

Undergraduate Curriculum Council
February 9, 2018
Library 6th Floor Conference Room 603

Voting Members Present: Kim Pittcock, Matthew Hill, Wayne Wilkinson, Jason Stewart, Shelley Gipson, Warren Johnson, Gabriel Tait, David Gilmore, Kyle Fouts

Non-Voting Members Present: Allyson Meyers, Summer DeProw, Star Holloway, Karen Wheeler

Members Absent: Deanna Barymon, Rebecca Oliver, Nikesha Nesbitt

Meeting called to order at 2:00 pm.

1. Course Proposals

a. Subcommittee 1 – Lead by Warren Johnson

i. 2018U_AET01_BC-Ag-Core-Revision

1. Motion to approve: Warren Johnson. Second: Gabriel Tait. Pass

ii. 2018U_AET02_NC_AGRI-3813-Biosystems-I-REVISION1

1. Motion to approve: Warren Johnson. Second: Gabriel Tait. Pass

iii. 2018U_AET03_NC_AGRI-3823-Biosystems-II-REVISION1

1. Motion to approve: Warren Johnson. Second: Jason Stewart.
Pass

iv. 2018U_AET04_CR_Agri-4723

1. Motion to approve: Warren Johnson. Second: Jason Stewart.
Pass

v. 2018U_AET05_CR_CE-3223-to-CE-3224

1. Motion to approve: Warren Johnson. Second: Gabriel Tait. Pass

vi. 2018U_AET06_CR_CE-4253-Soil-Mechanics-REVISION1

1. Motion to approve: Warren Johnson. Second: Shelley Gipson.
Pass

vii. 2018U_AET07_NC_CE-4293-Sustainability-and-Water-Res-REVISION1

1. Motion to approve: Warren Johnson. Second: Kyle Fouts. Pass

viii. 2018U_AET08_NC_CE-4803-Open-Channel-Flow-REVISION1

1. Motion to approve: Warren Johnson. Second: Shelley Gipson.
Pass

ix. 2018U_AET09_NC_CE-4813-Groundwater-Hydrology-REVISION1

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1. Motion to approve: Warren Johnson. Second: Gabriel Tait. Pass
- x. 2018U_AET10_NC_CE-4823-Earthquake-Engineering-REVISION1
 1. Motion to approve: Warren Johnson. Second: Gabriel Tait. Pass
- xi. 2018U_AET11_BC_CE-Program-Changes-REVISION1
 1. Motion to approve: Warren Johnson. Second: Kyle Fouts. Pass
- xii. 2018U_EBS01_BC_PSY-Minor-Requirement-Deletion
 1. Pass
- b. Subcommittee 2 – Lead by Wayne Wilkinson
 - i. 2018U_LAC01_LON1_Art+Design
 1. Motion to approve: Wayne Wilkinson. Second: Warren Johnson. Pass
 - ii. 2018U_LAC02_NC_DIGI-2003
 1. Motion to approve: Wayne Wilkinson. Second: Gabriel Tait. Pass
 - iii. 2018U_LAC03_NC_DIGI-3003
 1. Motion to approve: Wayne Wilkinson. Second: Kim Pittcock. Pass
 - iv. 2018U_LAC04_NC_DIGI-4003-REVISION1
 1. Motion to approve: Wayne Wilkinson. Second: Kim Pittcock. Pass
 - v. 2018U_LAC05_LON8_Certificate-Swift-Coding
 1. Motion to approve: Wayne Wilkinson. Second: Kim Pittcock. Pass
 - vi. 2018U_LAC06_LON5_Graphic-Design-Minor
 1. Motion to approve: Wayne Wilkinson. Second: Gabriel Tait. Pass
 - vii. 2018U_LAC07_NC_HIST-3393-REVISION1
 1. Motion to approve: Wayne Wilkinson. Second: Shelley Gipson. Pass
 - viii. 2018U_LAC08_NC_HIST-4493
 1. Motion to approve: Wayne Wilkinson. Second: Shelley Gipson. Pass

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- ix. 2018U_LAC09_NC_HIST-4573-REVISION1
 - 1. Motion to approve: Wayne Wilkinson. Second: Shelley Gipson. Pass
- x. 2018U_LAC10_NC_HIST-470V-REVISION2
 - 1. Motion to approve: Wayne Wilkinson. Second: Kyle Fouts. Pass
- xi. 2018U_LAC11_LON8_Digital-Humanities-certificate
 - 1. Motion to approve: Wayne Wilkinson. Second: Shelley Gipson. Pass
- xii. 2018U_LAC12_NC_PRAD-4503
 - 1. Motion to approve: Wayne Wilkinson. Second: Kyle Fouts. Pass
- xiii. 2018U_LAC13_LON8_Nonprofit-Communication-Certificate
 - 1. Motion to approve: Wayne Wilkinson. Second: Kyle Fouts. Pass
- c. Subcommittee 3 – Lead by Star Holloway
 - i. 2018U_LAC14_LON8_Spanish-for-the-Professions-certificate
 - 1. Motion to approve: Star Holloway. Second: Gabriel Tait. Pass
 - ii. 2018U_LAC15_NC_THEA-1013
 - 1. Motion to approve: Star Holloway. Second: Kyle Fouts. Pass
 - iii. 2018U_LAC16_CR_THEA-1213
2018U_LAC17_CR_THEA-2393
2018U_LAC18_CR_THEA-2403
2018U_LAC19_CR_THEA-4393
2018U_LAC20_CR_THEA-4403
 - 1. LAC16-20 considered together.
 - 2. Motion to approve: Star Holloway: Second: Jason Stewart. Pass
 - iv. 2018U_LAC21_BCLON11C_Musical-Theatre-change-REVISION1
 - 1. Motion to approve: Star Holloway: Second: Shelley Gipson. Pass
 - v. 2018U_NHP01_BC_SW-4323-and-4383

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1. Discussion: Committee needs proof that the courses were approved by UCC. The two courses were found in a minor degree plan in the 2010 Bulletin, but no course descriptions. If there is evidence that the courses were approved, this change is editorial. If there is no evidence of approval, it should go back to the department to create the courses.
 2. Motion to table: Star Holloway. Second: Jason Stewart. Tabled
- vi. 2018U_NHP02_BCLON11C_Cardiovascular-Interventional-REVISION2
1. Motion to approve: Star Holloway. Second: Jason Stewart. Pass
2. Member Items
- a. Committee discussed the structure of the committee for the upcoming year.

Meeting adjourned at 3:15 pm.

Subcommittee Memberships

Subcommittees		
Subcommittee1	Subcommittee2	Subcommittee3
Gabriel Tait Shelley Gipson Warren Johnson Rebecca Oliver	Kim Pittcock Jason Stewart Wayne Wilkinson Nikesha Nesbitt	David Gilmore Deanna Barymon Matthew Hill Kyle Fouts Star Holloway
Can review:		
AET, BU, EBS, NHP, SM, US	BU, LAC, MS, NHP, SM	AET, EBS, LAC, MS, US

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

<input type="text" value="NA"/>	<input type="text" value="ENTER DATE"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
Department Curriculum Committee Chair		COPE Chair (if applicable)	
Donald Kennedy	1/25/2018	<input type="text"/>	<input type="text" value="ENTER DATE"/>
Department Chair:		Head of Unit (If applicable)	
J Kim Pittcock	1/24/2018	<input type="text"/>	<input type="text" value="ENTER DATE"/>
College Curriculum Committee Chair		Undergraduate Curriculum Council Chair	
Timothy Burcham	1/25/2018	<input type="text"/>	<input type="text" value="ENTER DATE"/>
College Dean		Graduate Curriculum Committee Chair	
<input type="text"/>	<input type="text" value="ENTER DATE"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
General Education Committee Chair (If applicable)		Vice Chancellor for Academic Affairs	

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

Dr. Donald Kennedy, dkennedy@astate.edu 870-972-3704

2. Proposed Change

The current Agriculture Core is 18 hours, the college is now expanding the new Agriculture Core to 24 hours. Core changes: Addition of TECH 3773, Statistics as a choice of one of the statistics courses.

2 new courses: AGRI 3813, Agricultural Biosystems I and AGRI 3823, Agricultural Biosystems II will be added.

Addition of AGRI 420V, Internships in Agriculture as an option to with AGRI 4723 (number changed from 3723).

This change will reduce all the majors' elective hours.

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

In the Major in Ag Studies, 2 emphasis areas will have additional changes. Emphasis of Agri Edu has a deleted course that is no longer taught, as well as the reduction in elective hours. For the Agri Systems Technology emphasis area, 3 hours of electives were reduced and a 3 hour course (choose 1 of 3) was deleted because further reduction of upper level electives would leave the student 3 hours short of upper level credit hours.

3. Effective Date

Fall 2018

4. Justification – Please provide details as to why this change is necessary.

The College of Agriculture, Engineering & Technology is expanding the Agriculture Core to address many current trends and applications that the graduates need to be successful in the Agri workforce, and up to date on current trends in the field of Agriculture. Changes in the Agriculture Core will facilitate this goal.

Bulletin Changes

Instructions
<p>Please visit http://www.astate.edu/a/registrar/students/bulletins/index.dot and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.</p> <p>*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.</p> <ul style="list-style-type: none"> - Deleted courses/credit hours should be marked with a red strike-through (red strikethrough) - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (<i>blue bold italics using enlarged font</i>) <p><i>You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon → Format Painter, and selecting the text you would like to apply the change to.</i></p> <p style="text-align: center;"><i>Please visit https://youtu.be/yjdL2n4lZm4 for more detailed instructions.</i></p>

AGRICULTURE CORE COURSES

Agriculture Core Courses:	Sem. Hrs.
<p>Select four of the following:</p> <p>AGEC 1003, Introduction to Agricultural Business</p> <p>AGST 2003, Introduction to Ag Systems Technology</p> <p>ANSC 1613, Introduction to Animal Science</p> <p>PSSC 1303, Introduction to Plant Science</p> <p>PSSC 2813, Soils</p>	<p>3</p> <p>12</p>

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

Select one of the following: AGRI 3233, Applied Agricultural Statistics OR ECON 2113, Business Statistics OR STAT 3233, Applied Statistics TECH 3773, Statistics	3
AGRI 3813, Agricultural Biosystems I AGRI 3823, Agricultural Biosystems II	3 3
Select one of the following: AGRI 420V, Internships in Agriculture AGRI 3723 4723 , Agricultural Connections: Technical Interpretation and Professional Applications	3
ANSC 1613, Introduction to Animal Science	3
PSSC 1303, Introduction to Plant Science	3
PSSC 2813, Soils (Not Required for Animal Science – Pro-veterinary Majors)	0-3
Total Required Hours:	15-18 24

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Major in Agricultural Business

Bachelor of Science in Agriculture Emphasis in Agricultural Economics and Finance

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1013 AND 1011, General Chemistry I and Laboratory OR</i> <i>CHEM 1043 AND CHEM 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>ECON 2313, Principles of Macroeconomics</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
ACCT 2033, Introduction to Financial Accounting	3
ACCT 2133, Introduction to Managerial Accounting	3
AGEC 3053, Commodity Futures Markets	3

Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.

Form Revised: 09/05/2017

AGEC 4033, Agricultural Law OR LAW 2023, Legal Environment of Business	3
AGEC 4053, Agricultural Finance	3
AGEC 4073, Agricultural Business Management	3
AGEC 4083, Agricultural Policy and Current Issues	3
CIT 1503, Microcomputer Applications OR CS 1013, Introduction to Computers	3
ECON 2323, Principles of Microeconomics	3
MGMT 3123 Principles of Management OR MGMT 3153, Organizational Behavior	3
MKTG 3013, Marketing	3
Sub-total	33
Emphasis Area (Agricultural Economics and Finance): Student may select from one of the career specialty areas or consult an advisor and design a program to meet the student's particular career goals.	Sem. Hrs.
CIT 3523, Operations Management	3
ECON 3313, Microeconomic Analysis	3
ECON 3323, Money and Banking	3
ECON 3353, Macroeconomic Analysis	3
FIN 3713, Business Finance	3
FIN 3763, Financial Institutions and Markets	3
MATH 2143, Business Calculus	3
Sub-total	21
Electives:	Sem. Hrs.
Electives	10 4
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Major in Agricultural Business

Bachelor of Science in Agriculture Emphasis in Agricultural Marketing and Management

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1013 AND 1011, General Chemistry I and Laboratory OR</i> <i>CHEM 1043 AND CHEM 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>ECON 2313, Principles of Macroeconomics</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
ACCT 2033, Introduction to Financial Accounting	3
ACCT 2133, Introduction to Managerial Accounting	3
AGEC 3053, Commodity Futures Markets	3
AGEC 4033, Agricultural Law OR LAW 2023, Legal Environment of Business	3
AGEC 4053, Agricultural Finance	3
AGEC 4073, Agricultural Business Management	3
AGEC 4083, Agricultural Policy and Current Issues	3
CIT 1503, Microcomputer Applications OR CS 1013, Introduction to Computers	3
ECON 2323, Principles of Microeconomics	3
MGMT 3153, Organizational Behavior OR MGMT 3123 Principles of Management	3
MKTG 3013, Marketing	3
Sub-total	33
Emphasis Area (Agricultural Marketing and Management): Student may select from one of the career specialty areas or consult an advisor and design a program to meet the student's particular career goals.	Sem. Hrs.
AGEC 3003, Agricultural Marketing	3
AGEC 3013, Agricultural Records	3
AGEC 3063, Agricultural Sales and Services	3
AGEC 4013, Farm Appraisal	3
AGEC 4023, International Commodity Marketing	3
AGEC 4043, Land Economics	3
Sub-total	18
Electives:	Sem. Hrs.
Electives	13 7
Total Required Hours:	120

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

Major in Agricultural Studies

Bachelor of Science in Agriculture Emphasis in Agricultural Science

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1043 AND CHEM 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>BIOL 1003 AND BIOL 1001, Biological Science and Laboratory</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
See emphasis area below.	
Emphasis Area (Agricultural Science):	Sem. Hrs
CHEM 1052, Fundamental Concepts of Organic and Biochemistry	2
Electives from AGECE, AGED, ANSC, AGRI, PSSC/HORT, TECH <i>No more than 12 hours in one area.</i>	44 38
Sub-total	46 40
Minor:	Sem. Hrs
Minor must be approved by advisor and should not include courses taken to fulfill general education requirements.	18
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

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Major in Agricultural Studies

Bachelor of Science in Agriculture Emphasis in Agricultural Communications

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>BIOL 1003 AND BIOL 1001, Biological Science and Laboratory</i> <i>CHEM 1013, AND CHEM 1011, General Chemistry I and Laboratory OR</i> <i>CHEM 1043 AND CHEM 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>CMAC 1003, Mass Communications in Modern Society</i> <i>ECON 2313, Principles of Macroeconomics OR</i> <i>ECON 2333, Economic Issues and Concepts</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
See emphasis area below.	-
Emphasis Area (Agricultural Communications:)	Sem. Hrs
AD 3023, Principles of Advertising OR PR 3003, Principles of Public Relations	3
AGEC 3063, Agricultural Sales and Services	3
AGEC 4083, Agricultural Policy and Current Issues	3
AGED 1411, Introduction to Agricultural and Extension Education	1
AGED 3443, Leadership in Agriculture	3
AGED 445V, Practicum in Agricultural Communications	3
AGED 4462, Agricultural Youth Organizations	2
AGRI 420V, Internships in Agriculture	3
AGRI 4433, Organic Agricultural Production	3
AGRI 4223, Agriculture and the Environment	3
AGST 1003, Modern Agricultural Systems	3
AGST 3543, Fundamentals of GIS/GPS	3
CMAC 1001, Media Grammar and Style	1
CMAC 2003, Media Writing	3
CMAC 2053, Introduction to Visual Communications	3

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

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ENG 3043, Technical Writing OR MDIA 4053, Advanced Reporting	3
MDIA 2013 AND MDIA 2010, Multimedia Reporting Laboratory	3
MDIA 2313, Multimedia Production	3
MDIA 3313, Audio and Video Production	3
PRAD 4213, Social Media in Strategic Communications OR GCOM 3673, Desktop Publishing	3
AGEC, AGED, AGRI, AGST, ANSC, HORT, PSSC or VOED electives	9 3
Sub-total	64
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Major in Agricultural Studies

Bachelor of Science in Agriculture Emphasis in Agricultural Education

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1013 AND CHEM 1011, General Chemistry I and Laboratory OR</i> <i>CHEM 1043 AND CHEM 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>BIOL 1003 AND BIOL 1001, Biological Science and Laboratory</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
See emphasis area below.	
Emphasis Area (Agricultural Education):	Sem. Hrs
ANSC 1621, Introduction to Animal Science Laboratory	1
PSSC 2811, Soils Lab	1
CHEM 1052, Fundamental Concepts of Organic and Biochemistry	2

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Select three of the following: AGED 2433, Principles of Agricultural Power: Electricity and Internal Combustion Engines AGED 2453, Application of Welding Technologies to Agriculture AGED 3433, Agricultural Equipment Hydraulic Systems AGED 3453, Agricultural Structural Systems	9
Electives in AGRI, AGECE, AGED, ANSC, HORT, PSSC, or TECH (12 9 hours must be upper-level and all electives must be approved by advisor)	18 15
Sub-total	31 28
Professional Education Requirements: Grade of "C" or better required for all Professional Education Requirements. Courses denoted below with an asterisk (*) require admission to the Teacher Education Program. For additional information, see Professional Education Requirements for Secondary Majors in the College of Education and Behavioral Science section.	Sem. Hrs
AGED 1403, Basic Agricultural Mechanics	3
AGED 1411, Introduction to Agricultural and Extension Education	1
AGED 4433, Methods of Teaching Agricultural Mechanics	3
AGED 4462, Agricultural Youth Organizations	2
SCED 2513 Introduction to Secondary Teaching	3
VOED 4503, Foundations of Adult Education in Vocational Education	3
PSY, 3703, Educational Psychology	3
*EDAG 4623, Special methods for Teaching Agricultural Education	3
*TIAG 4826, Teaching Internship in the Secondary School	12
Sub-total	33 30
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Major in Agricultural Studies

Bachelor of Science in Agriculture Emphasis in Agricultural Systems Technology

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite PHYS 2054, General Physics I BIOL 1003 AND BIOL 1001, Biological Science and Laboratory COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18

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Major Requirements:	Sem. Hrs.
See emphasis area below.	
Emphasis Area (Agricultural Systems Technology):	Sem. Hrs
Select one of the following: AGEC 3003, Agricultural Marketing OR AGEC 3013, Agricultural Records OR AGEC 3063, Agricultural Sales and Service	3
AGED 3433, Agricultural Equipment Hydraulic Systems	3
AGRI 4223, Agriculture and the Environment	3
AGST 1003, Modern Agricultural Systems	3
AGST 2003, Intro to Ag Systems Technology OR TECH 2863, Principles of Technology	3
AGST 3503, Agricultural Spatial Technologies I	3
AGST 3513, Agricultural Spatial Technologies II	3
AGST 3543, Fundamentals of GIS/GPS	3
AGST 4003, Modern Irrigation Systems	3
AGST 4013, Precision Application Technology	3
AGST 4543, Advanced GIS for Agriculture and Natural Resources	3
AGST 4773, Remote Sensing	3
CHEM 1043, Fundamental Concepts of Chemistry	3
MATH 1033, Plane Trigonometry	3
PHYS 2064, General Physics II	4
Select one of the following: PSSC 3323, Weeds and Weed Control OR PSSC 4713, Soil Quality Assessment and Interpretation OR PSSC 4853, Soil and Water Conservation	3
TECH 3803, Electrical Systems	3
TECH 3863, Industrial Safety	3
TECH 4813, Operations Systems Research	3
Upper-level electives in AGST, AGRI, PSSC	6 3
Sub-total	64
Total Required Hours:	120

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Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

Major in Animal Science

Bachelor of Science in Agriculture Emphasis in Equine Management

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1013 AND 1011, General Chemistry I and Laboratory OR</i> <i>CHEM 1043 AND 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>ECON 2313, Principles of Macroeconomics OR</i> <i>ECON 2333, Economic issues and Concepts</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
AGRI 2213, Genetic Improvement of Plants and Animals OR BIO 3013, Genetics	3
ANSC 1621, Introduction to Animal Science Laboratory	1
ANSC 3613, Nutritional Management of Domestic Animals	3
ANSC 3633, Veterinary Anatomy and Physiology	3
BIO 2103 AND 2101, Microbiology for Nursing and Allied Health and Laboratory	4
CHEM 1052, Fundamental Concepts of Organic and Biochemistry OR CHEM 1023 AND 1021, General Chemistry II and Laboratory	2 or 4
Animal Science (ANSC) Upper-level Electives	12
Sub-total	28 or 30
Emphasis Area (Equine Management):	Sem. Hrs.
AGEC 4073, Agricultural Business Management	3
ANSC 1522, Beginning English Equitation	2
ANSC 1602, Equitation	2
ANSC 1612, Intermediate Western Equitation	2
ANSC 2623, Equine Care and Management	3
ANSC 4613 Horse Production	3
ANSC 4743, Equine Nutrition	3
Sub-total	18
Additional Support Courses:	Sem. Hrs.

