development, chairing and preparing committee meetings, admissions and retention, advocacy and recruitment, administering and grading of comprehensive examinations, collaboration and consultation with internship sites, etc. Teaching responsibilities include core counseling and

endorsement courses from mental health and school counseling. Responsibilities include supervision of counseling interns and student advisement. Course load has included, but is not limited to Pre-practicum Techniques, Introduction Mental Health Counseling, Group Dynamics, Couples and Family Counseling, and Social and Cultural Foundations. School Counseling is CACREP accredited and Clinical Mental Health Counseling is in the process of completing Self-Study.

GRADUATE COURSES TAUGHT

COUN 6023 Introduction to Clinical Mental Health Counseling
COUN 6033 Social and Cultural Foundations of Counseling
COUN 6123 Group Dynamics
COUN 6203 Counseling Prepracticum
COUN 6213 Counseling Practicum
COUN 6313 Alcohol and Drug Addiction
COUN 7463 Couples and Family Counseling
COUN 7473 Internship I
COUN 7493 Internship II
COUN 7443 Counselor Supervision
PSY 6113 Theories and Techniques in Helping Relationships
PSY 7583 Development and Differential Psychology

Assistant Professor

Truman State University
Fall 1994 – Spring 2001
Teaching experiences include core counseling and endorsement courses from community, student affairs, and school counseling in a CACREP counseling program. Responsibilities include supervision of counseling interns, supervision of Thesis Research, student advisement and recruitment. Course load included, but was not limited to, Counseling Micro-skills, Professional Orientation, Theories, Development, Group, and Family Counseling.

Doctoral Internship

Idaho State University
Fall 1992 - Spring 1994
Responsibilities of internship included supervised instruction of graduate level courses in CACREP accredited counseling program, including Family, Prepracticum Techniques, Group Techniques Lab, and Advanced Group. Also taught selected topics in Ethics and Research and was responsible for both practicum and internship supervision.

Graduate Assistant

Idaho State University
Fall 1990 - Spring 1994
Served as Assistant Director and then Director of family counseling and parent education program.

Counselor

Kirksville Alternative School, Kirksville, MO
December 1998 – May 1999
Provided individual and group counseling for adolescent at-risk population.

Primary Therapist

Aspen Crest Hospital, Pocatello, ID
June 1992 - July 1994
Provided individual and group therapy for in-patient population with difficulties ranging from acute transitional crises to chronic Axis I and Axis II disorders.

Counselor

Bannock Youth Foundation, Pocatello, ID
August 1991 - January 1994
Provided individual and family counseling services for adolescents and their families. Extensive work with probationary adolescents, runaways, and adolescents identified as at risk.

Counselor

Family Care Counseling Center, Idaho Falls, ID
December 1990 - September 1992
Provided individual, group, marriage, and family counseling services for court ordered adults and adolescents, abuse victims and perpetrators, and adults in transition. Began as practicum and became part-time employment.

School Counselor

School District #25, Pocatello, ID
October 1991 - May 1992
Provided crisis intervention and counseling needs assessment for adolescents and their families.

Assistant Detention Officer

Champaign County Youth Detention Center, Urbana, IL
May 1987 - June 1987/June 1990 - August 1990
Assistant detention officer for delinquent adolescent population.

Detox Counselor

Prairie Center for Substance Abuse, Champaign, IL
June 1988 - September 1988
Aided medical staff during first 24 -72 hours of detoxification among chemically dependent population.

SCHOLARSHIP

Within the Six Year Renewal Period

Peck, P.L. & Overley, L.C. (2014, October) *Tolerance of ambiguity, empathy level, and entitlement in a technologically driven society and its implications on counselor education.* North Central Association for Counselor Education and Supervision, St. Louis, MO.

Overley, L.C. & Peck, P.L. (2014, October) *Tolerance of ambiguity, empathy level, and entitlement in a technologically driven society and its implications on counselor education.* Southern Association for Counselor Education and Supervision, Birmingham, AL.

Pimpleton, A., Peck, P.L. & Overley, L.C. (2014, October) *Increasing Cultural awareness competency and advocacy: An identity development approach.* Poster presented at the Southern Association for Counselor Education and Supervision, Birmingham, AL.

Snow, E. & Peck, P.L. (2013, April) *Note-taking during session may compromise the therapeutic alliance: A call to understand the potential impact of different documentation styles.* Poster presentation at the Arkansas Mental Health Counseling Association Annual Conference, Little Rock, AR.

Prior to the Six Year Renewal Period

Peck, P. L., Easton, C., Long, A. (2005, October) *Counseling skills training: a critical component of counselor development.* Poster presented at the Association of Counselor Education and Supervision, National Conference, Pittsburgh, PA.

Smith, L. D., & Peck, P. L. (2004). Dialectical Behavior Therapy: A review and call to research. *Journal of Mental Health Counseling, 26*(1), 25-38.

Smith L., Peck, P. L. & McGovern, R. J. (2002). Knowledge and access barriers to counseling services in rural populations. *Journal of Mental Health and Aging, 8,* 1-13.

Smith L., Peck, P. L. & McGovern, R.J. (2002). Elderly Mental Health service utilization and attitudes toward help-seeking in a rural population. *Psychological Reports, 91,* 1268-1272.

Peck, P. L. & Donovan, K. (2001). Inherent paradox in the counselor training process. The counseling interviewer: *Official Journal of the Missouri School Counseling Association, Inc., 33*(4), 31-34.

Peck, P. L. (1997). The parenting role in counselor education. *Counseling Today.* October, 1997, 26.

Smith, L. D., Peck, P. L., Mosher, C. M., Wonch, W., Bridges, S., K., & Saarnio, D. (2004, April). *Body image, ethnic identity, intimacy, and sexual satisfaction: The impact of gender and race.* Poster presented at the American Counseling Association National Convention, Kansas City, MO.

Ward, J. & Peck, P. L. (2003, November). *Reflective teams. Interactive skills.* Presentation at the annual meeting of the Arkansas Counseling Association.