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Form Revised: 09/05/2017

Upper-level Support Courses (AGEC, AGED, ANSC, BIO, CHEM, PSSC)	9
Electives:	Sem. Hrs.
Electives	7 of 9 1-3
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Major in Animal Science

Bachelor of Science in Agriculture Emphasis in Production and Management

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1013 AND 1011, General Chemistry I and Laboratory OR</i> <i>CHEM 1043 AND 1041, Fundamental Concepts of Chemistry and Laboratory</i> <i>ECON 2313, Principles of Macroeconomics OR</i> <i>ECON 2333, Economic issues and Concepts</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
AGRI 2213, Genetic Improvement of Plants and Animals OR BIO 3013, Genetics	3
ANSC 1621, Introduction to Animal Science Laboratory	1
ANSC 3613, Nutritional Management of Domestic Animals	3
ANSC 3633, Veterinary Anatomy and Physiology	3
BIO 2103 AND 2101, Microbiology for Nursing and Allied Health and Laboratory	4
CHEM 1052, Fundamental Concepts of Organic and Biochemistry OR CHEM 1023 AND 1021, General Chemistry II and Laboratory	2 or 4
Animal Science (ANSC) Upper-level Electives	12
Sub-total	28 or 30
Emphasis Area (Production and Management):	Sem. Hrs.
AGEC 4073, Agricultural Business Management	3
ANSC 3703, Poultry Flock Management	3

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

ANSC 4663, Principles of Breeding	3
ANSC 4673, Digestive Physiology and Nutrition of Animals	3
ANSC 4683, Reproductive Physiology	3
Sub-total	15
Additional Support Courses:	Sem. Hrs.
Upper-level Support Courses (AGEC, AGED, ANSC, BIO, CHEM, PSSC)	6
Electives:	Sem. Hrs.
Electives	13 15 7-9
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

114

Major in Animal Science

Bachelor of Science in Agriculture Emphasis in Pre-veterinary

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1013 AND 1011, General Chemistry I and Laboratory</i> <i>ECON 2313, Principles of Macroeconomics OR</i> <i>ECON 2333, Economic issues and Concepts</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	15 24
Major Requirements:	Sem. Hrs.
AGRI 2213, Genetic Improvement of Plants and Animals OR BIO 3013, Genetics	3
ANSC 1621, Introduction to Animal Science Laboratory	1
ANSC 3613, Nutritional Management of Domestic Animals	3
ANSC 3633, Veterinary Anatomy and Physiology	3
BIO 2103 AND 2101, Microbiology for Nursing and Allied Health and Laboratory OR BIO 4104, Microbiology	4

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

CHEM 1023 AND 1021, General Chemistry II and Laboratory	4
Animal Science (ANSC) Upper-level Electives	9
Sub-total	27
Emphasis Area (Pre-veterinary):	Sem. Hrs.
ANSC 4673, Digestive Physiology and Nutrition of Animals	3
ANSC 4683, Reproductive Physiology	3
CHEM 3103 AND 3101, Organic Chemistry I and Laboratory	4
CHEM 3113 AND 3111, Organic Chemistry II and Laboratory	4
CHEM 4243, Biochemistry	3
MATH 1033, Plane Trigonometry OR MATH 1054, Precalculus	3-4
PHYS 2054, General Physics I	4
PHYS 2064, General Physics II	4
Sub-total	28-29
Electives:	Sem. Hrs.
Electives	11-12 5-6
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

115

Major in Plant and Soil Science

Bachelor of Science in Agriculture Emphasis in Agronomy

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1043 AND 1041, Fundamental Concepts of Chemistry and Lab</i> <i>BIOL 1003 AND 1001, Biological Sciences and Laboratory</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

Major Requirements:	Sem. Hrs.
AGEC 3013, Agricultural Records OR CIT 1503, Microcomputer Applications	3
AGRI 2213, Genetic Improvement of Plants and Animals	3
AGRI 4223, Agriculture and the Environment	3
BIO 3303 AND 3301, General Entomology and Laboratory OR BIO 3313 AND 3311, Economic Entomology and Laboratory	4
PSSC 3313, Plant Disease Management	3
PSSC 2811, Soils Laboratory	1
PSSC 1301, Plant Science Laboratory	1
PSSC 4313, Plant Growth and Development	3
Sub-total	21
Emphasis Area (Agronomy):	Sem. Hrs.
AGST 3503, Agricultural Spatial Technologies	3
AGST 3543, Fundamentals of GIS	3
CHEM 1052, Fundamental Concepts of Organic and Biochemistry	2
PSSC 3323, Weeds and Weed Control	3
PSSC 4804, Principles of Crop Production	4
PSSC 4813, Soil Fertility	3
AGRI, AGST, HORT or PSSC electives, or BIO 1503, Biology of Plants, or related area	14
Sub-total	32
Electives:	Sem. Hrs.
Electives	11 5
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

116

Major in Plant and Soil Science

Bachelor of Science in Agriculture Emphasis in Environmental Horticulture

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course	Sem. Hrs.
AGRI 1213, Making Connections in Agriculture	3
General Education Requirements:	Sem. Hrs.

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>CHEM 1043 AND 1041, Fundamental Concepts of Chemistry and Lab</i> <i>BIOL 1003 AND 1001, Biological Sciences and Laboratory</i> <i>COMS 1203, Oral Communication (Required Departmental Gen. Ed. Option)</i>	35
Agriculture Core Courses:	Sem. Hrs.
(See Beginning of Agriculture Section)	18 24
Major Requirements:	Sem. Hrs.
AGEC 3013, Agricultural Records OR CIT 1503, Microcomputer Applications	3
AGRI 2213, Genetic Improvement of Plants and Animals	3
AGRI 4223, Agriculture and the Environment	3
BIO 3303 AND 3301, General Entomology and Laboratory OR BIO 3313 AND 3311, Economic Entomology and Laboratory	4
PSSC 3313, Plant Disease Management	3
PSSC 2811, Soils Laboratory	1
PSSC 1301, Plant Science Laboratory	1
PSSC 4313, Plant Growth and Development	3
Sub-total	21
Emphasis Area (Environmental Horticulture):	Sem. Hrs.
CHEM 1052, Fundamental Concepts of Organic and Biochemistry	2
HORT 3293, Landscape Plant Materials	3
HORT 2253, Fundamentals of Horticulture	3
HORT 4333, Greenhouse and Nursery Production	3
PSSC 3323, Weeds and Weed Control	3
AGRI, AGST or HORT electives, or BIO 1503, Biology of Plants, or related area	18
Sub-total	32
Electives:	Sem. Hrs.
Electives	11 5
Total Required Hours:	120

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or **Experimental Course (1-time offering)** (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

ENTER DATE...
Department Curriculum Committee Chair

Donald Kennedy 1/25/2018
Department Chair:

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Head of Unit (If applicable)

J. Kim Pittcock 1/24/2018
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Timothy Burcham 1/25/2018
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

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

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Donald Kennedy

2. Proposed Starting Term and Bulletin Year
Starting term: spring 2019; Bulletin year: 2018-2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
AGRI 3813

4. 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).

Agricultural Biosystems I

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

Modern irrigation and water conservation technologies for agronomic crops, plant genomics and biotechnologies that impact agricultural production, as well as fundamental concepts of integrated pest management and environmental management. Junior standing or higher. Fall.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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**

a. If yes, which ones?

Junior standing or higher

Why or why not?

The topics covered in this course will build on foundational knowledge that is contained in introductory courses, which are taken during the student's freshmen and sophomore years.

b. Is this course restricted to a specific major? **No**

a. If yes, which major?

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

Fall

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

standard letter

10. Is this course dual listed (undergraduate/graduate)? **No**

11. Is this course cross listed? **No**

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? **Yes**

If no: Contact Registrar's Office for assistance.

16. Does this course affect another program? **No**

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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.)

Irrigation and Water Cons. Concepts (22 days total, 13 class periods MWF)

Week 1: Aquifer and Groundwater Basics

Week 2: Water Quality and Quantity Issues in the Lower Mississippi River Basin

Week 3: Irrigation Systems Utilized in the Lower Mississippi River Basin

Week 4: Water Conservation Technologies used in Irrigation (MW)

Biotechnology and Genomics (22 days total, 13 class periods MWF)

Week 5: (F) Genes and genomes

Week 6: Biotechnology methods for plant gene transfer

Week 7: Genomics and next generation breeding technologies

Week 8: Traits

Week 9: Safety and regulatory compliance

Integrated Pest Management (22 days total, 13 class periods MWF)

Week 10: Introduction-IPM definition and history

Week 11: Control and management tactics in IPM

Week 12: When should IPM be implemented? Sampling and decision-making

Week 13: Case Studies: Cotton and Rice to demonstrate IPM principles

Week 14: (M) Case Studies Vegetables and Urban systems to demonstrate IPM

Professional Communication (3 class periods)

Week 14: Preparing for the Interview (WF)

Week 15 (M) Nailing the Interview

Final Exam

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

none

19. Department staffing and classroom/lab resources

current faculty

a. Will this require additional faculty, supplies, etc.?

No

20. Does this course require course fees? **No**

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

This course will increase the Ag technological skill level and knowledge base of our students. Our Ag Advisory Committee and industry leaders have identified that our students should possess these skills and knowledge to fulfill industry needs and be competitive in the Ag job market.

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 aligns with our mission to train students for agricultural careers.

c. Student population served.

Undergraduate students majoring in the Agriculture at A-State

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

The course content and rigor is appropriate for upper-level designation. Student must possess fundamental concepts of agriculture (see prerequisite) before enrolling in this course.

Assessment

Relationship with Current Program-Level Assessment Process

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Core PLO-1 Students will be able to demonstrate knowledge of fundamental concepts in agriculture, including agriculture business/economics, animal science, plant and soil science, and statistics.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Core PLO-1 Students will be able to demonstrate knowledge of fundamental concepts in agriculture, including agriculture business/economics, animal science, plant and soil science, and statistics.
Assessment Measure	Pre/post test (with benchmarks) to assess competency level of fundamental knowledge of agriculture... (Core PLO-1). End-of-course survey to obtain student’s opinions regarding their competency level based on the PLO for this course.
Assessment Timetable	Spring even
Who is responsible for assessing and reporting on the results?	Instructors of record

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	To increase students’ knowledge of the methods and applications of plant biotechnology, irrigation systems and pest management in modern world agriculture.
Which learning activities are responsible for this outcome?	Lectures, class discussions, and discovery assignments.
Assessment Measure	Exams and class discussion participation (an appropriate rubric will be adapted)

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italicags using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

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AGED 4473. International Agriculture Study Tour To develop an awareness and perspective of international agricultural enterprises and educational programs and how world agricultural systems relate to and impact the U. S. agricultural system. Includes a focus on environmental issues related to food and fiber production. Permission of Instructor required. Dual Listed AGED 5473. Spring, even.

AGED 459V. Special Problems in Agricultural Education For students of senior standing. Approval of the instructor and dean necessary. Credit of one, two, or three hours as arranged. Fall, Spring, Summer.

Agriculture (AGRI)

AGRI 1213. Making Connections in Agriculture First semester freshman course centered around the skills and knowledge needed to be a successful ASU Agriculture student, including academic performance, problem solving, critical thinking, self management, university policies, issues, trends, and disciplines in agriculture. Fall.

AGRI 2213. Genetic Improvement of Plants and Animals Introduction to agriculturally important plant and animal traits and the methods used to incorporate these into favorable combinations. Fall, Spring.

AGRI 2243. Feeding the Planet Emphasizes the historical background, current and future social, political, environmental or economic implications for the use of natural resources for feeding the world population. Demand.

AGRI 3233. Applied Agricultural Statistics Collection, tabulation, and analysis of agricultural data, activities of the state and federal crop reporting services. Fall, Spring.

AGRI 3723. Agricultural Connections, Technical Interpretation and Professional Applications Exercises to synthesize high quality technical information from multiple sources into different types of professional written and verbal presentations, using problem solving exercises. Analytical skills and interactive discussions are emphasized. Prerequisites, AGEC 1003, ANSC 1613, and PSSC 1303. Prerequisites or corequisites, AGRI 3233 or ECON 2113 or STAT 3233. Fall, Spring.

AGRI 3813. Agricultural Biosystems I. Modern irrigation and water conservation technologies for agronomic crops, plant genomics and biotechnologies that impact agricultural production, as well as fundamental

concepts of integrated pest management and environmental management. Prerequisite: Junior standing or higher. Fall.

AGRI 420V. Internships in Agriculture Provides field based experience in private business, industry or public agencies which will enhance knowledge and skills needed for career advancement, approval of Internship Committee required. Spring, Fall, Summer.

AGRI 4223. Agriculture and the Environment This course will explore the complex and varied interrelationships of agriculture and the environment with the ultimate goal of identifying viable procedures to make agricultural programs more sustainable. Spring.

AGRI 4523. Applied Modern Biotechnology An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included. Prerequisites, BIOL 2013 and 2011, CHEM 1052, BIOL 3013 and 3011 or AGRI 2213 or CHEM 4243 or related courses approved by the instructor. Dual-listed with AGRI 5523. Fall.

AGRI 4233. Experimental Agricultural Statistics Fundamental concepts of experimental and statistical methods as applied to agricultural research. Spring, even.

AGRI 4433. Organic Agriculture Production Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing. Prerequisites, PSSC 1303 and ANSC 1613, or permission of instructor. Dual-listed with AGRI 5433. Spring, odd

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or **Experimental Course (1-time offering)** **(Check one box)**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

ENTER DATE...
Department Curriculum Committee Chair

Donald Kennedy 1/25/2018
Department Chair:

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
Head of Unit (If applicable)

J Kim Pittcock 1/24/2018
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

Timothy Burcham 1/25/2018
College Dean

ENTER DATE...
Graduate Curriculum Committee Chair

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

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Donald Kennedy

2. Proposed Starting Term and Bulletin Year
Starting term: spring 2019; Bulletin year: 2018-2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
AGRI 3823

4. 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).

Agricultural Biosystems II

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

Geospatial systems technologies, data management, and digital technologies related to agricultural production and natural resource management; as well as global food production, food safety and security, animal food production and processing technologies, and food-related consumer issues. Prerequisite: Junior standing or higher. Spring.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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**
 - a. If yes, which ones?
Junior standing or higher
 - b. Why or why not?
The topics covered in this course will build on foundational knowledge that is contained in introductory courses, which are taken during the student's freshmen and sophomore years.
- b. Is this course restricted to a specific major? **No**
 - a. If yes, which major?

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

Spring

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
standard letter

10. Is this course dual listed (undergraduate/graduate)? **No**

11. Is this course cross listed? **No**

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

- a. If yes, what program?

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

- a. If yes, what course?

14. Will this course be equivalent to a deleted course? **No**

- a. If yes, which course?

15. Has it been confirmed that this course number is available for use? **Yes**

If no: Contact Registrar's Office for assistance.

16. Does this course affect another program? **No**

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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.)

Geospatial Concepts in Agricultural Biosystems

Week 1: Geospatial Basics

Week 2: Geospatial technologies in row crop production systems

Week 3: Geospatial technologies in natural resources management

Week 4: Introduction to Unmanned Aerial Systems (UAS)

Week 5: Legal Aspects of UAS operation (MW)

Digital Devices in Agricultural Biosystems

Week 5: Basic electronic circuit components (F)

Week 6: Instrumentation in agricultural research

Week 7: Agricultural sensors

Week 8: Sensor calibration and data interpretation

Week 9: Monitoring and control

Food Safety & Consumerism in the Western World

Week 10: Animal Science Overview and Global Impact

Week 11: Technology Applications in Livestock Production

Week 12: Technology Applications in Livestock Processing

Week 13: Food Security and Safety

Week 14: Consumerism in the Western World (M)

Professional Ethics (3 class periods)

Week 14: Employee Relations (WF)

Week 15: Ethics in the Workplace (M)

Final Exam

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

19. Department staffing and classroom/lab resources
Team taught by current agricultural faculty.

- a. Will this require additional faculty, supplies, etc.?
No

20. Does this course require course fees? **No**

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

This course will increase the Ag technological skill level and knowledge base of our students. Our Ag Advisory Committee and industry leaders have identified that our students should possess these skills and knowledge to fulfill industry needs and be competitive in the Ag job market.