Christian, J. & Peck, P. L. (2003, November). *Methodologies in counseling skills courses*. Poster presentation at the annual meeting of the Arkansas Counseling Association.

Peck, P. L. & Ward, J. (2003, September) *Methodologies in counseling skills courses.* Paper presented at the annual meeting of the Southern Association of Counselor Education and Supervision.

Donovan, K. & Peck, P. L. (2003, March). *Interpersonal dependency and eating disordered behavior among sorority women.* Paper presented at the annual meeting of the American Counseling Association, Anaheim, CA.

Peck, P. L., & Smith, L. D. (2002, November). *Working with role-play vs. real life in a skills course.* Paper presented at the annual meeting of the Tennessee Counseling Association, Memphis, TN.

Peck, P. L., & Smith, L. D. (2002, October). *Working with role-play vs. real life in a skills course*. Paper presented at the meeting of the Association for Counselor Education and Supervision, Park City, UT

Peck, P. L., & Smith, L. D. (2002, October). *The effects of counseling program demographics on counselor development.* Poster session presented at the meeting of the Association for Counselor Education and Supervision, Park City, UT

Peck, P. L., & Peterson, J. (1998, October). *Multiple paradoxes in the enculturation process of beginning counseling students.* Paper presented at the North Central Association of Counselor Education and Supervision, Minneapolis, MN.

Maglio, C. J., & Peck, P. L. (1998, March). *Fundamentals of supervision for counseling licensure: Supervising the C-I-T.* Paper presented at the annual meeting of the Missouri Counseling Association, Columbia, MO.

Peck, P. L., & Peterson, J. (1998, March). *Multiple paradoxes in the enculturation process of beginning counseling students.* Paper presented at the annual meeting of the Missouri Counseling Association, Columbia, MO.

Peck, P. L., Maglio, C.J. & Peterson, J. (1997, March). *Supervision for master's level practitioners: A guide to practice.* Paper presented at the annual meeting of the Missouri Counseling Association, St. Louis, MO.

Peck, P. L., Brucker, P. & Gustafson, A. (1996, March). *Counselor trainee development: a review of trainee preferences.* Paper presented at the annual meeting of the Missouri Counseling Association, Columbia, MO.

Peck, P. L. (1990). *The relationship between professor generated student evaluation and conformity measures in college students*. Paper presented at the American Psychological Association's regional undergraduate research symposium, Indianapolis, IN.

SERVICE (university, college, department)

Arkansas State University

Director of Counseling Programs
Spring 2012 – Current
Coordinate unification of three counseling programs. Head accreditation development and continuation. Administration duties associated with course development, assessment, recruitment, retention, admissions, comprehensive examinations, etc.

CACREP Liaison
Spring 2012 - Current
Coordination of accreditation reports, support and direct reaccreditation activities for School and Clinical Mental Health Counseling Programs.

Search Committee Chair
Fall Current
Chair of search committee for an assistant professor position in the Department of Psychology and Counseling. Search is ongoing. In addition, have served on six and chaired three different search committees.

Departmental and University Wide Committees
Fall 2001 – Current
Serving and/or have served on several departmental committees including the department diversity, resource, library resource, and the curriculum committee. Have served or am serving on various ad-hoc committees (currently serving on merit review committee). Have served on the Graduate Council. Recently elected to Promotion, Retention and Tenure Committee, and College Diversity Committee.

Truman State University

Mentor for Ronald E. McNair Scholarship Program
Summer 1996 – May 1998
Mentored first generation college student in a Federal Trio-Program offering scholarships and mentored research experiences.

Graduate Council

Fall and Spring 1997 - 1998
Committee for graduate education at Truman State University. Elected as alternate during 1998 - 1999 school year and as a regular member for the 1997 - 1998 year.

Graduate Student Organization Faculty Sponsor
Fall 1997 – Spring 1998
Helped develop a student organization for graduate students on campus.

Freshman Week Orientation
Consecutive Fall Semesters 1995, 1996, 1997
Week long, full day orientation to college experience for freshman.

Idaho State University

Promotion Committee for Dr. William B. Kline
Fall 1993

Community Service

Missouri Counseling Association Governing Council

President, Missouri Association for Counselor Education and Supervision
July 1, 1996 – July 1, 1997

Stress Management and Coping with Difficult Students

Moberly Area Community College, Moberly, MO
Spring 1996 Panel Discussion
Panel member of a faculty in-service on work related stress.

Communication Skills in Helping Relationships

Kirksville Regional Center, Kirksville, MO
Fall 1996 In-service Training
A presentation to Case Managers working with developmentally delayed adults and their families.

Working With Chemically Dependent Patients

Aspen Crest Hospital, Pocatello, ID
Spring 1994 In-service Training
In-service lecture presented to nursing staff in cooperation with hospital chemical dependency program coordinator.

Family Communication

Parents Against Drug Abuse (PADA), Pocatello, ID
Spring 1993 Community Outreach
Lecture presented to parents concerning basic communication skills.

Group Development and Procedures

Bannock Youth Foundation, Pocatello ID
Fall 1993 Youth Worker In-service
Provided in-service for youth workers in a runaway shelter on group development, procedures, and assessment.

Intensive Outpatient Program for Adolescents
Family Care Counseling Center, Idaho Falls, ID
Spring 1991
Developed and proposed structure for outpatient program for adolescents.

COLLABORATION WITH K-12 SCHOOLS

NA

PROFESSIONAL MEMBERSHIPS, SERVICE ACTIVITIES, AND HONORS

Arkansas Counseling Association
Arkansas Mental Health Counseling Association
American Counseling Association
Association for Counselor Education and Supervision
Southern Association for Counselor Education and Supervision
North Central Association for Counselor Education and Supervision

PROFESSIONAL TRAINING AND MEETINGS ATTENDED

Revised 1/17/13

Amended DNP and MSN Editorial Changes

(With Requested Revisions from Nov 2014 GC Meeting)

Code # Enter text...