- 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 aligns with our mission to train students for agricultural careers

- c. Student population served.

Undergraduate students majoring in the Agriculture at A-State

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

The course content and rigor is appropriate for upper-level designation. Student must possess fundamental concepts of agriculture (see prerequisite) before enrolling in this course.

Assessment

Relationship with Current Program-Level Assessment Process

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Core PLO-1 Students will be able to demonstrate knowledge of fundamental concepts in agriculture, including agriculture business/economics, animal science, plant and soil science, and statistics.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Core PLO-1 Students will be able to demonstrate knowledge of fundamental concepts in agriculture, including agriculture business/economics, animal science, plant and soil science, and statistics.
Assessment Measure	Pre/post test (with benchmarks) to assess competency level of fundamental knowledge of agriculture... (Core PLO-1). End-of-course survey to obtain student's opinions regarding their competency level based on the PLO for this course.
Assessment Timetable	Spring even
Who is responsible for assessing and reporting on the results?	Instructor of Record

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	To increase students' knowledge of the methods and applications of GPS and GIS Concepts, Digital Devices Applications in Biosystems, Food Safety & Consumerism, and Professional Ethics in modern world agriculture.
Which learning activities are responsible for this outcome?	Lectures, class discussions, and discovery assignments.
Assessment Measure	Exams and class discussion participation (an appropriate rubric will be adapted)

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

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- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italicags using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Page 418

AGED 4473. International Agriculture Study Tour To develop an awareness and perspective of international agricultural enterprises and educational programs and how world agricultural systems relate to and impact the U. S. agricultural system. Includes a focus on environmental issues related to food and fiber production. Permission of Instructor required. Dual Listed AGED 5473. Spring, even.

AGED 459V. Special Problems in Agricultural Education For students of senior standing. Approval of the instructor and dean necessary. Credit of one, two, or three hours as arranged. Fall, Spring, Summer.

Agriculture (AGRI)

AGRI 1213. Making Connections in Agriculture First semester freshman course centered around the skills and knowledge needed to be a successful ASU Agriculture student, including academic performance, problem solving, critical thinking, self management, university policies, issues, trends, and disciplines in agriculture. Fall.

AGRI 2213. Genetic Improvement of Plants and Animals Introduction to agriculturally important plant and animal traits and the methods used to incorporate these into favorable combinations. Fall, Spring.

AGRI 2243. Feeding the Planet Emphasizes the historical background, current and future social, political, environmental or economic implications for the use of natural resources for feeding the world population. Demand.

AGRI 3233. Applied Agricultural Statistics Collection, tabulation, and analysis of agricultural data, activities of the state and federal crop reporting services. Fall, Spring.

AGRI 3723. Agricultural Connections, Technical Interpretation and Professional Applications Exercises to synthesize high quality technical information from multiple sources into different types of professional written and verbal presentations, using problem solving exercises. Analytical skills and interactive discussions are emphasized. Prerequisites, AGEC 1003, ANSC 1613, and PSSC 1303. Prerequisites or corequisites, AGRI 3233 or ECON 2113 or STAT 3233. Fall, Spring.

AGRI 3823. Agricultural Biosystems II. Geospatial systems technologies, data management, and digital technologies related to agricultural production and natural resource management; as well as global food production, food safety and security, animal food production and processing technologies, and food-related consumer issues. Prerequisite: Junior standing or higher. Spring.

AGRI 420V. Internships in Agriculture Provides field based experience in private business, industry or public agencies which will enhance knowledge and skills needed for career advancement, approval of Internship Committee required. Spring, Fall, Summer.

AGRI 4223. Agriculture and the Environment This course will explore the complex and varied interrelationships of agriculture and the environment with the ultimate goal of identifying viable procedures to make agricultural programs more sustainable. Spring.

AGRI 4523. Applied Modern Biotechnology An introduction to the principles and the applications of modern Biotechnology with emphasis on the applications of recombinant DNA technology to solve environmental and human health problems. The review of major biotechnology companies and bio-products is also included. Prerequisites, BIOL 2013 and 2011, CHEM 1052, BIOL 3013 and 3011 or AGRI 2213 or CHEM 4243 or related courses approved by the instructor. Dual-listed with AGRI 5523. Fall.

AGRI 4233. Experimental Agricultural Statistics Fundamental concepts of experimental and statistical methods as applied to agricultural research. Spring, even.

AGRI 4433. Organic Agriculture Production Principles and practices of organic production in plant and animal systems including: certification requirements, soil fertility, crop rotation, variety and breed selection, health management strategies, optimizing yield and quality, nutrition and feeding, ethical issues, processing, storage and marketing. Prerequisites, PSSC 1303 and ANSC 1613, or permission of instructor. Dual-listed with AGRI 5433. Spring, odd

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CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

	ENTER DATE...
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Department Curriculum Committee Chair

	ENTER DATE...
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COPE Chair (if applicable)

	ENTER DATE...
--	---------------

Department Chair:

	ENTER DATE...
--	---------------

Head of Unit (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
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

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

Dr. Greg Phillips, gphillips@astate.edu, 973-2375

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

Fall 2018

3. Current Course Prefix and Number

AGRI 3723

3.1 – **[Yes]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

AGRI 4723

3.2 – Yes If yes, has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

4. Current Course Title

Agricultural Connections, Technical Interpretation and Professional Applications.

4.1 – [No] Request for Course Title Change

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – [No] Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

6. – [YES] Request for prerequisites and major restrictions change.

(If yes, indicate all prerequisites. 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**
 - a. If yes, which ones?
Prerequisites or corequisites, AGRI 3233 or STAT 3233 or **TECH 3773**
 - b. Why or why not?
Deleted ECON 2113 and added TECH 3773 due to revision of the Agri core
- b. Is this course restricted to a specific major?
 - a. If yes, which major?

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

- a. If yes, please indicate current and new frequency:

8. – [No] Request for Class Mode Change

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

9. – [No] Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. No Is this course dual listed (undergraduate/graduate)?

- a. If yes, indicate course prefix, number and title of dual listed course.

11. No Is this course cross listed?
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

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

Enter text...

14. Yes Will this course be equivalent to a deleted course or the previous version of the course?
a. If yes, which course?

New course 4723 will be equivalent to previous course 3723 in content. AGRI 4723 will be the Capstone for the Agri Core, which is being revised. Assessment Planning as well as Agri Core revisions indicate that the Capstone should be offered at the senior level rather than the junior level.

15. No Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. No. Does this course require course fees?

If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

The faculty in the AGRI programs have been discussing revisions to the Agri Core. These revisions are beginning to be implemented. Agri Core revisions, as well as Assessment Planning discussions, are driving us to upgrade the “Capstone” to the senior level from its current junior level. The instructor may upgrade performance expectations from the students in the revised course as part of the ongoing Assessment Plan, but the content of the course will be the same initially.

18. Please provide justification to the proposed changes to the course.

The AGRI Core will be strengthened by upgrading the Capstone course from 3723 to 4723.

19. No Do these revisions result in a change to the assessment plan?

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

Relationship with Current Program-Level Assessment Process

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course supports Agriculture Core Program Level Outcomes 3 (“Students will demonstrate written and verbal skills for effective communication in agricultural sciences”) and 4 (“Students will demonstrate critical thinking skills to analyze and synthesize relevant problems in agriculture”).

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 3 (from question #23)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	

(Repeat if this new course will support additional program-level outcomes)

Program-Level Outcome 4 (from question #23)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
------------------	--

Which learning activities are responsible for this outcome?	
Assessment Measure	

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin page 419:

Agriculture (AGRI)

AGRI 1213. Making Connections in Agriculture First semester freshman course centered around the skills and knowledge needed to be a successful ASU Agriculture student, including academic performance, problem solving, critical thinking, self management, university policies, issues, trends, and disciplines in agriculture. Fall.

AGRI 2213. Genetic Improvement of Plants and Animals Introduction to agriculturally important plant and animal traits and the methods used to incorporate these into favorable combinations. Fall, Spring.

AGRI 3233. Applied Agricultural Statistics Collection, tabulation, and analysis of agricultural data, activities of the state and federal crop reporting services. Fall, Spring.

AGRI ~~3723~~ 4723. Agricultural Connections, Technical Interpretation and Professional Applications Exercises to synthesize high quality technical information from multiple sources into different types of professional written and verbal presentations, using problem solving exercises. Analytical skills and interactive discussions are emphasized. Prerequisites, AGECE 1003, ANSC 1613, and PSSC 1303. Prerequisites or corequisites, AGRI 3233 ~~or ECON 2113~~ or STAT 3233 ~~or TECH 3773~~. Fall, Spring.

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Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart 12/4/2017
Department Curriculum Committee Chair

	ENTER DATE...
COPE Chair (if applicable)	

Jason Stewart 12/4/2017
Department Chair:

	ENTER DATE...
Head of Unit (If applicable)	

Jason Stewart 12/4/2017
College Curriculum Committee Chair

	ENTER DATE...
Undergraduate Curriculum Council Chair	

Brandon Kemp 12/4/2017
College Dean

	ENTER DATE...
Graduate Curriculum Committee Chair	

	ENTER DATE
General Education Committee Chair (If applicable)	

	ENTER DATE...
Vice Chancellor for Academic Affairs	

1. Contact Person (Name, Email Address, Phone Number)
 Zahid Hossain, mhossain@astate.edu, 680-4299

2. Proposed Starting Term and Bulletin Year for Change to Take Effect
 Fall 2018

3. Current Course Prefix and Number
 CE 3223

3.1 - Request for Course Prefix and Number change? **Yes**
 If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*
 CE 3224

3.2 - **[Yes/No]** If yes, has it been confirmed that this course number is available for use? **Yes**
If no: Contact Registrar's Office for assistance.

4. Current Course Title

Civil Engineering Materials

4.1 – **Yes, No** Request for Course Title Change? **No**

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – Request for Course Description Change? **Yes**

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

Theory and application of materials used in civil engineering. Nature of materials. aggregate testing, concrete testing, concrete mix design, masonry, asphalt testing, and asphalt mix design.

6. – Request for prerequisites and major restrictions change? **No**

(If yes, indicate all prerequisites. 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?
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major?
 - a. If yes, which major?

7. – Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.* **No**

- a. If yes, please indicate current and new frequency:

8. – Request for Class Mode Change? **No**

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

9. – Request for grade type change? **No**

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. Is this course dual listed (undergraduate/graduate)? **No**

- a. If yes, indicate course prefix, number and title of dual listed course.

11. Is this course cross listed? **No**
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)
- 11.1** – If yes, please list the prefix and course number of cross listed course.
- 11.2** – Are these courses offered for equivalent credit?
Please explain.
12. Is this course change in support of a new program? **No**
a. If yes, what program?
13. Does this course replace a course being deleted? **Yes**
a. If yes, what course? CE 3223 CE Materials
14. Will this course be equivalent to a deleted course or the previous version of the course? **No**
a. If yes, which course?
The proposed course adds to the previous course, so it will substitute for the previous course. The two courses are not equivalent, however, due to the increase in credit hours.
15. Does this course affect another program? **No**
If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.
16. Does this course require course fees? **No**
If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

Additional lecture topics Nature of Materials and Masonry has been added in the course outline.

Week 1: Course Introduction and Introduction to Materials Engineering & Lab 1

Week 2: Nature of Materials

Week 3: Aggregates

Week 4: Aggregates & Lab 2

Week 5: Portland Cement/Mixing Water/Admixture

Week 6: Portland Cement/Mixing Water/Admixture

Week 7: Portland Cement Concrete (PCC) and ACI Test & Field Trip

Week 8: Portland Cement Concrete (PCC) and ACI Test & Lab 3

Week 9: Portland Cement Concrete (PCC) and ACI Test

Week 10: Portland Cement Concrete (PCC) and ACI Test

Week 11: Masonry

Week 12: Asphalt Binders and Asphalt Mixtures & Field Trip

Week 13: Asphalt Binders and Asphalt Mixtures & Lab 4

Week 14: Asphalt Binders and Asphalt Mixtures

Week 15: Asphalt Binders and Asphalt Mixtures and Course Review

18. Please provide justification to the proposed changes to the course.

Newly added topics (**Nature of Materials and Masonry**) will have significance in students' learning and real world applications. They will help students do better in the Fundamental of Engineering (FE) exam and be more successful in getting jobs and in their careers. Due to the industry trends and restriction of lecture hours, these topics were not taught in the past. With the additional credit hour, they will be taught in class.

19. Do these revisions result in a change to the assessment plan? **No**

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

University Outcomes

20. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

21. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course contributes to the following program outcomes. Outcome 2 is assessed in the course.

Outcome 2: An ability to design and conduct experiments, as well as to acquire, analyze, and interpret data

Outcome 3: An ability to function on multi-disciplinary teams

Outcome 6: An ability to communicate effectively, both orally and in writing

Outcome 10: An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

22. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 2 (from question #21)	An ability to design and conduct experiments, as well as to acquire, analyze, and interpret data
Assessment Measure	A laboratory assignment is given to students to determine the required tests to be performed, size and number of specimens to be tested, and amount of materials to be used to make meaningful conclusions and recommendations. Students analyze the test data using the MS Excel tool, compare them with relevant specifications, and document them in a formal report format. A rubric is used to assess the submitted lab report from the students.
Assessment Timetable	Each fall semester (every time the course is offered)
Who is responsible for assessing and reporting on the results?	The course instructor collects relevant data required for assessment and reports that data to the Outcome #2 committee for summation. Action plans are developed as necessary by the committee along with the instructor to address shortcomings (not meeting assessment target(s)).

(Repeat if this new course will support additional program-level outcomes)

Table VI-3. Relation of Student Outcomes to Curriculum

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Engineering Core	All students must complete the 20 hours of engineering core courses.										
ENGR 1402, Concepts of Engineering											
ENGR 1412, Software Applications for Engineers											
ENGR 2401, Applied Engineering Statistics											
ENGR 2403, Statics											
ENGR 3433, Engineering Economics											
ENGR 4401, Senior Seminar											
ENGR 4453, Numerical Methods for Engineers											
ENGR 4463, Senior Design I	A		A		A	A		A			
ENGR 4482, Senior Design II			A			A		A		A	
Civil Engineering Required Courses	All students must complete 60 hours of civil engineering courses.										
CE 2202, Civil Engineering Presentations											
CE 2223, Plane Surveying											
CE 3213, Structural Analysis I											
CE 3224, Civil Engineering Materials		A									
CE 3253, Engineering Hydrology										A	
CE 3263, Introduction to Environmental Engineering									A		
CE 3273, Water and Waste Systems											A
CE 4203, Transportation Engineering I											
CE 4223, Transportation Engineering II				A			A			A	A
CE 4233, Foundation Engineering											
CE 4243, Reinforced Concrete Design											A
CE 4251, Soil Mechanics Laboratory											

Table VI-3. Relation of Student Outcomes to Curriculum (continued)

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Civil Engineering Required Courses											
CE 4253, Soil Mechanics											
CE 4283, Structural Steel Design											A
ENGR 2411, Mechanics of Materials Laboratory											
ENGR 2413, Mechanics of Materials											
ENGR 3423, Dynamics											
ENGR 3471, Fluid Mechanics Laboratory											
ENGR 3473, Fluid Mechanics											
Civil Engineering Elective Courses	All students must complete either CE 3233 or CE 4263 AND either ENGR 2423 or ENGR 3443 AND one additional course from the CE (not ENGR) courses listed.										
CE 3233, Structural Analysis II											
CE 4263, Water and Waste Treatment											
CE 4293, Sustainability and Water Res.											
CE 4803, Open-Channel Flow											
CE 4813, Groundwater Hydrology											
CE 4823, Earthquake Engineering											
ENGR 2423, Electric Circuits I											
ENGR 3443, Engineering Thermodynamics I											

Course-Level Outcomes

23. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)

Unchanged from current practices.


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to. Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

On Page #123

CE 322~~3~~4, Civil Engineering Materials ~~3~~ 4

Overview document of all proposed changes concurrent to this one indicate that the extra hour doesn't increase total hours for the BSCE degree since ENGR 2421 is being removed completely from the degree plan. The total hours in the CE major will increase due to this additional hour along with the other proposed changes such that the "Major Requirements" subtotal becomes 67 hours.

On Page #426

CE 4223. Transportation Engineering II Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisite, C or better in CE 322~~3~~4 and CE 4203. Corequisites, CE 4251 and CE 4253. Dual listed as CE 5223. Spring.

On Page #426

CE 322~~3~~4. Civil Engineering Materials Theory and application of materials used in civil engineering. **Nature of materials, Aggregate testing, concrete testing, concrete mix design, masonry, asphalt testing, and asphalt mix design.** Lecture ~~two~~ **three** hours, laboratory three hours per week. Prerequisite, C or better in ENGR 2413 and 2411. Fall.

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CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart 12/4/2017
Department Curriculum Committee Chair

	ENTER DATE...
COPE Chair (if applicable)	

Jason Stewart 12/4/2017
Department Chair:

	ENTER DATE...
Head of Unit (If applicable)	

Jason Stewart 12/4/2017
College Curriculum Committee Chair

	ENTER DATE...
Undergraduate Curriculum Council Chair	

Brandon Kemp 12/4/2017
College Dean

	ENTER DATE...
Graduate Curriculum Committee Chair	

	ENTER DATE
General Education Committee Chair (If applicable)	

	ENTER DATE...
Vice Chancellor for Academic Affairs	

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

Jason Stewart, jstewart@astate.edu, 972-3226

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

Fall 2018

3. Current Course Prefix and Number

CE 4253

3.1 – **[No]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. **Proposed number for experimental course is 9.**)*

3.2 – **N/A** If yes, has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

4. Current Course Title

Soil Mechanics

4.1 – [No] Request for Course Title Change

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – [No] Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

6. – [Yes] Request for prerequisites and major restrictions change.

(If yes, indicate all prerequisites. 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. **Yes** Are there any prerequisites?

a. If yes, which ones?

Delete CE 4251. Keep corequisite of ENGR 3473. See #17.

b. Why or why not?