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 pheath@astate.edu

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

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	10/21/14		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
Angela Schmidt	10/20/14		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	10/20/14		ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

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

Dr. Angela Schmidt
aschmidt@astate.edu
870-972-3074

2.Proposed Change
Bulletin changes MSN and DNP programs
College of Nursing and Health Professions

3.Effective Date
Fall 2014

4.Justification
Bulletin changes only

Comment [p1]:

Revised 1/17/13

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.

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) is offered as a post-masters nursing degree~~, as the entry level for advanced practice nurses~~. The practice focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice. The DNP Program reflects the DNP Standards and Essentials as described by the American Association of the Colleges of Nursing (AACN) and the National League for Nursing Accrediting Commission (NLNAC).

Admission Requirements

Admission requirements include an advanced practice degree (i.e. Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist). Students must be board certified in advanced practice nursing with licensure as an ~~APN~~ APRN in their state of practice. Additional admission requirements may be found on the College of Nursing and Health Professions website at: http://www.astate.edu/college/conhp/departments/nursing. Completing admission requirements does not ensure acceptance into the DNP program due to the competitive process.

Application Deadlines

Application deadline is October 1st each year to begin study in the ~~fall~~ spring semester. Students may acquire detailed information about the application process and pre-requisite courses by contacting the School of Nursing at 870-972-3074 or visitng the website at: http://www.astate.edu/college/conhp/departments/nursing.

Course Requirements

The post-masters's Doctor of Nursing program requires full-time study. The curriculum of 41 credit hours, includes three clinical internship courses requiring 540 clinical clock hours. The DNP plan of study is as follows:

Spring
NURS 8113 Theoretical Foundations for Doctor of Nursing Practice
NURS 8133 Epidemiology and Population Health
~~NURS 8123 Leadership, Policy, and Healthcare System~~
Fall
~~NURS 8143 Healthcare Finance in Advanced Nursing~~
~~NURS 8133 Epidemiology and Population Health~~
NURS 8123 Leadership, Policy, and Healthcare System
NURS 8213 Translational Research for Doctor of Nursing Practice I
Spring
NURS 8153 Healthcare Informatics in Advanced Nursing

~~NURS 8213 Translational Research for Doctor of Nursing Practice I~~
NURS 8143 Healthcare Finance in Advanced Nursing
Summer
NURS 8314 Introduction to Internship (1 credit to 45 clock hours)
NURS 8163 The Principles Healthcare Ethics and Genetics
Fall
NURS 8223 Translational Research for Doctor of Nursing Practice II
NURS 8323 Doctor of Nursing Practice Clinical Internship I (1 credit to 45 clock hours)
Spring
NURS 8235 Doctor of Nursing Practice Evidence Based Project
NURS 8335 Doctor of Nursing Practice Clinical Internship II (1 credit to 45 clock hours) Minimum number of credit hours required for the DNP= 41credit hours
Minimum Clinical Clock Hours = 540

MASTER OF SCIENCE IN NURSING (M.S.N.) DEGREE

The M.S.N. program prepares nurses with the complex practice skills and theoretical knowledge necessary for advanced nursing practice in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced practice roles and the foundation for doctoral study in nursing.
The Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Telephone 404-975-5000, Fax 404-975-5020).
The program is designed for individuals who hold the Bachelor of Science in Nursing degree. Students who have successfully completed the BSN in Nursing can apply for the program.
~~all except the senior year of the B.S.N. program with a grade point average of 3.00 may take a graduate level course in each of the fi nal two semesters of ASU's B.S.N. program.~~ The total number of credits per semester may not exceed 15. ~~Students enrolled under this option must complete the undergraduate courses within the fi rst two semesters of enrollment in graduate work. If the undergraduate work is not completed at the end of the second semester, the student will be dropped from the Graduate School.~~ ~~After admission to the program~~ A Graduate Information Guide (GIG) is available that explains policies and requirements unique to the graduate nursing program. All students on admission are required to attend orientation to the MSN program.
MSN students are required to successfully complete a comprehensive exam or thesis (with a minimum of 6 credit hours) during their plan of study. Students selecting thesis must be continuously enrolled in thesis credits until graduation. Students considering doctoral education are strongly encouraged to select the thesis option.

Admission Requirements

Students seeking admission into the Master of Science in Nursing program must meet the admission requirements of the Graduate School and the specific program requirements. Completed Graduate School application forms and School of Nursing application forms must be received in the Graduate School by the deadline specific to each program ~~April 15~~ for applicants seeking admission for full or part time study. ~~in the following Fall semester, and September 15 for admission to the following Spring semester for the Adult Health option; and by February 1 for admission to the following Fall semester for the Family Nurse Practitioner option.~~ Visit the ASU Graduate School website http://www.astate.edu/info/admissions/graduate, for admission requirements and application deadlines.
Applicants to the MSN program complete the application process to the School of Nursing, including submission of the MSN application form and a personal interview. All students on admission are required to attend orientation to the MSN program. The MSN application form and admission requirements may be found on the School of Nursing website, http://www.astate.edu/college/conhp/departments/nursing/. Students are offered admission to their selected specialty only. Should the student desire to change specialty focus, the procedure and requirements may be found on the website.
In addition to the general requirements for graduate degrees conferred by the Graduate

School, applicants to the M.S.N. program must:
• Hold a Baccalaureate degree in nursing (BSN) from an accredited institution.
• Have a minimum Cumulative Grade Point Average of 3.0 ~~2.75~~ (4.0 scale) overall or 3.0 on the last 60 hours of undergraduate work.
• Hold a current, unencumbered license to practice as a Registered Nurse. The unencumbered RN license must be active in the state where clinical practice is scheduled or a compact state.
• Individuals admitted pending NCLEX-RN examination results are required to withdraw from the program at the end of the first semester if the examination is not passed. The individual may reapply for admission upon successful completion of the licensing examination.
~~• Have completed an undergraduate course in health assessment (minimum of a B). If the student has a "C" in health assessment, proficiency may be demonstrated.~~
• Have successfully completed a graduate-level descriptive and inferential statistics course with a grade of B or above.
Evidence of the following is required before registering for each clinical course or practicum.
1. CPR certification (professional level) valid through the academic year.
2. TB skin test/chest x-ray valid through the academic year.
3. Evidence of Hepatitis B immunization or signed declination statement.
4. Evidence of Influenza vaccination.
5. Copy of professional liability insurance. Minimum 1,000,000/3,000,000.
6. Copy of unencumbered RN license valid in the state of practice.
7. Verified Credential

CRIMINAL BACKGROUND CHECKS
Arkansas law requires that applicants for licensure, including advanced practice licensure, submit to criminal background checks. Students graduating and planning on applying for
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advanced practice licensure should submit applications four (4) to six (6) months in advance of graduation in order to allow time for processing.

PG 250

NURS 6023 Advanced Assessment and Diagnostic Evaluation
Presents theoretical and clinical basis for comprehensive assessment and diagnosis in primary health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological findings, risk assessment screening, diagnostic testing and interpretation of findings. Prerequisites: Undergraduate Health Assessment course (minimum of a B). If a student has a "C" in physical assessment, proficiency may be demonstrated. NURS 6003 or concurrent enrollment. [NOTE: FNP and Adult Health students are required to take the semester immediately prior to beginning clinical portion of FNP or Adult Health option]. Prerequisites for NA students are NURS 6223 and NURS 6233

PG 252

NURS 6443 Advanced Adult Health Nursing I
Study of problems of adult populations including geriatric populations with acute illnesses. Emphasis on theories, models and concepts that facilitate recovery and return to optimal health. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.
NURS 6453

Advanced Adult Health Nursing II Study of problems with adult populations including geriatric populations with chronic illness. Emphasis on theories, models and concepts that facilitate maintenance of chronic health problems and contribute to quality of life. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.

DOCTOR OF NURSING PRACTICE

Offered through ASTATE Online Learning Services

The Doctor of Nursing Practice (DNP) is offered as a post-masters nursing degree. The practice focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice. The DNP Program refl ects the DNP Standards and Essentials as described by the American Association of the Colleges of Nursing (AACN) and the National League for Nursing Accrediting Commission (NLNAC).

Admission Requirements

Admission requirements include an advanced practice degree (i.e. Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist). Students must be board certifi ed in advanced practice nursing with licensure as APRN in their state of practice. Additional admission requirements may be found on the College of Nursing and Health Professions website at: http://www.astate.edu/college/conhp/departments/nursing. Completing admission requirements does not ensure acceptance into the DNP program due to the competitive process.

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Application Deadlines

Application deadline is October 1st each year to begin study in the spring semester. Students may acquire detailed information about the application process and pre-requisite courses by contacting the School of Nursing at 870-972-3074 or visitng the website at: http://www.astate.edu/college/conhp/departments/nursing.

Course Requirements

The post-masters's Doctor of Nursing program requires full-time study. The curriculum of 41 credit hours, includes three clinical internship courses requiring 540 clinical clock hours. The DNP plan of study is as follows:

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NURS 8223 Translational Research for Doctor of Nursing Practice II
NURS 8323 Doctor of Nursing Practice Clinical Internship I (1 credit to 45 clock hours)
Spring
NURS 8235 Doctor of Nursing Practice Evidence Based Project
NURS 8335 Doctor of Nursing Practice Clinical Internship II (1 credit to 45 clock hours)
Minimum number of credit hours required for the DNP= 41credit hours
Minimum Clinical Clock Hours = 540

Revised 1/17/13

MASTER OF SCIENCE IN NURSING (M.S.N.) DEGREE

The M.S.N. program prepares nurses with the complex practice skills and theoretical knowledge necessary for advanced nursing practice in the contemporary health care system. Graduate study in nursing is the basis for professional growth in advanced practice roles and the foundation for doctoral study in nursing.

The Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Telephone 404-975-5000, Fax 404-975-5020).

The program is designed for individuals who hold the Bachelor of Science in Nursing degree. Students who have successfully completed the B.S.N. can apply for the program . A Graduate Information Guide (GIG) is available that explains policies and requirements unique to the graduate nursing program. All students on admission are required to attend orientation 230
to the MSN program.

MSN students are required to successfully complete a comprehensive exam or thesis (with a minimum of 6 credit hours) during their plan of study. Students selecting thesis must be continuously enrolled in thesis credits until graduation. Students considering doctoral education are strongly encouraged to select the thesis option.

Admission Requirements

Students seeking admission into the Master of Science in Nursing program must meet the admission requirements of the Graduate School and the specifi c program requirements. Completed Graduate School application forms and School of Nursing application forms must be received in the Graduate School by the deadline specifi c to each program for applicants seeking admission for full or part time study. Visit the ASU Graduate School website http://www.astate.edu/info/admissions/graduate, for admission requirements and application deadlines.

Applicants to the MSN program complete the application process to the School of Nursing, including submission of the MSN application form and a personal interview. All students on admission are required to attend orientation to the MSN program. The MSN application form and admission requirements may be found on the School of Nursing website, http://www.astate.edu/college/conhp/departments/nursing/. Students are offered admission to their selected specialty only. Should the student desire to change specialty focus, the procedure and requirements may be found on the website.

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- Hold a Baccalaureate degree in nursing (BSN) from an accredited institution.
- Have a minimum Cumulative Grade Point Average of 3.0 (4.0 scale) overall or 3.0 on the last 60 hours of undergraduate work.
- Hold a current, unencumbered license to practice as a Registered Nurse. The unencumbered RN license must be active in the state where clinical practice is scheduled or a compact state.
- Individuals admitted pending NCLEX-RN examination results are required to withdraw from the program at the end of the fi rst semester if the examination is not passed. The individual may reapply for admission upon successful completion of the licensing examination.
- Have successfully completed a graduate-level descriptive and inferential statistics course with a grade of B or above.