Delete CE 4251. Keep corequisite of ENGR 3473. See #17

Both corequisite courses are essentially sequencing and progression based.

b. **Yes** Is this course restricted to a specific major?

a. If yes, which major? Civil Engineering

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

a. If yes, please indicate current and new frequency:

8. – [No] Request for Class Mode Change

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

9. – [No] Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. **Yes** Is this course dual listed (undergraduate/graduate)?

a. If yes, indicate course prefix, number and title of dual listed course.

CE 5253

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

15. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. Does this course require course fees? **No**

If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

Remove CE 4251 corequisite

18. Please provide justification to the proposed changes to the course.

[CE 4251 is Soil Mechanics Lab, and we don't have room to fit all students in the course when offered once per year. We are offering CE 4251 every semester on a trial basis so that we can catch up to student needs, but we want to prevent the overrides by allowing students to register for CE 4253 without signing up for CE 4251. CE 4251 has a CE 4253 corequisite which we don't want to change.]

19. **No** Do these revisions result in a change to the assessment plan?

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

Relationship with Current Program-Level Assessment Process

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #20)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

From page 426 of Undergraduate Bulletin.

CE 4253. Soil Mechanics Physical properties of soils as used in design, specific gravity, grain size distribution, plasticity, permeability, compressibility, consolidation and shear strength. Corequisite ~~s~~, ENGR 3473 ~~and CE 4254~~. Dual listed as CE 5253. Spring.

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering)	(Check one box)
--	-----------------

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart 12/4/2017

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

Jason Stewart 12/4/2017

Department Chair:

ENTER DATE...

Head of Unit (If applicable)

Jason Stewart 12/4/2017

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

Brandon Kemp 12/4/2017

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE

General Education Committee Chair (If applicable)

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Yeonsang Hwang, Ph.D., yhwang@astate.edu, 870-972-3581

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

CE 4293

4. 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).

Sustainability and Water Resources (Short title: *Sustainability and Water Res.*)

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

Fundamental concepts of sustainability, the interconnection of the water system with other systems, the environmental and socio-economic aspects of water systems, and case studies for sustainable strategies.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. YES Are there any prerequisites?
 - a. If yes, which ones?
C or better in CE 3253 Engineering Hydrology and CE 3263 Intro to Environmental Engineering
 - b. Why or why not?
Study of sustainable water resources requires collective understanding of both water quantity and quality.
- b. NO Is this course restricted to a specific major?
 - a. If yes, which major?

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

Fall, even

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture Only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

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

11. NO Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

12. NO Is this course in support of a new program?

a. If yes, what program?

13. NO Does this course replace a course being deleted?

a. If yes, what course?

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

15. Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. NO Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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	Nexus trade-offs and strategies: food-energy-water nexus
2	Regenerative sustainability: leave the world a better place
3	Closing the loop: waste into resources
4	Urban Socio-hydrology: dynamics of human-water systems
5	Urban ecological restoration: low impact development
6	Ethics of water use: water equity
7-8	Water footprint and water sustainability metrics
9	Water sustainability for business
10-11	Water sustainability for agriculture
12	Water sustainability for industry
+ 2 weeks	Exams and/or project presentations

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

N/A

19. Department staffing and classroom/lab resources

NO

a. Will this require additional faculty, supplies, etc.?

20. NO Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Sustainable water management is a critical issue to address because water scarcity becomes more severe with population growth and extreme weather events.

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.

*Water Sustainability is a growing global topic. The topic will improve the understanding of complex environmental systems for Civil engineering students focusing on water resources or environmental areas. This course is **not** mandated by accrediting agency.*

c. Student population served.

CE Majors. Open to MSE and EVS grad students.

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

Students pursuing the study of water and environmental sustainability must be equipped with the good understanding of the combined civil engineering systems.

Assessment

Relationship with Current Program-Level Assessment Process

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students will gain key knowledge of sustainability; develop an understanding of the interconnections between water system and other systems; explore multiple-aspects of the social and natural sciences; connect water sustainability concepts with innovative designs and strategies; calculate water sustainability metrics; learn water sustainability in diverse sectors

Outcome 1: A good understanding of mathematics, science, and engineering, and an ability to apply this knowledge in engineering practice

Outcome 5: An understanding of professional and ethical responsibility

Outcome 7: The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

Outcome 9: A knowledge of contemporary issues

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

Table VI-3. Relation of Student Outcomes to Curriculum

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Engineering Core	All students must complete the 20 hours of engineering core courses.										
ENGR 1402, Concepts of Engineering											
ENGR 1412, Software Applications for Engineers											
ENGR 2401, Applied Engineering Statistics											
ENGR 2403, Statics											
ENGR 3433, Engineering Economics											
ENGR 4401, Senior Seminar											
ENGR 4453, Numerical Methods for Engineers											
ENGR 4463, Senior Design I	A		A		A	A		A			
ENGR 4482, Senior Design II			A			A		A		A	
Civil Engineering Required Courses	All students must complete 60 hours of civil engineering courses.										
CE 2202, Civil Engineering Presentations											
CE 2223, Plane Surveying											
CE 3213, Structural Analysis I											
CE 3224, Civil Engineering Materials		A									

CE 3253, Engineering Hydrology										A	
CE 3263, Introduction to Environmental Engineering									A		
CE 3273, Water and Waste Systems											A
CE 4203, Transportation Engineering I											
CE 4223, Transportation Engineering II				A			A			A	A
CE 4233, Foundation Engineering											
CE 4243, Reinforced Concrete Design											A
CE 4251, Soil Mechanics Laboratory											
Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Civil Engineering Required Courses											
CE 4253, Soil Mechanics											
CE 4283, Structural Steel Design											A
ENGR 2411, Mechanics of Materials Laboratory											
ENGR 2413, Mechanics of Materials											
ENGR 3423, Dynamics											
ENGR 3471, Fluid Mechanics Laboratory											
ENGR 3473, Fluid Mechanics											
Civil Engineering Elective Courses	All students must complete either CE 3233 or CE 4263 AND either ENGR 2423 or ENGR 3443 AND one additional course from the CE (not ENGR) courses listed.										
CE 3233, Structural Analysis II											
CE 4263, Water and Waste Treatment											
CE 4293, Sustainability and Water Res.											
CE 4803, Open-Channel Flow											
CE 4813, Groundwater Hydrology											
CE 4823, Earthquake Engineering											

ENGR 2423, Electric Circuits I											
ENGR 3443, Engineering Thermodynamics I											

Note; The addressed outcomes will **NOT** be assessed by the proposed new course.

Course-Level Outcomes

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	<i>Students will be able to calculate water sustainability metrics</i>
Which learning activities are responsible for this outcome?	<i>Students will learn and produce water sustainability metrics through group activities and assignments.</i>
Assessment Measure	<i>Students will present produced water sustainability metrics as a group with written reports. Contents of their work, presentation skills, and written product will be assessed based on a set rubric.</i>

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

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- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

CE 4293 Sustainability and Water Resources to be introduced on page 426 between CE 4283. Structural Steel Design and CE 429V. Special Problems in Civil Engineering.

CE 4293. Sustainability and Water Resources Fundamental concepts of sustainability, the interconnection of the water system with other systems, the environmental and socio-economic aspects of water systems, and case studies for sustainable strategies. Lecture three hours per week. Dual listed as CE 5293. Prerequisite, C or better in CE 3253 and CE 3263. Fall, even.

- CE 3223. **Civil Engineering Materials** Theory and application of materials used in civil engineering. Aggregate testing, concrete testing, concrete mix design, asphalt testing, and asphalt mix design. Lecture two hours, laboratory three hours per week. Prerequisite, C or better in ENGR 2413 and 2411. Fall.
- CE 3233. **Structural Analysis II** Use of finite element modeling for analysis of structures. Study of ASCE 7-XX live, dead, wind, and seismic loadings and their applications in finite element modeling. Lecture three hours per week. Prerequisite, C or better in CE 3213. Fall.
- CE 3253. **Engineering Hydrology** Studies of the hydrologic cycle, solar radiation and meteorology, precipitation, evaporation, transpiration, groundwater flow, hydrographs, flood routing, and probability concepts. Lecture three hours per week. Prerequisite, C or better in ENGR 3471 and ENGR 3473. Spring.
- CE 3263. **Introduction to Environmental Engineering** Introduction to environmental engineering fundamentals, concepts of mass balance, water and wastewater treatment, air pollution, solid waste management, and hazardous waste. Lecture three hours per week. Prerequisites, C or better in BIOL 1063, CHEM 1013 and MATH 2204. Fall.
- CE 3273. **Water and Waste Systems** Projection of water requirements and wastewater flows, water and waste systems hydraulics, design of water distribution systems, sanitary sewers, storm-water collection systems, and pumping systems. Lecture three hours per week. Prerequisites, C or better in CE 3253 and ENGR 3473. Fall.
- CE 4203. **Transportation Engineering I** Introduction to concepts of transportation systems, principles of traffic theories, traffic engineering and operation, and transportation planning including basic concepts of public policy, administration, and involvement in transportation planning. An intersection design project is required. Prerequisite, C or better in CE 2202. Fall.
- CE 4223. **Transportation Engineering II** Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisite, C or better in CE 3223 and CE 4203. Corequisites, CE 4251 and CE 4253. Dual listed as CE 5223. Spring.
- CE 4233. **Foundation Engineering** Prediction of soil variation, soil investigations, stress distribution and bearing capacity, settlement analysis and foundation performance. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. One foundation design project is required. Prerequisite, C or better in CE 2202 and CE 4253. Dual listed as CE 5233. Fall.
- CE 4243. **Reinforced Concrete Design** Analysis and design of beams and slabs for bending and shear, reinforcement placement, deflection calculations, and column analysis. Prerequisite, C or better in CE 3213. Dual listed as CE 5243. Fall.
- CE 4251. **Soil Mechanics Laboratory** Experiments in analysis of soil systems including index properties, compaction, compressibility and shear strength. Corequisite, CE 4253. Spring.
- CE 4253. **Soil Mechanics** Physical properties of soils as used in design, specific gravity, grain size distribution, plasticity, permeability, compressibility, consolidation and shear strength. Corequisites, ENGR 3473 and CE 4251. Dual listed as CE 5253. Spring.
- CE 4263. **Water and Waste Treatment** Design of physical, chemical and biological unit processes for treatment of water, wastewater and sludges. Advanced wastewater treatment processes are presented. Student papers on selected waste treatment applications are required. Prerequisites, C or better in CE 3253 and 3263. Dual listed as CE 5263. Spring.
- CE 4283. **Structural Steel Design** Analysis and design of tension members, beams, columns, and beam-columns. Prerequisite, C or better in CE 3213. Dual listed as CE 5283. Spring.
- CE 429V. **Special Problems in Civil Engineering** Individually directed problems in civil engineering for juniors and seniors. A course outline and project summary listing the goals and expected outcomes must be approved by the student advisor and the program director. Prerequisites are dependent on the nature of the special problem. Demand.

CE 4293
Insert Here

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering)	(Check one box)
--	-----------------

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart 12/4/2017

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

Jason Stewart 12/4/2017

Department Chair:

ENTER DATE...

Head of Unit (If applicable)

Jason Stewart 12/4/2017

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

Brandon Kemp 12/4/2017

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE

General Education Committee Chair (If applicable)

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Yeonsang Hwang, Ph.D., yhwang@astate.edu, 870-972-3581

2. Proposed Starting Term and Bulletin Year

Spring 2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

CE 4803

4. 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).

Open Channel Flow

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

Fundamental concepts of open channel hydraulics, velocity distribution, flow measurements, specific energy concept, and flow analysis for uniform flow, gradually varied flow, and unsteady flow.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. YES Are there any prerequisites?
 - a. If yes, which ones?
Corequisite, *CE 3253 Engineering Hydrology*
 - b. Why or why not?
Students must have solid understanding of fundamental fluid mechanics and civil engineering water system.
- b. NO Is this course restricted to a specific major?
 - a. If yes, which major?

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture Only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard Letter

10. NO Is this course dual listed (undergraduate/graduate)?

11. NO Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

12. NO Is this course in support of a new program?

a. If yes, what program?

13. NO Does this course replace a course being deleted?

a. If yes, what course?

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

15. Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. NO Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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 to Open Channel Flow / Flow Properties
2	Energy Principle and Specific Energy
3	Critical Flow and Flow Control
4	Uniform Flow Calculation and Manning's Formula
5	Channel Design
6	Steady Gradually Varied Flow
7	Steady Gradually Varied Flow Calculations and Methods
8	Computational Methods / HEC
9	Spillway and Hydraulic Jump
11-12	Unsteady Flow
13-14	Unsteady Flow Calculations and Numerical Methods

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

N/A

19. Department staffing and classroom/lab resources

N/A

a. Will this require additional faculty, supplies, etc.?

NO

20. NO Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Open channel flow calculation and relevant structure design is a key skill for water resources focused civil engineers.

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 quip our graduates with essential skills for open channel analysis and introductory knowledge in computational approaches. This course is **not** mandated by accrediting agency.*

c. Student population served.

CE Majors. Open to MSE and EVS grad students.

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

Students pursuing the study of open channel flow must be equipped with the good understanding of fundamental fluid mechanics and civil engineering water resources systems.

Assessment

Relationship with Current Program-Level Assessment Process

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students will gain key knowledge of the properties of open channel flow and its various types of flow regime. Student will learn to calculate flow profile in varied flows and flow transitions.

Outcome 1: A good understanding of mathematics, science, and engineering, and an ability to apply this knowledge in engineering practice

Outcome 4: An ability to identify, formulate, and solve engineering problems

Outcome 10: An ability to use the techniques, skills, and modern engineering tools necessary for entry-level practice in civil engineering

Outcome 11: An ability to analyze and design a system, component, or process to meet desired needs in civil engineering within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

Table VI-3. Relation of Student Outcomes to Curriculum

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Engineering Core	All students must complete the 20 hours of engineering core courses.										
ENGR 1402, Concepts of Engineering											
ENGR 1412, Software Applications for Engineers											
ENGR 2401, Applied Engineering Statistics											
ENGR 2403, Statics											
ENGR 3433, Engineering Economics											
ENGR 4401, Senior Seminar											
ENGR 4453, Numerical Methods for Engineers											
ENGR 4463, Senior Design I	A		A		A	A		A			

ENGR 4482, Senior Design II			A			A		A		A	
Civil Engineering Required Courses	All students must complete 60 hours of civil engineering courses.										
CE 2202, Civil Engineering Presentations											
CE 2223, Plane Surveying											
CE 3213, Structural Analysis I											
CE 3224, Civil Engineering Materials		A									
CE 3253, Engineering Hydrology										A	
CE 3263, Introduction to Environmental Engineering									A		
CE 3273, Water and Waste Systems											A
CE 4203, Transportation Engineering I											
CE 4223, Transportation Engineering II				A			A			A	A
CE 4233, Foundation Engineering											
CE 4243, Reinforced Concrete Design											A
CE 4251, Soil Mechanics Laboratory											

Table VI-3. Relation of Student Outcomes to Curriculum (continued)

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Civil Engineering Required Courses											
CE 4253, Soil Mechanics											
CE 4283, Structural Steel Design											A
ENGR 2411, Mechanics of Materials Laboratory											
ENGR 2413, Mechanics of Materials											
ENGR 3423, Dynamics											
ENGR 3471, Fluid Mechanics Laboratory											
ENGR 3473, Fluid Mechanics											
Civil Engineering Elective Courses	All students must complete either CE 3233 or CE 4263 AND either ENGR 2423 or ENGR 3443										

	AND one additional course from the CE (not ENGR) courses listed.										
CE 3233, Structural Analysis II	■			■		■				■	■
CE 4263, Water and Waste Treatment	■			■		■					■
CE 4293, Sustainability and Water Res.	■				■		■		■		
CE 4803, Open-Channel Flow	■			■						■	■
CE 4813, Groundwater Hydrology	■			■						■	■
CE 4823, Earthquake Engineering	■			■						■	
ENGR 2423, Electric Circuits I	■			■						■	
ENGR 3443, Engineering Thermodynamics I	■			■							

Note; The addressed outcomes will **NOT** be assessed by the proposed new course.

Course-Level Outcomes

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	<i>Students will be able to calculate water profile change due to hydraulic jump.</i>
Which learning activities are responsible for this outcome?	<i>Students will learn and produce water profile due to hydraulic jump by applying specific energy-derived equation.</i>
Assessment Measure	<i>Students will submit calculations of water profile change in an assignment given with channel geometry and flow condition.</i>

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italics using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

CE 4803 Open-Channel Flow to be introduced on page 426 after CE 429V.

CE 4803. Open Channel Flow Fundamental concepts of open channel hydraulics, velocity distribution, flow measurements, specific energy concept, and flow analysis for uniform flow, gradually varied flow, and unsteady flow. Corequisite, CE 3253. Spring, odd.

- CE 3223. **Civil Engineering Materials** Theory and application of materials used in civil engineering. Aggregate testing, concrete testing, concrete mix design, asphalt testing, and asphalt mix design. Lecture two hours, laboratory three hours per week. Prerequisite, C or better in ENGR 2413 and 2411. Fall.
- CE 3233. **Structural Analysis II** Use of finite element modeling for analysis of structures. Study of ASCE 7-XX live, dead, wind, and seismic loadings and their applications in finite element modeling. Lecture three hours per week. Prerequisite, C or better in CE 3213. Fall.
- CE 3253. **Engineering Hydrology** Studies of the hydrologic cycle, solar radiation and meteorology, precipitation, evaporation, transpiration, groundwater flow, hydrographs, flood routing, and probability concepts. Lecture three hours per week. Prerequisite, C or better in ENGR 3471 and ENGR 3473. Spring.
- CE 3263. **Introduction to Environmental Engineering** Introduction to environmental engineering fundamentals, concepts of mass balance, water and wastewater treatment, air pollution, solid waste management, and hazardous waste. Lecture three hours per week. Prerequisites, C or better in BIOL 1063, CHEM 1013 and MATH 2204. Fall.
- CE 3273. **Water and Waste Systems** Projection of water requirements and wastewater flows, water and waste systems hydraulics, design of water distribution systems, sanitary sewers, storm-water collection systems, and pumping systems. Lecture three hours per week. Prerequisites, C or better in CE 3253 and ENGR 3473. Fall.
- CE 4203. **Transportation Engineering I** Introduction to concepts of transportation systems, principles of traffic theories, traffic engineering and operation, and transportation planning including basic concepts of public policy, administration, and involvement in transportation planning. An intersection design project is required. Prerequisite, C or better in CE 2202. Fall.
- CE 4223. **Transportation Engineering II** Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisite, C or better in CE 3223 and CE 4203. Corequisites, CE 4251 and CE 4253. Dual listed as CE 5223. Spring.
- CE 4233. **Foundation Engineering** Prediction of soil variation, soil investigations, stress distribution and bearing capacity, settlement analysis and foundation performance. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. One foundation design project is required. Prerequisite, C or better in CE 2202 and CE 4253. Dual listed as CE 5233. Fall.
- CE 4243. **Reinforced Concrete Design** Analysis and design of beams and slabs for bending and shear, reinforcement placement, deflection calculations, and column analysis. Prerequisite, C or better in CE 3213. Dual listed as CE 5243. Fall.
- CE 4251. **Soil Mechanics Laboratory** Experiments in analysis of soil systems including index properties, compaction, compressibility and shear strength. Corequisite, CE 4253. Spring.
- CE 4253. **Soil Mechanics** Physical properties of soils as used in design, specific gravity, grain size distribution, plasticity, permeability, compressibility, consolidation and shear strength. Corequisites, ENGR 3473 and CE 4251. Dual listed as CE 5253. Spring.
- CE 4263. **Water and Waste Treatment** Design of physical, chemical and biological unit processes for treatment of water, wastewater and sludges. Advanced wastewater treatment processes are presented. Student papers on selected waste treatment applications are required. Prerequisites, C or better in CE 3253 and 3263. Dual listed as CE 5263. Spring.
- CE 4283. **Structural Steel Design** Analysis and design of tension members, beams, columns, and beam-columns. Prerequisite, C or better in CE 3213. Dual listed as CE 5283. Spring.
- CE 429V. **Special Problems in Civil Engineering** Individually directed problems in civil engineering for juniors and seniors. A course outline and project summary listing the goals and expected outcomes must be approved by the student advisor and the program director. Prerequisites are dependent on the nature of the special problem. Demand.