Evidence of the following is required before registering for each clinical course or practicum.

1. CPR certifi cation (professional level) valid through the academic year.
2. TB skin test/chest x-ray valid through the academic year.
3. Evidence of Hepatitis B immunization or signed declination statement.
4. Evidence of Infl uenza vaccation.
5. Copy of professional liability insurance. Minimum 1,000,000/3,000,000.
6. Copy of unencumbered RN license valid in the state of practice.
7. Verifi ed Credentials

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Arkansas law requires that applicants for licensure, including advanced practice licensure, submit to criminal background checks. Students graduating and planning on applying for advanced practice licensure should submit applications four (4) to six (6) months in advance of graduation in order to allow time for processing.

Page 250

NURS 6023 Advanced Assessment and Diagnostic Evaluation Presents theoretical and clinical basis for comprehensive assessment and diagnosis in primary health care settings, including all age groups. Emphasis is on clinical decision-making, differentiation of normal from pathological fi ndings, risk assessment screening, diagnostic testing and interpretation of fi ndings. Prerequisites: Undergraduate Health Assessment course (minimum of a B). If a student has a "C" in physical assessment, profi ciency may be demonstrated. NURS 6003 or concurrent enrollment. [NOTE: FNP and Adult Health students are required to take the semester immediately prior to beginning clinical portion of FNP or Adult Health option]. Prerequisites for NA students are NURS 6223 and NURS 6233.

Page 252

NURS 6443 Advanced Adult Health Nursing I Study of problems of adult populations including geriatric populations with acute illnesses. Emphasis on theories, models and concepts that facilitate recovery and return to optimal health. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.

NURS 6453 Advanced Adult Health Nursing II Study of problems with adult populations including geriatric populations with chronic illness. Emphasis on theories, models and concepts that facilitate maintenance of chronic health problems and contribute to quality of life. Prerequisites: NURS 6003, NURS 6013, NURS 6023, NURS 6203. Pre- or co-requisite: NURS 6103, NURS 6402.

Revised 3/08/13

Amended EE 5354

(With Requested Revisions from April 2015 GC Meeting

Code # ENGR 007

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 pheath@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.

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
	ENTER DATE...		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
	ENTER DATE...		ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
EE 5354

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

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

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Introduction of fuzzy logic, fuzzy logic in control engineering, neural networks, Bayesian or belief networks, neuro-fuzzy systems, neuro-fuzzy controllers, controller design, and application problems.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
Yes, prerequisite EE 4313 Control Systems for EE students and prerequisite ME 3613 Controls Systems for Mechanical Engineers for ME students

b. Why?
This course requires introductory knowledge of Control systems. Students will use their control system background and the soft computing techniques in developing new solutions to the control applications.

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

10. Contact Person (Name, Email Address, Phone Number)
Brandon Kemp, bkemp@astate.edu, 870-972-2088
Shubhalaxmi Kher, skher@astate.edu, 870-972-2088

11. Proposed Starting Term/Year
Spring 2016

12. Is this course in support of a new program? No
If yes, what program?
Enter text…

13. Does this course replace a course being deleted? No
If yes, what course?
Enter text…

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text…

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Along with the fast development of computer technologies, e.g., ubiquitous computing, cloud computing and cyber-physical systems, all kinds of networks (e.g., control network, communication network, sensor network, body area network, social

network, opportunistic network, cloud-based network, etc.) appeared and were applied in large-scale factories, including a lot of traditional and new industries, e.g., textile industry, coal industry, mining industry, steel industry, machinery industry, petrochemical industry, and biomedical industry, etc. Assisted by various industrial networks, automation in industry can reduce cost greatly because it takes advantage of control systems and information technologies to optimize productivity in the production of goods and delivery of services. However, the industrial environment is usually dynamic and harsh, including extreme temperature, humidity, electromagnetic interference and vibration, which proposed specific requirements to intelligent industrial systems under certain circumstances. All these highlight the criticality of the design, analysis and implementation of intelligent industrial systems.
This course is aimed to introduce various intelligent techniques to introduce Fuzzy and Neural network based mechanisms. Investigations on involving these techniques for control applications will be performed. Tools like MatLab Simulink/ Labview will be used for simulations.

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 need to update and include modern courses in the degree program was identified by the faculty and advisory council. This new course on will provide a strong design analysis platform using soft computing techniques to help modernize the upper level BSEE curriculum and add to the MS Engr curriculum. The faculty along with the Electrical Engineering advisory council agreed that a modern course covering Intelligent Control Systems will best meet needs of the program graduates and the industries.

c. Student population served.
Master of Science in Engineering students. This course is particularly of interest to EE and ME students.

d. Rationale for the level of the course (lower, upper, or graduate).
This course is designed to be a Senior /Masters level elective course. The course requires working knowledge of control systems. The material and the pre-requisites are appropriate for Senior level EE/ME students and MSE graduate students.

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

Week	Topic
1	Introduction of basic intelligent control concepts
2-4	Concepts of fuzzy logic, fuzzy set theory, fuzzy relations, graphs, and fuzzy arithmetic, fuzzy rules ,implications, and approximate reasoning
5-6	Fuzzy logic in control engineering
7-8	Fuzzy logic and artificial intelligence, fuzzy model identification
9-11	Neural networks, perceptron, multi-layer networks, Kohonen maps
12	Bayesian or belief networks
13-14	Neuro-fuzzy systems, Neuro-fuzzy controllers, applications

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Tests, computer programming assignments, projects

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

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

20. What is the primary intended learning goal for students enrolled in this course?
Primary goal is to learn fuzzy, neural, and hybrid computing techniques and develop applications.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

1. Yen and Langari, Fuzzy Logic, Intelligence, control, and Information, prentice Hall, ISBN 0-13-525817-0, 1998.
2. Pedo Ponce-Cruz, Fernando D. Ramirez-Figueroa, Intelligent Control Systems with LabVIEW, Springer ISBN 978-1-84882-684-7, 2010.
b. Number of pages of reading required per week: 25-50
c. Number of pages of writing required over the course of the semester: 100

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will learn to use fuzzy data sets and model systems using various feedforward, backpropagation, and adaptive algorithms.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Students will develop algorithms, write software simulation programs and test the performance using various software tools such as MATLAB and Simulink, LabVIEW, etc.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Outcomes from algorithms and simulations will be assessed using a rubric.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

Outcome #3:
Enter text...

Learning Activity:
Enter text...

Assessment Tool:
Enter text...

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

a. Global Awareness
- ☒ Minimally
- ☐ Indirectly
- ☐ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

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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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Page 165, 2014-15 Graduate Bulletin

EE 5353. Power Systems Generation, transmission, and distribution of large scale electrical power, associated energy losses and practical design problems and complications. Transmission line analysis. Three phase power networks. Load monitoring and control. Prerequisite, C or better in EE 3313 and ENGR 3423. Corequisite, MATH 4403. Dual listed as EE 4353.

EE 5354 Intelligent Control Systems Introduction of fuzzy logic, fuzzy logic in control engineering, neural networks, Bayesian or belief networks, neuro-fuzzy systems, neuro-fuzzy controllers, controller design, and application problems. Prerequisites, EE 4313, EE 5313, or ME 3613

EE 5373. Electronics II A continuation of EE 3403 with emphasis on the analysis, simulation, and design of feedback, operational amplifi er systems, frequency response, integrated circuits and power and waveshaping circuits. Prerequisite, C or better in EE 3313, ENGR 3443, and EE 3403. Dual listed as EE 4373.

Revised 3/08/13

MCOM 6303 Amended With Revisions
Requested in 01/16/2015 GC Meeting

Code # Enter text...

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 pheath@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

ENTER DATE... **COPE Chair (if applicable)**

Department Chair:

ENTER DATE... **General Education Committee Chair (If applicable)**

10/9/2014 **College Curriculum Committee Chair**

ENTER DATE... **Undergraduate Curriculum Council Chair**

10/9/2014 **College Dean**

10/9/2014 **Graduate Curriculum Committee Chair**

ENTER DATE... **Vice Chancellor for Academic Affairs**

---

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

MCOM6303

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

Media, Heritage, and Cultural Identity

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)?

Standard Letter

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

Graduate

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

No

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

Media, Heritage, and Cultural Identity analyses various forms of media to better understand how media contributes to cultural identity and heritage.

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

a. Are there any prerequisites?

Enrollment in the Mass Communication program

b. Why?

This course is an elective in the Mass Communication Graduate program

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

NA

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

Dr. Michael Bowman
mbowman@astate.edu
972-3429

11. Proposed Starting Term/Year

Spring 2015

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

If yes, what program?

NA

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

If yes, what course?

NA

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Yes/No

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Enter text...

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.

Students enrolled in Mass Communication courses learn to gather, organize, synthesize and communicate information professionally in a democratic, multi-cultural society. Studies learn to think critically about the impact media has on the construction of cultural identity and heritage in a democratic, multi-cultural society. This course is not mandated by accrediting or certifying agency.

c. Student population served.

ASU graduate students

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

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

Week One: Introduction to course and discussion of terms
Week Two: Media Studies and Media Theory
Week Three: Media Organizations
Week Four: The Production of Mediated Reality
Week Five: Paper Proposal Presentations
Week Six: Media Narrative Analysis
Week Seven: The Interpretation of Meaning in the Media
Week Eight: The Production of Identity in the Media
Week Nine: Media Consumption in Society
Week Ten: Media Ideology
Week Eleven: Media Globalization
Week Twelve: Media and Politics
Week Thirteen: Project presentations
Week Fourteen: Project presentations

Final Exam

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

Major project : Paper (minimum length 15 pages) analyzing a contemporary example of media as it relates to cultural and heritage identification. This paper must include a theoretical approach relating to media, culture, and heritage. Student must meet with instructor at least twice throughout the semester concerning this project — first, to clear the topic/gain approval and discuss approaches and sources, and second, to report on progress to date. Counts for 30% of grade for course

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

NA

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

NA

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

This course will explore how media is instrumental in transmitting heritage and cultural identity to individuals, groups, and nations.

21. Reading and writing requirements:

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

Media Making: Mass Media in Popular Culture, 2nd Edition, Sage Publications, 2006
Lawrence Grossberg, Ellen Wartella, D. Charles Whitney, J. Macgregor Wise
Mass Communication Journal articles - TBA

b. Number of pages of reading required per week: 25-50 pages per week

c. Number of pages of writing required over the course of the semester: 50-75 pages per week

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

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

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Identify how media representations contribute to identity formation (personal, group, national, global, etc.) and heritage transmission.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Media Deconstruction Assignments – Students will select examples of media and identify and analyze elements (words, video, editing, photographs, etc.) that contribute to identity formation and heritage transmission.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will provide a written summary accompanied by a class discussion of the media deconstruction assignment

(Repeat if needed for additional outcomes 2 and 3)
Outcome #2:
Use cultural studies principles, textual analysis and other theoretical approaches to examine the relationship between media representations and the formation of cultural identity and heritage transmission.

Learning Activity:
A major writing project integrating media or cultural studies theory to analyze how media contributes to the formation of cultural identity and heritage transmission.

Assessment Tool:
In addition to grading the major writing project, the student must present his/her research to the class.

Outcome #3:
Articulate critical arguments, through written assignments and oral presentations, the role media plays in the formation of cultural identity and heritage transmission.

Learning Activity:
Written summaries and classroom discussions of media deconstruction, a major writing assignment critically analyzing media's role in formation of cultural identity and heritage

transmission, and classroom presentations of written major project and media deconstruction assignments.