CE 4803
Insert Here

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering)	(Check one box)
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Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart 12/4/2017
Department Curriculum Committee Chair

	ENTER DATE...
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COPE Chair (if applicable)

Jason Stewart 12/4/2017
Department Chair:

	ENTER DATE...
--	---------------

Head of Unit (If applicable)

Jason Stewart 12/4/2017
College Curriculum Committee Chair

	ENTER DATE...
--	---------------

Undergraduate Curriculum Council Chair

Brandon Kemp 12/4/2017
College Dean

	ENTER DATE...
--	---------------

Graduate Curriculum Committee Chair

	ENTER DATE
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE...
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Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
Yeonsang Hwang, Ph.D., yhwang@astate.edu, 870-972-3581

2. Proposed Starting Term and Bulletin Year
Fall 2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
CE 4813

4. 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).

Groundwater Hydrology

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

Physical principles governing groundwater flow and dynamics and the impact of human activity on groundwater sources.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. YES Are there any prerequisites?
 - a. If yes, which ones?
C or better in CE 3253 Engineering Hydrology
 - b. Why or why not?
Students must have solid understanding of fundamental fluid mechanics and civil engineering water system.
- b. NO Is this course restricted to a specific major?
 - a. If yes, which major?

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

Fall, odd

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture Only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. NO Is this course dual listed (undergraduate/graduate)?

11. NO Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – NO Are these courses offered for equivalent credit?

Please explain.

12. NO Is this course in support of a new program?

a. If yes, what program?

13. NO Does this course replace a course being deleted?

a. If yes, what course?

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

15. Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. NO Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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 to Groundwater / Hydrologic Cycle and Storage
2	Flow Dynamics : Darcy's Law
3	Flow Dynamics : Multi-dimensional Generalization, Hydraulic Conductivity
4	Flow Dynamics
5-6	Flow Nets
7	Well Hydraulics : Steady and Unsteady Flow
8	Pumping Test / Superposition
9	Visualization of Flow Field
10	Unsaturated Flow
11-12	Infiltration and Recharge
13-14	Contaminant Transport

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

NO

19. Department staffing and classroom/lab resources

NO

a. Will this require additional faculty, supplies, etc.?

NO

20. NO Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Groundwater flow and contaminant transportation is an important component for water track focused civil engineering graduates.

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 equip our graduates with essential skills for groundwater analysis and introductory knowledge in computational approaches.

c. Student population served.

CE Majors. Open to MSE and EVS grad students.

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

Students pursuing the study of groundwater hydrology must be equipped with the good understanding of all engineering calculus sequence (preferably, exposure to differential equations), fluid mechanics, and hydrologic systems.

Assessment

Relationship with Current Program-Level Assessment Process

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Students will gain key knowledge of groundwater flow through multi-dimensional equations, simplifications, graphical representations, and software-aided calculations to understand the occurrence and use of groundwater.

Outcome 1: A good understanding of mathematics, science, and engineering, and an ability to apply this knowledge in engineering practice

Outcome 4: An ability to identify, formulate, and solve engineering problems

Outcome 10: An ability to use the techniques, skills, and modern engineering tools necessary for entry-level practice in civil engineering

Outcome 11: An ability to analyze and design a system, component, or process to meet desired needs in civil engineering within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

Table VI-3. Relation of Student Outcomes to Curriculum

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Engineering Core	All students must complete the 20 hours of engineering core courses.										
ENGR 1402, Concepts of Engineering											
ENGR 1412, Software Applications for Engineers											
ENGR 2401, Applied Engineering Statistics											
ENGR 2403, Statics											
ENGR 3433, Engineering Economics											
ENGR 4401, Senior Seminar											
ENGR 4453, Numerical Methods for Engineers											
ENGR 4463, Senior Design I	A		A		A	A		A			
ENGR 4482, Senior Design II			A			A		A		A	
Civil Engineering Required Courses	All students must complete 60 hours of civil engineering courses.										
CE 2202, Civil Engineering Presentations											
CE 2223, Plane Surveying											
CE 3213, Structural Analysis I											
CE 3224, Civil Engineering Materials		A									

CE 3253, Engineering Hydrology										A	
CE 3263, Introduction to Environmental Engineering									A		
CE 3273, Water and Waste Systems											A
CE 4203, Transportation Engineering I											
CE 4223, Transportation Engineering II				A			A			A	A
CE 4233, Foundation Engineering											
CE 4243, Reinforced Concrete Design											A
CE 4251, Soil Mechanics Laboratory											
CE 4253, Soil Mechanics											
CE 4283, Structural Steel Design											A
ENGR 2411, Mechanics of Materials Laboratory											
ENGR 2413, Mechanics of Materials											
ENGR 3423, Dynamics											
ENGR 3471, Fluid Mechanics Laboratory											
ENGR 3473, Fluid Mechanics											
Civil Engineering Elective Courses	All students must complete either CE 3233 or CE 4263 AND either ENGR 2423 or ENGR 3443 AND one additional course from the CE (not ENGR) courses listed.										
CE 3233, Structural Analysis II											
CE 4263, Water and Waste Treatment											
CE 4293, Sustainability and Water Res.											
CE 4803, Open-Channel Flow											
CE 4813, Groundwater Hydrology											
CE 4823, Earthquake Engineering											
ENGR 2423, Electric Circuits I											
ENGR 3443, Engineering Thermodynamics I											

Note; The addressed outcomes will **NOT** be assessed by the proposed new course.

Course-Level Outcomes

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	<i>Students will be able to visualize groundwater surface elevation change due to pumping.</i>
Which learning activities are responsible for this outcome?	<i>Students will learn and produce groundwater profile due to well pumping by applying equations and mathematical software.</i>
Assessment Measure	<i>Students will submit calculations and plots of water profile change in an assignment given with pumping and soil parameters.</i>

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

CE 4813 Groundwater Hydrology to be introduced on page 426 after CE 429V. Special Problems in Civil Engineering

CE 4813. Groundwater Hydrology Physical principles governing groundwater flow and dynamics and the impact of human activity on the groundwater sources. Prerequisite, C or better in CE 3253. Fall, odd.

- CE 3223. **Civil Engineering Materials** Theory and application of materials used in civil engineering. Aggregate testing, concrete testing, concrete mix design, asphalt testing, and asphalt mix design. Lecture two hours, laboratory three hours per week. Prerequisite, C or better in ENGR 2413 and 2411. Fall.
- CE 3233. **Structural Analysis II** Use of finite element modeling for analysis of structures. Study of ASCE 7-XX live, dead, wind, and seismic loadings and their applications in finite element modeling. Lecture three hours per week. Prerequisite, C or better in CE 3213. Fall.
- CE 3253. **Engineering Hydrology** Studies of the hydrologic cycle, solar radiation and meteorology, precipitation, evaporation, transpiration, groundwater flow, hydrographs, flood routing, and probability concepts. Lecture three hours per week. Prerequisite, C or better in ENGR 3471 and ENGR 3473. Spring.
- CE 3263. **Introduction to Environmental Engineering** Introduction to environmental engineering fundamentals, concepts of mass balance, water and wastewater treatment, air pollution, solid waste management, and hazardous waste. Lecture three hours per week. Prerequisites, C or better in BIOL 1063, CHEM 1013 and MATH 2204. Fall.
- CE 3273. **Water and Waste Systems** Projection of water requirements and wastewater flows, water and waste systems hydraulics, design of water distribution systems, sanitary sewers, storm-water collection systems, and pumping systems. Lecture three hours per week. Prerequisites, C or better in CE 3253 and ENGR 3473. Fall.
- CE 4203. **Transportation Engineering I** Introduction to concepts of transportation systems, principles of traffic theories, traffic engineering and operation, and transportation planning including basic concepts of public policy, administration, and involvement in transportation planning. An intersection design project is required. Prerequisite, C or better in CE 2202. Fall.
- CE 4223. **Transportation Engineering II** Principles of highway survey and locations, geometric design, highway materials, pavement design, highway drainage, and pavement management. A highway design project is required. Prerequisite, C or better in CE 3223 and CE 4203. Corequisites, CE 4251 and CE 4253. Dual listed as CE 5223. Spring.
- CE 4233. **Foundation Engineering** Prediction of soil variation, soil investigations, stress distribution and bearing capacity, settlement analysis and foundation performance. The design and analysis of retaining structures and lateral earth pressures, shallow foundations, pile foundations. One foundation design project is required. Prerequisite, C or better in CE 2202 and CE 4253. Dual listed as CE 5233. Fall.
- CE 4243. **Reinforced Concrete Design** Analysis and design of beams and slabs for bending and shear, reinforcement placement, deflection calculations, and column analysis. Prerequisite, C or better in CE 3213. Dual listed as CE 5243. Fall.
- CE 4251. **Soil Mechanics Laboratory** Experiments in analysis of soil systems including index properties, compaction, compressibility and shear strength. Corequisite, CE 4253. Spring.
- CE 4253. **Soil Mechanics** Physical properties of soils as used in design, specific gravity, grain size distribution, plasticity, permeability, compressibility, consolidation and shear strength. Corequisites, ENGR 3473 and CE 4251. Dual listed as CE 5253. Spring.
- CE 4263. **Water and Waste Treatment** Design of physical, chemical and biological unit processes for treatment of water, wastewater and sludges. Advanced wastewater treatment processes are presented. Student papers on selected waste treatment applications are required. Prerequisites, C or better in CE 3253 and 3263. Dual listed as CE 5263. Spring.
- CE 4283. **Structural Steel Design** Analysis and design of tension members, beams, columns, and beam-columns. Prerequisite, C or better in CE 3213. Dual listed as CE 5283. Spring.
- CE 429V. **Special Problems in Civil Engineering** Individually directed problems in civil engineering for juniors and seniors. A course outline and project summary listing the goals and expected outcomes must be approved by the student advisor and the program director. Prerequisites are dependent on the nature of the special problem. Demand.

CE 4813
Insert Here

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering)	(Check one box)
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Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart 12/4/2017
Department Curriculum Committee Chair

	ENTER DATE...
--	---------------

COPE Chair (if applicable)

Jason Stewart 12/4/2017
Department Chair:

	ENTER DATE...
--	---------------

Head of Unit (If applicable)

Jason Stewart 12/4/2017
College Curriculum Committee Chair

	ENTER DATE...
--	---------------

Undergraduate Curriculum Council Chair

Brandon Kemp 12/4/2017
College Dean

	ENTER DATE...
--	---------------

Graduate Curriculum Committee Chair

	ENTER DATE
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

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

Tarek Ragab, tragab@astate.edu, ext3370

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

CE4823

4. 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).

Earthquake Engineering

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

Causes of earthquakes, characteristics of earthquake ground motions, magnitude and intensity measurements, free and forced vibration, numerical methods, elastic response spectra, soil liquefaction, general seismic code requirements.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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

a. If yes, which ones?

CE 3233 Structural Analysis II, with grade C or better

CE4251 Soil Mechanics lab, with grade C or better

CE4253 Soil mechanics, with grade C or better

b. Why or why not?

This course builds on the student knowledge about matrix structural analysis which is taught in CE3233 as well as on the student knowledge of different soil properties which is taught in CE4251 and CE4253

b. Is this course restricted to a specific major? No

a. If yes, which major?

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

Spring, even

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

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

11. Is this course cross listed? No

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?

Please explain.

12. Is this course in support of a new program? NO

a. If yes, what program?

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

- a. If yes, what course?
- 14. Will this course be equivalent to a deleted course? No
 - a. If yes, which course?
- 15. Has it been confirmed that this course number is available for use? Yes
If no: Contact Registrar's Office for assistance.
- 16. Does this course affect another program? No
 If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

- 17. 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: Causes of earthquakes
 Week 2: Characteristics of earthquake ground motion
 Week 3: Earthquake magnitude and intensity measurements
 Week 4: Introduction to soil liquefaction
 Week 5: Soil liquefaction
 Week 6: Soil liquefaction Impact & Mitigation
 Week 7: General Code Seismic Requirements
 Week 8: Equation of motion of single degree of freedom structures
 Week 9: Damped and undamped free vibration
 Week 10: Forced vibration of single degree of freedom structures
 Week 11: Numerical methods for solving the equation of motion for arbitrary loads
 Week 12: Modal analysis of multi-degree of freedom structures
 Week 13: Elastic response spectra
 Week 14: Design codes for calculating seismic loads

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

- 19. Department staffing and classroom/lab resources
 This course needs 1 faculty with a geotechnical engineering background and one faculty member with structural engineering background to be offered. The course will be taught in a regular classroom steep
 - a. Will this require additional faculty, supplies, etc.?
 No

- 20. Does this course require course fees? No
If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

- 21. Justification for course being included in program. Must include:
 - a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
 The course will provide students with in-depth understanding of various causes of earthquake, earthquake characteristics and their measurements. Students will also learn different aspects of soil liquefaction. Moreover, students will learn the basic aspects of the dynamic analysis of structures analytically and numerically and the modal analysis of multi-degree of freedom structures.

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

The course is consistent with the mission of the Bachelor of Science in Civil Engineering program within the College of Agriculture, Engineering and Technology. Program outcome 4 states that graduates have “The ability to identify, formulate, and solve engineering problems”. The curriculum is designed to teach student identify earthquake causes, intensity and characteristics. Moreover, the course teaches the students to formulate the equation of motion of a structure under seismic loading and solve it for various conditions to identify the structural behavior.

c. Student population served.

Around 20 undergraduate civil engineering students and 5 graduate engineering students

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

This course will be dual listed as an upper level undergrad/grad course. This course builds on engineering knowledge attained by the students during their junior year with topics that are advanced enough for listing it as graduate course as well. In most universities many of the topics covered in this course are covered in a dynamics of structures course and listed as a graduate course.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course will contribute to the following program outcomes, although not used to assess them since it will serve as an elective course not required for all CE students:

Outcome 1: Apply knowledge of mathematics, science, and engineering

Outcome 4: An ability to identify, formulate, and solve engineering problems

Outcome 10: An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Table VI-3. Relation of Student Outcomes to Curriculum

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Engineering Core	All students must complete the 20 hours of engineering core courses.										
ENGR 1402, Concepts of Engineering											
ENGR 1412, Software Applications for Engineers											
ENGR 2401, Applied Engineering Statistics											
ENGR 2403, Statics											
ENGR 3433, Engineering Economics											
ENGR 4401, Senior Seminar											
ENGR 4453, Numerical Methods for Engineers											
ENGR 4463, Senior Design I	A		A		A	A		A			
ENGR 4482, Senior Design II			A			A		A		A	

Civil Engineering Required Courses	All students must complete 60 hours of civil engineering courses.									
CE 2202, Civil Engineering Presentations										
CE 2223, Plane Surveying										
CE 3213, Structural Analysis I										
CE 3224, Civil Engineering Materials		A								
CE 3253, Engineering Hydrology									A	
CE 3263, Introduction to Environmental Engineering								A		
CE 3273, Water and Waste Systems										A
CE 4203, Transportation Engineering I										
CE 4223, Transportation Engineering II				A			A		A	A
CE 4233, Foundation Engineering										
CE 4243, Reinforced Concrete Design										A
CE 4251, Soil Mechanics Laboratory										

Table VI-3. Relation of Student Outcomes to Curriculum (continued)

Civil Engineering Program Engineering Courses	Student Outcome Number										
	1	2	3	4	5	6	7	8	9	10	11
Civil Engineering Required Courses											
CE 4253, Soil Mechanics											
CE 4283, Structural Steel Design											A
ENGR 2411, Mechanics of Materials Laboratory											
ENGR 2413, Mechanics of Materials											
ENGR 3423, Dynamics											
ENGR 3471, Fluid Mechanics Laboratory											
ENGR 3473, Fluid Mechanics											

Civil Engineering Elective Courses	All students must complete either CE 3233 or CE 4263 AND either ENGR 2423 or ENGR 3443 AND one additional course from the CE (not ENGR) courses listed.										
CE 3233, Structural Analysis II											
CE 4263, Water and Waste Treatment											
CE 4293, Sustainability and Water Res.											
CE 4803, Open-Channel Flow											
CE 4813, Groundwater Hydrology											
CE 4823, Earthquake Engineering											
ENGR 2423, Electric Circuits I											
ENGR 3443, Engineering Thermodynamics I											

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Identify causes and characteristics of earthquakes and earthquake ground motion and soil liquefaction characteristics
Which learning activities are responsible for this outcome?	Class lectures, Homework assignments and exams
Assessment Measure	80% of students will receive a 70% score or higher on related questions on midterm and final exams


Outcome 2	Analyze structures under dynamic seismic loads analytically and numerically
Which learning activities are responsible for this outcome?	Class lectures, Homework assignments and exams
Assessment Measure	80% of students will receive a 70% score or higher on related questions on midterm and final exams

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italics using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4Izm4> for more detailed instructions.

Bulletin Changes

Page 426 of 2017-2018 Undergraduate Bulletin

CE 429V. Special Problems in Civil Engineering Individually directed problems in civil engineering for juniors and seniors. A course outline and project summary listing the goals and expected outcomes must be approved by the student advisor and the program director. Prerequisites are dependent on the nature of the special problem. Demand.

CE 4823. Earthquake Engineering. Causes of earthquakes, characteristics of earthquake ground motions, magnitude and intensity measurements, free and forced vibration, numerical methods, elastic response spectra, soil liquefaction, general seismic code requirements. Prerequisites, C or better in CE 3233, CE 4251 and CE 4253. Dual listed as CE 5823. Spring, even.

Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Jason Stewart	12/4/2017
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Department Curriculum Committee Chair

COPE Chair (if applicable)

ENTER DATE

Jason Stewart	12/4/2017
---------------	-----------

Department Chair:

Head of Unit (If applicable)

ENTER DATE

Jason Stewart	12/4/2017
---------------	-----------

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

ENTER DATE

Brandon Kemp	12/4/2017
--------------	-----------

College Dean

Graduate Curriculum Committee Chair

ENTER DATE

General Education Committee Chair (If applicable)

ENTER DATE

Vice Chancellor for Academic Affairs

ENTER DATE

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

Jason Stewart, jstewart@astate.edu, 972-2088

2.Proposed Change

Degree plan changes

1. Remove ENGR 2421 Laboratory for Electric Circuits I
2. Add one hour of credit and content to CE 3223 C. E. Materials to become CE 3224 C. E. Materials
3. Provide choice between ENGR 2423 and ENGR 3443 instead of requiring both courses
4. Introduce a Civil Engineering elective (3 hours) into the degree plan
5. Introduce 4 new civil engineering courses which could be used to fulfill the new C. E. elective requirement
6. Modify Biology requirement to allow both BIOL 1063 People and the Environment and BIOL 1003 General Biology

3.Effective Date

Fall 2018

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

4. Justification – *Please provide details as to why this change is necessary.*

The Engineering Accreditation Commission of ABET establishes standards under which engineering degrees are evaluated and accredited. The BSCE degree at A-State is accredited by ABET, and the changes proposed will not negatively impact our current or future accreditation potential or status. Proposed changes will impact other engineering degrees (BSEE and BSME) since 7 hours will be removed from the Engineering Core Courses which are required for all engineering degrees at A-State. These 7 hours will be moved into the respective majors for the EE and ME programs.

The proposed changes are the result of faculty, student, and Civil Engineering Advisory Council input. Professional licensure is essential for many civil engineers, and our program is designed to prepare students for licensure within 4 years of graduation as permitted by law. A pre-licensure exam known as the Fundamentals of Engineering (FE) exam is taken by students close to graduation, and students must pass this exam before beginning a 4-year apprenticeship which can lead to licensure. Neither Electric Circuits nor Thermodynamics are topics on the FE exam any longer, so we are proposing to give students a choice of one of those courses instead of requiring both. Both were traditionally part of many if not all engineering degrees, but times have changed toward more specialization. The extra hour from the Circuits lab will be absorbed by our civil engineering materials class (CE 3223) where we currently require 5 contact hours each week for 3 hours of credit (2 hours lecture and 3 hours lab). We will add some new content to the course as well to help our students with FE topics which are not currently addressed under the 3 credit hour format. The “freed up” three hours will become a new C.E. elective, and students can choose from a total of 4 new courses being proposed or the single current non-chosen elective course which students have in our degree plan.

Concerning the biology change, we have long had a policy of accepting general biology from transfer students, and we are essentially leveling the field for all students who might prefer general biology over BIOL 1063 People and the Environment. From our accreditation point of view, it makes no difference which course is taken, and we have no specific need for one over the other in subsequent courses.


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to. Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

From Bulletin p. 120

Engineering Core Courses:	Sem. Hrs.
Grade of "C" or better required.	
ENGR 1402, Concepts of Engineering	2
ENGR 1412, Software Applications for Engineers	2
ENGR 2401, Applied Engineering Statistics	1
ENGR 2403, Statics	3
ENGR 2423 AND ENGR 2421, Electric Circuits I and Laboratory	4
ENGR 3433, Engineering Economics	3
ENGR 3443, Engineering Thermodynamics I	3
ENGR 4401, Senior Seminar	1
ENGR 4453, Numerical Methods for Engineers	3
ENGR 4463, Senior Design I	3
ENGR 4482, Senior Design II	2
Total:	2720

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

From Bulletin p. 123

Engineering Core Courses:

Refer to Engineering Core Courses

Sem. Hrs.

~~27~~20

Major Requirements:

In addition to the University requirements for all Baccalaureate Degrees, a Bachelor of Science in Civil Engineering requires that one of the two following conditions be met:

1. "C" or better in each course in the ~~56~~63 hour major courses; **OR**
2. 2.5 (or greater) grade point average in the ~~56~~63 hour major courses listed below.

BIOL 1063, People and the Environment OR BIOL 1003 Biological Science	3
CE 2202, Civil Engineering Presentations	2
CE 2223, Plane Surveying	3
CE 3213, Structural Analysis I	3
CE 3223 3 4, Civil Engineering Materials	3 4
CE 3233, Structural Analysis II OR	3
CE 4263, Water and Waste Treatment	
CE 3253, Engineering Hydrology	3
CE 3263, Introduction to Environmental Engineering	3
CE 3273, Water and Waste Systems	3
CE 4203, Transportation Engineering I	3
CE 4223, Transportation Engineering II	3
CE 4233, Foundation Engineering	3
CE 4243, Reinforced Concrete Design	3
CE 4253, Soil Mechanics	3
CE 4251, Soil Mechanics Laboratory	1
CE 4283, Structural Steel Design	3
CE Elective: CE 3233 Structural Analysis II OR CE 4263 Water and Waste Treatment OR CE 4293 Sustainability and Water Resources OR CE 4803 Open Channel Flow OR CE 4813 Groundwater Hydrology OR CE 4823 Earthquake Engineering	3
ENGR 2411, Mechanics of Materials Laboratory	1
ENGR 2413, Mechanics of Materials	3
ENGR 2423 Electric Circuits I OR ENGR 3443 Engineering Thermodynamics I	3
ENGR 3423, Dynamics	3
ENGR 3471, Fluid Mechanics Laboratory	1
ENGR 3473, Fluid Mechanics	3
Science Elective:	4
CHEM 1023, General Chemistry II AND CHEM 1021, General Chemistry II Lab OR	
GEOL 1003, Environmental Geology AND GEOL 1001, Environmental Geology Lab OR	
PHYS 2044, University Physics II	
Sub-total	60

~~60~~7

Sem. Hrs.

3

Additional Support Course:

MATH 4403, Differential Equations

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

Total Required Hours:

128

From Bulletin p. 126 (electrical engineering major)

Engineering Core Courses:

Refer to Engineering Core Courses

Sem. Hrs.~~27~~ **20****Major Requirements:**

Electives denoted with an asterisk (*) may be selected from any courses within the designated elective group; subject to a program advisor's approval. They must make a rational contribution to the student's personal and professional education goals.

In addition to the University requirements for all Baccalaureate Degrees, a Bachelor of Science in Electrical Engineering requires that one of the two following conditions be met:

1. "C" or better in each course in the ~~56-58~~ **63-65** hour major courses;
OR

2. 2.5 (or greater) grade point average in the ~~56-58~~ **63-65** hour major courses listed below.

CS 2114, Structured Programming	4
---------------------------------	---

CHEM 1023, General Chemistry II AND CHEM 1021, General Chemistry II Lab	4
--	---

EE 2322, Electrical Workshop	2
------------------------------	---

EE 3313, Electric Circuits II	3
-------------------------------	---

EE 3331, Digital Electronics I Lab	1
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EE 3333, Digital Electronics I	3
--------------------------------	---

EE 3343, Engineering Fields and Waves	3
---------------------------------------	---

EE 3353, Signals and Systems	3
------------------------------	---

EE 3363, Semiconductor Materials and Devices	3
--	---

EE 3383, Principles and Practices in Electrical Engineering	3
---	---

EE 3393, Probability and Random Signals	3
---	---

EE 3401, Electronics I Laboratory	1
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EE 3403, Electronics I	3
------------------------	---

EE 4313, Control Systems	3
--------------------------	---

EE 4353, Power Systems	3
------------------------	---

EE 4333, Communications Theory	3
--------------------------------	---

EE 4373, Electronics II	3
-------------------------	---

EE 4773, Electronics II Laboratory	3
------------------------------------	---

*Electrical Engineering Electives	6-8
-----------------------------------	-----

ENGR 2423 AND ENGR 2421, Electric Circuits I and Laboratory	4
--	----------

ENGR 3443 Engineering Thermodynamics I	3
---	----------

*Approved Technical Electives	3
-------------------------------	---

Sub-total	607-629
------------------	---------------------------

Additional Support Course:

MATH 4403, Differential Equations

Sem. Hrs.

3

Total Required Hours:**128-130**

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

From Bulletin p. 129 (mechanical engineering major)

Engineering Core Courses:

Refer to Engineering Core Courses

Sem. Hrs.

~~27~~**20**

Major Requirements:

Electives denoted by an asterisk (*) must be chosen from a list of approved electives, which is available from Mechanical Engineering advisors and through the department office. All students must complete at least one thermal/fluid systems stem elective and one mechanical systems stem elective.

Sem. Hrs.

In addition to the University requirements for all Baccalaureate Degrees, a Bachelor of Science in Mechanical Engineering requires that one of the two following conditions be met:

1. "C" or better in each course in the ~~56~~**63** hour major courses; **OR**
2. 2.5 (or greater) grade point average in the ~~56~~**63** hour major courses listed below.

CHEM 1023, General Chemistry II	3
ENGR 2411, Mechanics of Materials Laboratory	1
ENGR 2413, Mechanics of Materials	3
ENGR 2423 AND ENGR 2421, Electric Circuits I and Laboratory	4
ENGR 3423, Dynamics	3
ENGR 3443 Engineering Thermodynamics I	3
ENGR 3471, Fluid Mechanics Laboratory	1
ENGR 3473, Fluid Mechanics	3
ME 2502, Solid Modeling for Mechanical Engineers	2
ME 3504, Process Monitoring and Control	4
ME 3513, Mechanical Vibrations	3
ME 3533, Engineering Thermodynamics II	3
ME 3613, Control Systems for Mechanical Engineers	3
ME 4503, Fluid and Thermal Energy Systems	3
ME 4543, Machine Design	3
ME 4553, Heat Transfer	3
ME 4563, Introduction to Manufacturing Processes	3
ME 4573, Mechanical System Design	3
ME 4613 Introduction to Mechatronics	3
PHYS 2044, University Physics II	4
*ME Electives	6
Professional Development Elective	3

This elective may be selected outside the Engineering Programs, subject only to advisor's approval. It must make a rational contribution to the student's personal and professional education goals.

Sub-total

~~60~~**7**

Additional Support Course:

Sem. Hrs.

MATH 4403, Differential Equations

3

Total Required Hours:

128

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.

Form Revised: 09/05/2017

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Wayne W. Wilkinson	10/2/2017
--------------------	-----------

Department Curriculum Committee Chair

COPE Chair (if applicable)

ENTER DATE

Kris Biondolillo	10/2/2017
------------------	-----------

Department Chair:

Head of Unit (If applicable)

ENTER DATE

Wayne W. Wilkinson	10/9/2017
--------------------	-----------

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

ENTER DATE

Mary Jane Bradley	11/2/2017
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College Dean

Graduate Curriculum Committee Chair

ENTER DATE

<div style="background-color: #cccccc; height: 40px; width: 100%;"></div>	ENTER DATE
---	------------

General Education Committee Chair (If applicable)

Vice Chancellor for Academic Affairs

ENTER DATE

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

Dr. Wayne Wilkinson, wwilkinson@astate.edu, 870-680-8129

2.Proposed Change

Removing the requirement of completing a minor or area of concentration for students in the B.S. Psychology Program

3.Effective Date

Fall 2018

4.Justification – Please provide details as to why this change is necessary.

Due to the complexity of the psychology major, no longer requiring a minor will likely improve retention and particularly allow transfer students (or students who change their major to psychology in their third year or later) to complete the major more effectively.

Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.

Form Revised: 09/05/2017

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Shelley Gipson	1/19/2018
----------------	-----------

Department Curriculum Committee Chair

ENTER DATE

COPE Chair (if applicable)

Temma Balducci	1/19/2018
----------------	-----------

Department Chair:

ENTER DATE

Head of Unit (If applicable)

Warren Johnson	1/24/2018
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College Curriculum Committee Chair

ENTER DATE

Undergraduate Curriculum Council Chair

Gina Hogue	1/25/2018
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College Dean

ENTER DATE

Graduate Curriculum Committee Chair

ENTER DATE

General Education Committee Chair (If applicable)

ENTER DATE

Vice Chancellor for Academic Affairs

If you require to fill out a Letter of Notification, please email curriculum@astate.edu or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

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

Temma Balducci, tbalducci@astate.edu, 3745

Purpose: Change department name


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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Please visit <https://youtu.be/yjdL2n4!Zm4> for more detailed instructions.

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THE FINE ARTS CENTER ART GALLERY

The Fine Arts Center Art Gallery, operated by the Department of ~~Art and Design~~ **Art + Design**, presents a regularly changing schedule of art exhibitions. These exhibitions include the work of artists from around the nation, the work of faculty and students of Arkansas State University, and selections from a distinguished and growing permanent collection. The gallery is open to students and the public on a regular basis during the week. Arrangements can be made for group tours of the exhibitions. For a current gallery schedule, contact the Department of ~~Art and Design~~ **Art + Design**, P.O. Box 1920, State University, AR 72467 (870) 972-3050.

HONORARY AND PROFESSIONAL ORGANIZATIONS

Arkansas State University recognizes a number of outstanding honorary and professional fraternities (an up-to-date list can found at <http://www.astate.edu/a/leadership-center/rso/>.)These include:

AGRICULTURE BUSINESS —A professional organization for agriculture business students to promote academic and leadership qualities.
ALPHA TAU ALPHA —National professional fraternity for students majoring in agriculture education.
AMERICAN CHEMICAL SOCIETY —National organization for students majoring in chemistry.
AMERICAN INSTITUTE OF GRAPHIC ARTS —AIGA, the professional association for design. AIGA supports the interests of professionals, educators and students who are engaged in the process of designing, regardless of where they are in the arc of their careers.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

COLLEGE OF LIBERAL ARTS AND COMMUNICATION

Department of ~~Art and Design~~ Art + Design

Department of Communication

Department of Criminology, Sociology, and Geography Department of English and Philosophy

Department of History

Department of Media

Department of Music

Department of Political Science

Department of Theatre

Department of World Languages and Cultures

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Department of ~~Art and Design~~ Art + Design

Professor Temma Balducci, Interim Chair

Professors: Rowe, Salvest, Vickrey

Associate Professors: Arnell, Gipson, Norris, Wilkinson **Assistant Professors:** Baker, Ford, Whiteland **Instructors:** McCarroll, Sullivan

MISSION STATEMENT

The Department of ~~Art and Design~~ Art + Design is dedicated to the creative, aesthetic and cultural development of visual art students that builds upon a well-rounded liberal arts education. The faculty prepares its students to assume leadership positions in their professional lives while maintaining a commitment to the conceptual and aesthetic standards of their chosen discipline. The department develops and supports a nurturing creative community that builds confidence through academic rigor and provides an environment in which students can build and refine their craft, develop critical thinking skills, and realize their full potential. Graduates of the Department of ~~Art and Design~~ Art + Design join the community as socially responsible artists, designers, educators and historians ready to contribute to diverse and changing creative fields.

The Bachelor of Arts degree provides a liberal arts-ene arts education in art history. Art history provides practice in analysis, interpretation, critical thinking, and writing skills. This degree is good preparation for a student planning to work toward an advanced degree in art history.

The Bachelor of Fine Arts degree programs are designed to prepare students for professional careers as a classroom art teacher, graphic designer, or studio artist. The BFA in Graphic Design, the BFA in Graphic Design (with emphasis in Digital Design) or the BFA in Art (with emphasis in Studio Art or Art Education) is the initial professional degree, and it is the requisite degree for the student who plans to pursue a studio-oriented post-baccalaureate degree.

No grade below C in courses with an ART/ARTH/ARED pre x may be applied to the Bachelor of Fine Arts Degree. A cumulative 2.75 GPA (or higher) in all courses with an ART/ARTH/ARED pre x is required for the BFA degree.

Arkansas State University is an Accredited Institutional member of the National Association of Schools of Art and Design.

BFA/TRANSFER REVIEW POLICY

BFA review (ART 3330) is viewed as a counseling/advising practice for all art students, and, in addition, it is an admissions screening procedure for students interested in pursuing the B.F.A. Degree in Art or Graphic Design. Students should enroll in ART 3330 after completing 30 hours of ART/ARTH courses and before completing 40 hours of ART/ARTH courses. Prerequisites are ART 1013, ART 1023, ART 1033, ART 1043, ARTH 2583, ARTH 2593, 9 hours additional studio/design courses. Students enrolled in the BFA programs must pass the BFA Review PRIOR to enrollment for 4000 level ART courses.