Assessment Tool:

A final essay exam will be used to measure the student's critical thinking skills regarding the formation of cultural identity and heritage transmission.

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

a. Global Awareness
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

b. Thinking Critically
- ☐ Minimally
- ☐ Indirectly
- ☒ Directly

c. Using Technology
- ☐ Minimally
- ☒ Indirectly
- ☐ Directly

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

Paste bulletin pages here...

MCOM 6163 Applied Research in Mass Communications Guided research dealing with practical problems in mass communications. A primary outcome of the course will be a formal research paper acceptable for publication. Prerequisite: MCOM 6053.

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

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

MCOM 6303 Media, Heritage, and Cultural Identity **Course analyses various forms of media to better understand how media contributes to cultural identity and heritage.**

MCOM 670V (1-6 hours) Thesis

MCOM 680V (1-3 hours) Independent Study

Journalism

JOUR 5043 Studies in Newspaper Management Study of business and editorial management of the print media, including newspaper organization, publishing policies and economics, print media technology, circulation and promotion problems.

JOUR 5053 Public Affairs Reporting Instruction and practice in gathering material and writing stories on public affairs; emphasis on courts and government. Requires two hours of laboratory work per week. Prerequisite: JOUR 2013.

JOUR 5083 Sports, Business and Opinion Writing Techniques of news-writing and information gathering in business and sports reporting. Techniques of opinion writing. Prerequisite: C or better in JOUR 2013 or permission of professor or chair.

JOUR 5113 Integrated Communications Strategies Focuses on the strategic integration of various channels and methods of communication for the purpose of delivering key messages to diverse target audiences in order to elicit responses, create a dialogue and engender relationship-building. Prerequisites: JOUR 3023; PR 3003; or MKTG 3013.

JOUR 5213 Social Media in Strategic Communication This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries. We will explore and apply social media tools, integrating them into an organization's overall communication strategy.

JOUR 5323 Race, Gender and Media Survey of the interface between Americans and the mass media in the United States.

Revised 1/17/13

Amended ME 5503 (With Requested Revisions from the Jan 2015 GC Meeting.

Code # ENGR 001

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

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

ENTER DATE... **Department Curriculum Committee Chair**	ENTER DATE... **COPE Chair (if applicable)**
ENTER DATE... **Department Chair:**	ENTER DATE... **General Education Committee Chair (If applicable)**
Brandon Kemp 1/5/2015 **College Curriculum Committee Chair**	ENTER DATE... **Undergraduate Curriculum Council Chair**
Paul Mixon 1/7/15 **College Dean**	ENTER DATE... **Graduate Curriculum Committee Chair**
	ENTER DATE... **Vice Chancellor for Academic Affairs**

1.Contact Person (Name, Email Address, Phone Number)
Shivan Haran; sharan@astate.edu; (870) 972-2088
Brandon Kemp; bkemp@astate.edu; (870) 972-2088

2.Proposed Change
Change Pre-requisite and Co-requisite for

ME 5503 Fluid and Thermal Energy Systems

- Pre-requisite:
  - Current: ENGR 3443 Engineering Thermodynamics I, ENGR 3473 Fluid Mechanics
  - Change to: ME 3533 Engineering Thermodynamics II and ME 4553 Heat Transfer
- Co-requisite:

Comment [p1]:

- Current: ME 4553 Heat Transfer
- Change to: **None**

3.Effective Date
Fall 2015

4.Justification
This course requires ME 3533 Engineering Thermodynamics II instead of ENGR 3443 Engineering Thermodynamics I to apply advanced topics on various engineering cycles for term project. ENGR 3473 Fluid Mechanics is removed because it is already a pre-requisite for ME 4553 Heat Transfer. ME 4553 has been added as a pre-requisite because topics from that course are expanded upon early in the ME 4503 course such that the current co-requisite designation is insufficient for expected student performance.

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

Pg. 167, 2014-2015 Graduate Bulletin

ENGR 689V Thesis

ME 5503. Fluid and Thermal Energy Systems Analysis and design of components, systems, and processes using the fundamentals presented in Thermodynamics, Fluid Mechanics, and Heat Transfer. . ~~**Corequisite, ME 4553**~~. Prerequisites, C or better in ~~**ENGR 3473 and ENGR 3443**~~ **ME 3533 and ME 4553**. ~~Dual listed as ME 4503. Fall~~

ME 5523. Introduction to Finite Element Analysis Theory and application of energy concepts and structural mechanics required for the development of finite element methods are presented. Applications to beams, trusses, torsion, etc. are presented. Prerequisites, C or better in ENGR 2413. ~~Dual listed as ME 4523~~

Revised 1/17/13

Amended ME 5613 (With Requested Revisions from Jan 2015 GC Meeting)

Code # ENGR 002

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

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

	ENTER DATE...		ENTER DATE...
Department Curriculum Committee Chair		**COPE Chair (if applicable)**	
	ENTER DATE...		ENTER DATE...
Department Chair:		**General Education Committee Chair (If applicable)**	
Brandon Kemp	1/5/2015		ENTER DATE...
College Curriculum Committee Chair		**Undergraduate Curriculum Council Chair**	
Paul Mixon	1/7/15		ENTER DATE...
College Dean		**Graduate Curriculum Committee Chair**	
			ENTER DATE...
		Vice Chancellor for Academic Affairs	

1.Contact Person (Name, Email Address, Phone Number)
Shivan Haran; sharan@astate.edu; (870) 972-2088
Brandon Kemp; bkemp@astate.edu; (870) 972-2088

2.Proposed Change
Change Pre-requisite, change Time of offering, and fix bulletin placement for

ME 5613 Introduction to Mechatronics; ~~Dual listed as ME 4613~~

- Pre-requisite:
  - Current: ME 3613 Control Systems for ME
  - Change to: **ENGR 3423 Dynamics and ENGR 2403 Statics**
- When it's offered: Spring

- Change to: **Fall**

3.Effective Date
Fall 2015

4.Justification
The proposed change to the pre-requisites will adequately support the topics covered in this 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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Pg. 168, 2014-2015 Graduate Bulletin

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. **Prerequisites, C or better in ENGR 2403 and ENGR 3423.** ~~**ME 3613**~~. ~~Dual listed as ME 4613~~ ~~**Spring.**~~ **Fall.**

ME 529V Special Topics in Mechanical Engineering Each special topic is selected on the basis of the needs of the graduate class.