Transfer review (ART 3330) provides an opportunity for students joining us from other programs to acquire a realistic assessment of their status vis-a-vis our program. Ideally, the transfer review should occur prior to enrollment in ASU art department courses. Should the transfer student intend to enter the B.F.A. Degree program, this review will serve as an admission screening process as indicated above. Transfer students must enroll in ART 3330, BFA Review during the first semester of enrollment at ASU.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Department of ~~Art and Design~~ Art + Design Minors

Minor in Art

Required Courses:	Sem. Hrs.
Grade of "C" or better required for all ART/ARTH Minor Requirements, including prerequisites (Department of Art and Design Art + Design minimum) Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor.	
ART 1013, Design I	3
ART 1023, Design II	3
ART 1033, Drawing I	3
ART 1043, Drawing II	3
Upper-level electives in Art	9
Total Required Hours:	21

Minor in Art History

Required Courses:	Sem. Hrs.
Grade of "C" or better required for all ART/ARTH Minor Requirements, including prerequisites (Department of Art and Design Art + Design minimum) Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor.	
ARTH 2583, Survey of Art History I	3
ARTH 2593, Survey of Art History II	3
Upper-level electives in Art History	12
Total Required Hours:	18

Minor in Digital Design

Required Courses:	Sem. Hrs.
Grade of "C" or better required for all ART/ARTH/GRFX Minor Requirements, including prerequisites (Department of Art and Design Art + Design minimum) Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor.	
Students pursuing the Graphic Design Minor will need to submit a Prerequisite Waiver form to be enrolled in a GRFX class. (GRFX courses are restricted to Graphic Design Majors.)	
GRFX 1111, Design Technology	1
GRFX 2103, Visual Thinking	3
GRFX 2303, Typography and Layout	3
GRFX 2703, Introduction to Web Design	3
GRFX 3703, Intermediate Web Design	3
GRFX 3713, 3D Digital and Game Design	3
GRFX 3753, Motion Graphics	3
GRFX 3800, Digital Design Review	0
Total Required Hours:	19

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Minor in Graphic Design

Required Courses:		Sem. Hrs.
This Minor requires ve (5) semesters to complete. Required sequence: Semester 1 - ART 1013; GRFX 2103		
Semester 2 - GRFX 1111; GRFX 2203 Semester 3 - GRFX 2303 Semester 4 - GRFX 3303 Semester 5 - GRFX 3503; GRFX 3400		
Grade of "C" or better required for all ART/ARTH/GRFX Minor Requirements, including prerequisites (Department of Art and Design Art + Design minimum) Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor.		
Students pursuing the Graphic Design Minor will need to submit a Prerequisite Waiver form to be enrolled in a GRFX class. (GRFX courses are restricted to Graphic Design Majors.)		
ART 1013, Design I	3	
GRFX 1111, Design Technology	1	
GRFX 2103, Visual Thinking	3	
GRFX 2203, Introduction to Graphic Design	3	
GRFX 2303, Typography and Layout	3	
GRFX 3303, Intermediate Typography	3	
GRFX 3503, Identity Design	3	
GRFX 3400 Graphic Design Review	0	
Total Required Hours:	19	

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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DEPARTMENT OF ~~ART AND DESIGN~~ Art + Design

Art Education (ARED)

ARED 3702. Children and Art Processes and methods for integrating art with the elementary classroom experience, as designed for the non-art major; may not be used to satisfy any art degree. Prerequisite, 30 semester hours. Fall, Spring, Summer.

ARED 3803. Teaching Art in the Elementary Grades Techniques and strategies for teaching visual art to children in the elementary grades, developing an art curriculum, and learning to assess children's artwork are the focus of this course. Prerequisite, a grade of C or better in ART 1013, ART 1033, ARTH 2583, and ARTH 2593; 30 semester hours completed. Spring.

ARED 4703. Concepts in Art Education A study of historical and contemporary philosophical concepts in art education. Prerequisites, a grade of C or better in ARED 3803; acceptance into a teacher education program. Spring.

ARED 4753. Special Problems in Art Education Independent study of approved topics in Art Education. May be repeated for credit. Prerequisite, Permission of professor. Spring.

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

(No change in program curriculum, option/emphasis/concentration or organizational structure)

1. Institution submitting request: **Arkansas State Univ.**
2. Contact person/title: **Temma Balducci, Interim Chair, Department of Art and Design**
3. Phone number/e-mail address: **(870) 972-3745 / tbalducci@astate.edu**
4. Proposed effective date: **July 1, 2018**
5. Current title of degree/certificate program:
6. Current title of major or option/emphasis/concentration:
7. Current title of organizational unit: **Department of Art and Design**
8. Proposed name of certificate/degree:
9. Proposed name of major or option/emphasis/concentration:
10. Proposed name of organizational unit: **Department of Art + Design**
11. Program CIP Code:
12. Degree/Department Code: **0760**
13. Reason for proposed action:

The rationale for our request has to do with both aesthetics and branding.

- a. **At a very basic aesthetic level we find the + more visually pleasing than the 'and' or the &, which is commonly used as an abbreviation for 'and'.**
 - b. **We particularly object to the & as it is not accepted in formal writing except as a design element because it connotes something unpremeditated or offhand. The informality of the & is not a design element that we choose and it does not represent who we are as a department.**
 - c. **Further, because the & is not something that can be easily written by hand it feels dated and pedantic.**
 - d. **The + for us symbolizes contemporary, cutting-edge art practice that is integrated with technology, something that is interdisciplinary and welcoming, but very serious.**
 - e. **The + has a literal positive meaning. According to dictionary.com, it indicates "summation or a positive quality."**
 - f. **We want our name to represent a deliberate design choice that reflects who we are as a department.**
14. Semester credit hours for proposed major or option/emphasis/concentration:
 15. Provide the curriculum/credit hours for the certificate/degree/major/option/emphasis/concentration listed above.
 16. Provide additional program information if requested by ADHE staff.

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Page 185:

Major in Psychology

Bachelor of Science

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
PSY 1013, Making Connections: Psychological Wellness	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84)	35
Students with this major must take the following: <i>MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite</i> <i>Six hours of Humanities (Required Departmental Gen. Ed. Option)</i>	
Major Requirements:	Sem. Hrs.
A PSY course taken to satisfy requirements for a minor and/or a second major cannot also be used to satisfy major credit hour requirements in the psychology major.	
PSY 2013, Introduction to Psychology <i>Required ONLY if not taken as part of the General Education Requirements.</i>	0-3
PSY 2023, Psychology as a Science and a Profession	3
PSY 3103 AND PSY 3101, Quantitative Methods for Behavioral Sciences and Laboratory	4
PSY 3113, Research Design in Psychology	3
PSY 3123 AND PSY 3121, Experimental Methods in Psychology and Laboratory	4

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
 Form Revised: 09/05/2017

Psychology as a Natural Science (select two of the following): PSY 3214, Introduction to Neuroscience PSY 3303, Motivation PSY 4323, Physiological Psychology PSY 4343, Learning Processes PSY 4363, Cognitive Psychology PSY 4383, Introduction to Behavior Analysis	6-7
Psychology as a Social Science (select three of the following): <i>Only two of the three following courses may be used to satisfy the requirements for this category: PSY 3403, PSY 3413 and PSY 3453</i> PSY 3403, Child Psychology PSY 3413, Adolescent Psychology PSY 3453, Developmental Psychology PSY 3523, Social Psychology PSY 3823, History of Psychology PSY 4533, Abnormal Psychology PSY 4553, Personality Theory	9
Integrative Psychology (select twelve hours from the following): <i>Courses from Psychology as a Natural Science or Psychology as a Social Science may be substituted for courses in this category.</i> PSY 3603, Positive Psychology PSY 3613, Cultural Psychology PSY 3703, Educational Psychology PSY 380V, Special Problems PSY 4053, Today's Families PSY 4173, Psychometrics PSY 4723, Organizational Psychology PSY 4853, Psychological Seminar	12
Sub-total	41-45
Minor or Area of Concentration (as approved by advisor):	Sem. Hrs.
Sub-total	18-24
Electives:	Sem. Hrs.
Electives	13-23 37-41
Total Required Hours:	120

Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.
 Form Revised: 09/05/2017

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Shelley Gipson 1/19/2018
Department Curriculum Committee Chair

	ENTER DATE...
COPE Chair (if applicable)	

Temma Balducci 1/19/2018
Department Chair:

	ENTER DATE...
Head of Unit (If applicable)	

Warren Johnson 1/24/2018
College Curriculum Committee Chair

	ENTER DATE...
Undergraduate Curriculum Council Chair	

Gina Hogue 1/125/18
College Dean

	ENTER DATE...
Graduate Curriculum Committee Chair	

	ENTER DATE
General Education Committee Chair (If applicable)	

	ENTER DATE...
Vice Chancellor for Academic Affairs	

1. Contact Person (Name, Email Address, Phone Number)
 Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870-972-3050

2. Proposed Starting Term and Bulletin Year
 Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 DIGI 2003

4. 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).

Introduction to Coding with Swift

Short title: Intro to Coding with Swift

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

Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. **No** Are there any prerequisites?
 - a. If yes, which ones?
 - b. Why or why not?
- b. **No** Is this course restricted to a specific major?
 - a. If yes, which major?

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

Fall, Spring

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential Learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – **No** Are these courses offered for equivalent credit?
Please explain.

12. **Yes** Is this course in support of a new program?

- a. If yes, what program?
Certificate in Swift Coding

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

- a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

- a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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 Playground basics, naming and identification

Week 2 Strings and Hello world

Week 3 First App and Functions

Week 4 Boogie Bot, Constants and Variables

Week 5 Types, Parameters and Results

Week 6 Making Decisions, Instances, Methods, and Properties

Week 7 Question Bot, Arrays and Loops

Week 8 Defining Structures

Week 9 Question Bot 2

Week 10 Actions and Outlets

Week 11 Adaptive User Interfaces

Week 12 Enumerations and Switch

Week 13 Final Project

Week 14 App Design

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

19. Department staffing and classroom/lab resources

Three faculty in the Art + Design department are qualified to teach the course.

a. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

This course is offered to all students interested in learning the basics of coding. Most students may need a basic understanding of the principles of coding to be successful in today's workplace.

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 Department of Art + Design is dedicated to the creative development of our students, building upon a well-rounded liberal arts education. As the 21st Century becomes increasingly digital we believe that coding skills will be an essential tool for creatives. Simultaneously, creatives will hold an increasingly valuable place in the workplaces of tomorrow.

c. Student population served.

All A-State students may be interested in taking the class.

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

This is an introductory course that should be offered at the lower level.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This will be a stand-alone certificate in coding. Students will learn to code using Swift.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Students will learn to code using Swift coding language.
Assessment Measure	Students will create an iOS app that will demonstrate their knowledge, understanding, and application of skills in app development.
Assessment Timetable	Once a year.
Who is responsible for assessing and reporting on the results?	Graphic Design faculty in the Department of Art and Design

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Students will learn the foundations in coding fundamentals using Swift coding language and apply the tools, techniques, and concepts to build a basic iOS app.
Which learning activities are responsible for this outcome?	Weekly learning activities associated with each coding concept.
Assessment Measure	A basic iOS app that demonstrates introductory level knowledge and skills.

(Repeat if needed for additional outcomes)


Bulletin Changes

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 473

Methods and Materials Teaching Art (EDAR)

EDAR 4523. Methods and Materials for Teaching Art

Emphasis on the practical application of art

in the secondary school. Techniques and strategies of teaching art, developing an art curriculum, assessing and motivating students. Must be admitted to the Teacher Education Program. Fall.

Digital Design (DIGI)

DIGI 2003. Introduction to Coding with Swift Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. Fall, Spring.

Graphic Design (GRFX)

GRFX 1111. Design Technology

Basic levels of graphic design utilizing Adobe Illustrator, Adobe

Photoshop, and Adobe InDesign software. Prerequisites: Declared Graphic Design Major or permission of instructor, Corequisite GRFX 2203. Spring.

p. 473

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Shelley Gipson 1/19/2018
Department Curriculum Committee Chair

	ENTER DATE...
--	---------------

COPE Chair (if applicable)

Temma Balducci 1/19/2018
Department Chair:

	ENTER DATE...
--	---------------

Head of Unit (If applicable)

Warren Johnson 1/24/2018
College Curriculum Committee Chair

	ENTER DATE...
--	---------------

Undergraduate Curriculum Council Chair

Gina Hogue 1/25/2018
College Dean

	ENTER DATE...
--	---------------

Graduate Curriculum Committee Chair

	ENTER DATE
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
 Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870-972-3050

2. Proposed Starting Term and Bulletin Year
 Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 DIGI 3003

4. 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).

Intermediate Coding with Swift

Short title: Inter Coding with Swift

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

Intermediate Swift coding using industry best practices to build the mindset of an app developer.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. Yes

a. If yes, which ones?

DIGI 2003

b. Why or why not?

This class is in a sequence, and requires knowledge from the introductory course.

b. NO Is this course restricted to a specific major?

a. If yes, which major?

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

Fall, Spring

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential Learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – **NO** Are these courses offered for equivalent credit?

Please explain.

12. **Yes** Is this course in support of a new program?

a. If yes, what program?

Certificate in Swift Coding

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

a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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 Unit 1: Getting Started with App Development, Introduction to Swift and Playgrounds, Constraints, Variables, and Data types

Week 2 Operators and Control Flow

Week 3 XCode, Building, Running, Debugging an App

Week 4 Documentation, Interface Builder Basics, Guided Project; Light

Week 5 Unit 2: Introduction to UIKit, strings, functions

Week 6 Structures, classes, inheritance

Week 7 Collections, Loops

Week 8 Introduction to UIKit, Displaying Data

Week 9 Controls in Action, Auto layout and stack views, Guided Project, Apple Pie

Week 10 Unit 3: Navigation and Workflows, optionals, type casting and inspection

Week 11 Guard, Constant and Variable Scope, Enumerations

Week 12 Segues and Navigation Controllers, Tab Bar Controllers

Week 13 View Controller Life Cycle, Building Simple Workflows, Guided Project: Personality Quiz

Week 14 Unit 4: Tables and Persistence, Working with the Web, Prototypes and Project Planning

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

19. Department staffing and classroom/lab resources

Three faculty in the Art + Design department are qualified to teach the course.

a. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

This course is offered to all students interested in learning to code using Swift. Most students need a basic understanding of the principles of coding to be successful in today's workplace.

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 Department of Art + Design is dedicated to the creative development of our students, building upon a well-rounded liberal arts education. As the 21st Century becomes increasingly digital we believe that coding skills will be an essential tool for creatives. Simultaneously, creatives will hold an increasingly valuable place in the workplaces of tomorrow.

c. Student population served.

All students may be interested in taking the class.

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

This is an intermediate course, building on a lower-level prerequisite, that should be offered at the junior level.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. Global Awareness

b. Thinking Critically

c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This will be a stand-alone certificate in coding. Students will learn to code using Swift.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Students will learn to code using Swift coding language.
Assessment Measure	Students will create an iOS app that will demonstrate their level of knowledge, understanding, and application of skills in app development at the intermediate level of skill development.
Assessment Timetable	Once a year.
Who is responsible for assessing and reporting on the results?	Graphic Design faculty in the Department of Art and Design.

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes


25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Students will learn the basic coding concepts using Swift with industry best practices and demonstrate the mindset of an app developer.
Which learning activities are	Weekly learning activities associated with each coding concept.

responsible for this outcome?	
Assessment Measure	A basic iOS app that demonstrates intermediate level knowledge and skills.

(Repeat if needed for additional outcomes)

Bulletin Changes

Instructions
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Undergraduate Bulletin 2017-2018, p. 473

Methods and Materials Teaching Art (EDAR)

EDAR 4523. Methods and Materials for Teaching Art

Emphasis on the practical application of art

in the secondary school. Techniques and strategies of teaching art, developing an art curriculum, assessing and motivating students. Must be admitted to the Teacher Education Program. Fall.

Digital Design (DIGI)

DIGI 2003. Introduction to Coding with Swift Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. *Fall, Spring.*

DIGI 3003. Intermediate Coding with Swift Intermediate Swift coding using industry best practices to build the mindset of an app developer. Prerequisite: DIGI 2003. Fall, Spring.

Graphic Design (GRFX)

GRFX 1111. Design Technology

Basic levels of graphic design utilizing Adobe Illustrator, Adobe

Photoshop, and Adobe InDesign software. Prerequisites: Declared Graphic Design Major or permission of instructor, Corequisite GRFX 2203. Spring.

p. 473

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering) (Check one box)

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Shelley Gipson 1/19/2018
Department Curriculum Committee Chair

	ENTER DATE...
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Temma Balducci 1/19/2018
Department Chair:

	ENTER DATE...
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Gina Hogue 1/25/2018
College Dean

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Graduate Curriculum Committee Chair	

	ENTER DATE
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	ENTER DATE...
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1. Contact Person (Name, Email Address, Phone Number)
 Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870-972-3050

2. Proposed Starting Term and Bulletin Year
 Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 DIGI 4003

4. 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 Studio in Swift Coding

Short title: Adv Studio in Swift Coding

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

Application of Swift coding concepts to design and build a basic iOS app.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. **Yes** Are there any prerequisites?

a. If yes, which ones?

DIGI 3003

b. Why or why not?

This advanced level course will require knowledge from what it in effect the intermediate level DIGI 3003 (in a sequence of intro, intermediate and advanced).

b. **No** Is this course restricted to a specific major?

a. If yes, which major?

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

Fall, Spring, Summer

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential Learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – **NO** Are these courses offered for equivalent credit?

Please explain.

12. **Yes** Is this course in support of a new program?

a. If yes, what program?

Certificate in Swift Coding

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

a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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 through Week 14 Students will design and create an iOS app using the knowledge and skills acquired in DIGI 2003 and DIGI 3003 in a project-based learning environment.

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

19. Department staffing and classroom/lab resources

Three faculty in the Art + Design department are qualified to teach the course.

a. Will this require additional faculty, supplies, etc.?

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

This course is offered to all students interested in learning the basics of coding. Most students may need a basic understanding of the principles of coding to be successful in today's workplace.

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The Department of Art + Design is dedicated to the creative development of our students, building upon a well-rounded liberal arts education. As the 21st Century becomes increasingly digital we believe that coding skills will be an essential tool for creatives. Simultaneously, creatives will hold an increasingly valuable place in the workplaces of tomorrow.

c. Student population served.

All students may be interested in taking the class.

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

This is an advanced course with a prerequisite of an upper-level course that should be offered at the upper division level.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This will be a stand-alone certificate in coding. Students will learn to code using Swift.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Students will learn to code using Swift coding language.
Assessment Measure	Students will create an iOS app that will demonstrate their knowledge, understanding, and application of skills in app development.
Assessment Timetable	Once a year.
Who is responsible for assessing and reporting on the results?	Graphic Design faculty in the Department of Art and Design

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Students will apply the tools, techniques, and concepts to build an iOS app.
Which learning activities are responsible for this outcome?	Designing and creating an iOS app in a project-based learning environment.
Assessment Measure	An iOS app that demonstrates advanced level knowledge and skills.

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 473

Methods and Materials Teaching Art (EDAR)

EDAR 4523. Methods and Materials for Teaching Art

Emphasis on the practical application of art

in the secondary school. Techniques and strategies of teaching art, developing an art curriculum, assessing and motivating students. Must be admitted to the Teacher Education Program. Fall.