Revised 3/08/13

This is the Amended Proposal submitted on 05/06/15 with the Requested Revisions from the October 2014 GC Meeting of the revised version of POSC 5323, submitted by Warren Johnson on 10/22/2014, with changes to the assessment section in response to feedback on the undergraduate version of the course by UCC.

Code # Enter text…

New/Special Course Proposal-Bulletin Change Transmittal Form

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

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

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.

ENTER DATE… **Department Curriculum Committee Chair**

ENTER DATE… **COPE Chair (if applicable)**

ENTER DATE… **Department Chair:**

ENTER DATE… **General Education Committee Chair (If applicable)**

ENTER DATE… **College Curriculum Committee Chair**

ENTER DATE… **Undergraduate Curriculum Council Chair**

ENTER DATE… **College Dean**

ENTER DATE… **Graduate Curriculum Committee Chair**

ENTER DATE… **Vice Chancellor for Academic Affairs**

---

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
POSC 5323

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

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)?
Standard letter

5. 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 fewer) as it should appear in the bulletin.
Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
a. Are there any prerequisites?
no

b. Why?

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

10. Contact Person (Name, Email Address, Phone Number)
Dr. Jacob Ausderan, jausderan@astate.edu, 870-972-2188

11. Proposed Starting Term/Year
Spring 2015

12. Is this course in support of a new program? No
If yes, what program?
Enter text...

13. Does this course replace a course being deleted? no
If yes, what course?

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? no
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

15. Justification should include:
a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
This course will examine the history of American foreign policy, the primary foreign policy-making institutions and bureaucracies in the United States, public opinion on foreign policy topics, influences on public opinion, and some of the more important debates in contemporary foreign policy.

The goals for this course include increasing students' knowledge of the institutions and bureaucracies that make and influence U.S. foreign policy; increasing students' knowledge and understanding of societal influences – e.g. public opinion, political parties, the economy, and the media – on American foreign policy; promoting students' knowledge and understanding of various contemporary issues beyond everyday knowledge; the development of students' ability to analyze the strategic aims and implications of foreign policy actions (not just by the U.S., but by the other major powers as well); and the continued development of students' writing and public speaking skills.

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 will address several of the goals in the department's mission, including the expansion of students' understanding of government and cultures, the ability to build theory and apply it to problem solving, and the instilling of a desire for lifelong learning and citizen engagement.

c. Student population served.

graduate students

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

Students will be completing additional assignments compared to undergraduates that will help them fulfill the graduate program's vision, including the development of their analytical skills and the deepening of their substantive knowledge of political science in preparation for further study or employment.

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

Week 1	American Foreign Policy from the Revolution through WW2
Week 2	The Cold War and Beyond
Week 3	Competing Approaches to Analyzing Foreign Policy
Week 4	Globalization and Foreign Policy
Week 5	Legislative vs. Executive Branches
Week 6	Foreign Policy Bureaucracy
Week 7	Public Opinion and Interest Groups
Week 8	American Relations with Europe During and After the Cold War
Week 9	The U.S. and Africa
Week 10	Inter-American Relations
Week 11	The U.S. and China (and East Asia at-large)
Week 12	The U.S. and Israel
Week 13	Grand Strategies for Terrorism, the Middle East, and Beyond
Week 14	Graduate Student Presentations

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

Two exams, two short writing assignments, and a policy analysis project including a research paper and in-class presentation.

[FYI: Undergraduate requirements are two exams, three short writing assignments, and participation during graduate student presentations.]

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

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

20. What is the primary intended learning goal for students enrolled in this course?
Students will be able to analyze foreign policy actions of the United States and other countries, keeping in mind historical, structural, and political considerations.

21. Reading and writing requirements:
a. Ray, James Lee. *American Foreign Policy and Political Ambition*. 2nd Edition. CQ Press.

Houghton, David Patrick. *The Decision Point: Six Cases in U.S. Foreign Policy Decision-Making*. 1st Edition. Oxford University Press.

b. Number of pages of reading required per week: Approximately 60 pages
c. Number of pages of writing required over the course of the semester: approximately 30 pages.

22. High-Impact Activities (Check all that apply)
- ☐ Collaborative assignments
- ☐ Research with a faculty member
- x Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other Explain: Enter text...

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

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Students will be able, given a specific foreign policy problem, to apply findings from strategic theory to elaborate policy options given institutional constraints.

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

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Students will be assigned varying papers that demonstrate applications of findings from strategic theory to fully elaborate policy options. Students will be grades with rubrics that score the quality of analytical rigor and rank order the quality of proposed policy options.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will be able to perform research explaining a specific foreign policy decision, including a thorough analysis of the strategic aims and implications of those decisions.

Learning Activity:

Lectures, readings, preparation of research, and a Q&A session after an in-class presentation of their research

Assessment Tool:

Research paper and in-class presentation with defense. Scoring rubrics will be used to judge the quality of writing, analytical techniques and overall quality. Presentations will be scored via a common presentation rubric used throughout the department.

Outcome #3:

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

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

a. Global Awareness

☐ Minimally
☐ Indirectly
x Directly

b. Thinking Critically

☐ Minimally
☐ Indirectly
x Directly

c. Using Technology

x Minimally
☐ Indirectly
☐ Directly

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

POSC 5323. Foreign Policy Analysis. INTERNATIONAL POLITICS. Theory, practice, and analysis of foreign policy, with a focus on the United States and an emphasis on contemporary issues and basic ideas governing American foreign policy.

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 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.