Digital Design Language (DIGI)

DIGI 2003. Introduction to Coding with Swift Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. *Fall, Spring.*

DIGI 3003. Intermediate Coding with Swift Intermediate Swift coding using industry best practices to build the mindset of an app developer. Prerequisite: DIGI 2003. *Fall, Spring.*

DIGI 4003. Advanced Studio in Swift Coding *Application of Swift coding concepts to design and build a basic iOS app. Prerequisite: DIGI 3003. Fall, Spring, Summer.*

Graphic Design (GRFX)

GRFX 1111. Design Technology

Basic levels of graphic design utilizing Adobe Illustrator, Adobe

Photoshop, and Adobe InDesign software. Prerequisites: Declared Graphic Design Major or

permission of instructor, Corequisite GRFX 2203. Spring.

p. 473

For Academic Affairs and Research Use Only	
CIP Code:	09.0702
Degree Code:	

Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Shelley Gipson	1/19/2018
----------------	-----------

Department Curriculum Committee Chair

	ENTER DATE
--	------------

COPE Chair (if applicable)

Temma Balducci	1/19/2018
----------------	-----------

Department Chair:

	ENTER DATE
--	------------

Head of Unit (If applicable)

Warren Johnson	1/24/2018
----------------	-----------

College Curriculum Committee Chair

	ENTER DATE
--	------------

Undergraduate Curriculum Council Chair

Gina Hogue	1/25/2018
------------	-----------

College Dean

	ENTER DATE
--	------------

Graduate Curriculum Committee Chair

	ENTER DATE
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE
--	------------

Vice Chancellor for Academic Affairs

If you require to fill out a Letter of Notification, please email curriculum@astate.edu or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

1.Contact Person (Name, Email Address, Phone Number)
 Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870-972-3050

Purpose: Create Certificate in Swift Coding


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 76

A Certificate in Social Media Management is awarded upon successful completion of 12 hours of specific coursework. This program requires admission to the university. For more information, see the College of Liberal Arts and Communication section of this bulletin.

A Certificate in Swift Coding is awarded upon successful completion of 9 hours of specific coursework. This program requires admission to the university. For more information, see the College of Liberal Arts and Communication section of this bulletin.

Undergraduate Bulletin 2017-2018, p. 203

The College of Liberal Arts and Communication offers a wide range of undergraduate degree programs including a Bachelor of Arts in Art (emphasis in Art History), Communication Studies (and emphases in Interpersonal, Organizational, and Public Communication), Criminology, English, History, Music, Philosophy, Political Science, Sociology, Theatre (and emphases in Acting, Design Technology, Directing, and Musical Theatre), and World Languages and Cultures (emphases in French, Global Studies, and Spanish); a Bachelor of Fine Arts in Art (emphases in Art Education and Studio Art) and Graphic Design (and emphasis in Digital Design); a Bachelor of Music (emphases in Composition as well as Instrumental, Keyboard, and Vocal Performance); a Bachelor of Music Education (emphases in Instrumental and Vocal Music); a Bachelor of Science in Creative Media Production (emphases in Audio/Video Production, Graphic Communication, Narrative Media, and Sports Media), Multimedia Journalism (emphases in Broadcast Journalism, News Editorial, and Photojournalism), and Strategic Communication (emphases in Advertising, Public Relations, and Social Media Management); and a Bachelor of Science in Education in English, Social Science, and World Languages and Cultures (emphases in French and Spanish). Most degree programs offer minors. Minors are also available in the following fields: African-American Studies, Children's Advocacy Studies, Cognitive Science, Folklore Studies, French, German, History and Philosophy of Science and Technology, Interdisciplinary Family Studies, International Studies, Medieval Studies, Modern European Studies, Religious Studies, Spanish, Sports Media, Women and Gender Studies, and Writing Studies. A minor in Homeland Security and Disaster Preparedness is offered in partnership with the College of Nursing and Health Professions. The College provides Associate of Applied Science degrees in Crime Scene Investigation, Law Enforcement Administration, and Law Enforcement and a

certificate in **Swift Coding** and Social Media Management. It also provides pre-professional advisement for law school as part of its Political Science, Philosophy, History, and Criminology majors.

Minor in Graphic Design

Required Courses:	Sem. Hrs.
This Minor requires five (5) semesters to complete. Required sequence: Semester 1 - ART 1013; GRFX 2103 Semester 2 - GRFX 1111; GRFX 2203 Semester 3 - GRFX 2303 Semester 4 - GRFX 3303 Semester 5 - GRFX 3503; GRFX 3400 Grade of "C" or better required for all ART/ARTH/GRFX Minor Requirements, including prerequisites (Department of Art and Design minimum) Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor. Students pursuing the Graphic Design Minor will need to submit a Prerequisite Waiver form to be enrolled in a GRFX class. (GRFX courses are restricted to Graphic Design Majors.)	
ART 1013, Design I	3
GRFX 1111, Design Technology	1
GRFX 2103, Visual Thinking	3
GRFX 2203, Introduction to Graphic Design	3
GRFX 2303, Typography and Layout	3
GRFX 3303, Intermediate Typography	3
GRFX 3503, Identity Design	3
GRFX 3400 Graphic Design Review	0
Total Required Hours:	19

Certificate in Swift Coding

Required Courses:	Sem. Hrs.
DIGI 2003, Introduction to Coding with Swift	3
DIGI 3003, Intermediate Coding with Swift	3
DIGI 4003, Advanced Studio in Swift Coding	3
Total Required Hours:	9

Assessment (not for Bulletin)

Program-Level Outcome 1 (from question #23)	Students will learn to code using Swift coding language.
Assessment Measure	Students will create an iOS app that will demonstrate their knowledge, understanding, and application of skills in app development.
Assessment Timetable	Once a year.
Who is responsible for assessing and reporting on the results?	Graphic Design faculty in the Department of Art and Design

LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE PROGRAM (6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request: Arkansas State University
2. Contact person/title: Temma Balducci, Chair, Department of Art and Design
3. Phone number/e-mail address: 870-972-3050. tbalducci@astate.edu
4. Proposed effective date: August 1, 2018
5. Name of proposed Undergraduate Certificate Program (Program must consist of 6-21 semester credit hours):
Certificate in Swift Coding
6. Proposed CIP Code: 09.0702
7. Reason for proposed program implementation:

Many students may need to understand the basics of coding to be successful in today's workplace. This certificate supports the coding initiative in the state of Arkansas.

8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses
DIGI 2003, Introduction to Coding with Swift
DIGI 3003, Intermediate Coding with Swift
DIGI 4003, Advanced Studio in Swift Coding
 - b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)
9 hours
 - c. New courses and new course descriptions

DIGI 2003. Introduction to Coding with Swift Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. Fall, Spring.

DIGI 3003. Intermediate Coding with Swift Intermediate Swift coding using industry best practices to build the mindset of an app developer. Prerequisite: DIGI 2003. Fall, Spring.

DIGI 4003. Advanced Studio in Swift Coding Application of Swift coding concepts to design and build a basic iOS app. Prerequisite: DIGI 3003. Fall, Spring, Summer.
 - d. Program goals and objectives
Students will learn to build basic iOS apps.
 - e. Expected student learning outcomes
Students will learn to code using Swift coding language.
 - f. Documentation that program meets employer needs
The state of Arkansas is encouraging students of all ages to learn to code to support better jobs in Arkansas.
 - g. Student demand (projected enrollment) for proposed program
20 students initially with steadily increasing enrollment
 - h. Program approval letter from licensure/certification entity, if required N/A

- i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program None
- j. Scheduled program review date (within 10 years of program implementation)
2026

9. Institutional curriculum committee review/approval date:

10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.

ON CAMPUS

11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering.

12. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

For Academic Affairs and Research Use Only	
CIP Code:	50.0402
Degree Code:	1245

Program, Minor, or Emphasis Deletion Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Shelley Gipson	1/19/2018		
Department Curriculum Committee Chair		COPE Chair (if applicable)	ENTER DATE
Temma Balducci	1/19/2018		
Department Chair:		Head of Unit (If applicable)	ENTER DATE
Warren Johnson	1/24/2018		
College Curriculum Committee Chair		Undergraduate Curriculum Council Chair	ENTER DATE
Gina Hogue	1/25/2018		
College Dean		Graduate Curriculum Committee Chair	ENTER DATE
	ENTER DATE		ENTER DATE
General Education Committee Chair (If applicable)		Vice Chancellor for Academic Affairs	

1. Title of Program, Minor, or Emphasis

Minor in Graphic Design

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

Dr. Temma Balducci, tbadulducci@astate.edu, 870972.3050

3. Last semester program/minor/emphasis will be offered

No new students will be admitted beginning Fall 2018

All currently enrolled minors will be expected to complete by Fall 2019

Please clarify by selecting one of the following:

- a. Remove Minor in Graphic Design from bulletin for 2018-2019 .
- b. Other -

4. Student Population

- a. The Minor in Graphic Design was initially created for what student population?
Non-art majors interested in Graphic Design
- b. How will deletion of this Minor in Graphic Design affect those students?
They may choose a different minor

College, Departmental, or Program Changes

5. a. How will this affect the college, department, and/or program?
This will not affect the majors in our department. It will improve graduation rates and retention of MAJORS.
 - b. NO Does this program/minor/emphasis affect another department?
If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.
 - c. Please provide a short justification for why this program/minor/emphasis is being deleted from program.
This will positively affect the GD and DD students that are enrolled in the MAJOR, who have been adversely affected by limited seating in required courses.
6. NO **Is there currently a program/minor/emphasis listed in the bulletin which is equivalent to this one?**
If yes, which program/minor/emphasis(s)?
 7. NO **Will this current program/minor/emphasis be equivalent to a new program/minor/emphasis?**
If yes, what program/minor/emphasis?


Bulletin Changes

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Computer Science
Creative Media Production
Criminology
Crop Consulting and Agronomic Services
Digital Design
Economics
Electronic Commerce
Engineering
English
Entrepreneurship
Finance
Financial Wealth Management
Folklore Studies
French
General Business
German
Graphic Design
History
History and Philosophy of Science and Technology
Homeland Security and Disaster Preparedness
Horticulture
Interdisciplinary Family Studies
International Business
International Studies
Leadership Studies
Logistics
Management
Marine Science
Marketing
Mathematics
Medieval Studies
Military Science and Leadership
Modern European Studies
Multimedia Journalism
Music
Philosophy
Physics
Plant Science
Political Science
Psychology
Religious Studies

Minor in Graphic Design

Required Courses:	
This Minor requires five (5) semesters to complete. Required sequence: Semester 1 – ART 1013; GRFX 2103	
Semester 2 – GRFX 1111; GRFX 2203 Semester 3 – GRFX 2303	
Semester 4 – GRFX 3303	
Semester 5 – GRFX 3503; GRFX 3400	
Grade of "C" or better required for all ART/ARTH/GRFX Minor Requirements, including prerequisites (Department of Art and Design minimum). Courses used to meet the requirements for the major cannot be used to meet the requirements for the minor.	
Students pursuing the Graphic Design Minor will need to submit a Prerequisite Waiver form to be enrolled in a GRFX class. (GRFX courses are restricted to Graphic Design Majors.)	
ART 1013, Design I	3
GRFX 1111, Design Technology	4
GRFX 2103, Visual Thinking	3
GRFX 2203, Introduction to Graphic Design	3
GRFX 2303, Typography and Layout	3
GRFX 3303, Intermediate Typography	3
GRFX 3503, Identity Design	3
GRFX 3400 Graphic Design Review	0
Total Required Hours:	19

2017-2018 ASU-J Undergraduate Bulletin, Page 626

Graphic Design

Bachelor of Fine Arts Degree	212, 214
Course Descriptions	474
Minor in	216

LETTER OF NOTIFICATION – 5

DELETION

(Certificate, Degree, Option/Emphasis/Concentration, Organizational Unit)

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Temma Balducci, Chair. Dept. of Art and Design
3. Phone number/e-mail address: 870.972.3050, tbalducci@astate.edu
4. Proposed effective date: Fall 2018
5. Title of certificate, degree program, option/emphasis/concentration, or organizational unit:
Minor in Graphic Design
6. CIP Code: **50.0402**
7. Degree Code: N/A
8. Reason for deletion: Limited seating, restricted course rotations, majors unable to get seats in required foundational courses causing reduced retention, extended graduation time line (beyond 120 hours) for majors
9. Number of students still enrolled in program: 30
10. Expected graduation date of last student: Fall 2019
11. Name of courses that will be deleted as a result of this action: none
12. How will students in the deleted program be accommodated?
All currently enrolled minors will finish the minor at the end of Fall 2019
13. Provide documentation of written notification to students currently enrolled in program.
14. Indicate the amount of program funds available for reallocation: none
15. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic officer: _____

Date:

Name (printed):

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

New Course Proposal Form

- Undergraduate Curriculum Council
 Graduate Council

New Course or Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.
 Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Gary T. Edwards 11/16/2017 Department Curriculum Committee Chair	<table border="1" style="width: 100%; height: 25px; background-color: #cccccc;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center; font-size: small;">ENTER DATE...</td> </tr> </table> COPE Chair (if applicable)		ENTER DATE...
	ENTER DATE...		

Joe Key 11/16/2017 Department Chair:	<table border="1" style="width: 100%; height: 25px; background-color: #cccccc;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center; font-size: small;">ENTER DATE...</td> </tr> </table> Head of Unit (If applicable)		ENTER DATE...
	ENTER DATE...		

<table border="1" style="width: 100%; height: 25px; background-color: #cccccc;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center; font-size: small;">ENTER DATE...</td> </tr> </table> College Curriculum Committee Chair		ENTER DATE...	<table border="1" style="width: 100%; height: 25px; background-color: #cccccc;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center; font-size: small;">ENTER DATE...</td> </tr> </table> Undergraduate Curriculum Council Chair		ENTER DATE...
	ENTER DATE...				
	ENTER DATE...				

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	ENTER DATE...				
	ENTER DATE...				

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	ENTER DATE...				
	ENTER DATE...				

1. Contact Person (Name, Email Address, Phone Number)
 Andrea Davis, andavis@astate.edu, (870) 972-8067

2. Proposed Starting Term and Bulletin Year
 Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 HIST 3393

4. 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).

Introduction to Digital Humanities

Short title: Intro to Digital Humanities

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

A theoretical, creative, and experiential introduction to the scholarship, methods, and tools of the digital humanities.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. **No** Are there any prerequisites?

a. If yes, which ones?

b. Why or why not?

There are no prerequisites or restrictions for this course because it is taught at the introductory level.

b. **No** Is this course restricted to a specific major?

a. If yes, which major?

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

Fall

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Experiential Learning

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10 **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

12. **Yes** Is this course in support of a new program?

a. If yes, what program?

Digital Humanities Certificate

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

a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use? Yes

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program? No

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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.)

I. Beyond the Printed Word

1. What are the Digital Humanities? A Theoretical Introduction
2. Examining Media-Rich Research and Communication: A Creative Introduction
3. Exploring the Tool Box: An Experiential Introduction

II. Digital Methods and Tools

4. Spatializing Data: Narrative Mapping and Spatial Analysis
5. Visualizing Relations: Timelines and Network Analysis
6. Reading with Machines: Text Mining and Topic Modeling
7. Layering Information: Metadata and Media Annotation
8. Shaping the Project: Research and Knowledge Management
9. Engaging Complexity: Digital Publishing Platforms

III. Experiencing the Digital Humanities

10-14. Practicum: Instructor and students will visit and work with Archives and Special Collections to develop a collaborative project in the digital humanities.

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

During Module III instructor and students will visit and work with Archives and Special Collections to develop collaborative and/or individual projects in the digital humanities.

19. Department staffing and classroom/lab resources

Semi-regular use of a computer lab.

- a. Will this require additional faculty, supplies, etc.?
No

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

The course introduces the scholarship, methods, and tools of the digital humanities, allowing students to practice and master skills that are transferable to careers in high-tech and humanistic fields as well as in business.

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

The course fits the mission of the History Department by teaching students how to use and critically assess the “evolving tools” of the digital humanities to “interpret the past with clarity, rigor, and an appreciation for interpretative debate.”

- c. Student population served.

This course serves students in the humanities who are interested in examining digital applications for critical thinking and creative skills, and students in STEM who are interested in approaching digital skills from the critical thinking and creative perspectives of the humanities.

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

This is an upper level course designed for students with a foundation in either the humanities or STEM.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Program Learning Outcomes

1. Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
2. Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
Assessment Measure	The digital portfolio for HIST 3393 will be our key assessment venue for this program outcome. The portfolio will require students to post entries that assess different sources of information—ranging from big data to qualitative data—and types of information technologies, including but not limited to visualization tools, spatial analysis tools and text analysis tools.
Assessment Timetable	The program will be assessed every two years. During the first year of the cycle, we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2.
Who is responsible for assessing and reporting on the results?	Instructor and/or History Department Assessment Committee. Faculty will develop and use a digital portfolio rubric to measure candidate competency in information and information technologies.
Program-Level Outcome 2 (from question #23)	Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.
Assessment Measure	The Capstone project for HIST 470V will be our key assessment venue for this program outcome. The project will require students to bring together the traditional tools of humanistic thinking with the tools of computational thinking to develop and execute an original project in the digital humanities.
Assessment Timetable	The program will be assessed every two years. During the first year of the cycle we will assess, evaluate, report on, and develop action plans for Program-Level

	Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2.
Who is responsible for assessing and reporting on the results?	Instructor and/or History Department Assessment Committee. Faculty will develop and use a project rubric to measure candidate competency in digital integration.

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Students will demonstrate the ability to work collaboratively
Which learning activities are responsible for this outcome?	Collaborative annotation assignments with Hypothesis. Building a group Zotero library to collect research materials for the final collaborative project. Using a shared Evernote notebook to create a research plan for the final collaborative project. Final collaborative project.
Assessment Measure	Students will complete the course with an average of 75% or higher.

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

HIST 3323. United States Environmental History UNITED STATES HISTORY. Examines the economic, philosophical, ethical and aesthetic issues involved in the history of conservation, preservation, management and exploitation of the American environment. Fall, odd.

HIST 3333. The Practice of History GENERAL HISTORY. Experiential study of historical scholarship, research, writing, and criticism. To be taken at the beginning of the major. Required for all history degrees. Fall, Spring.

HIST 3393. Introduction to Digital Humanities ***GENERAL HISTORY. A theoretical, creative, and experiential introduction to the scholarship, methods, and tools of the digital humanities. Fall.***

HIST 3483. The United States from 1917-1941 UNITED STATES HISTORY. Social, political, and economic developments in the United States from 1917 to 1941. Spring, odd.

HIST 3493. The United States Since 1945 UNITED STATES HISTORY. Social, political, and economic developments in the United States from 1945 to the present. Fall, even

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For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

<p>Gary T. Edwards 11/16/2017 Department Curriculum Committee Chair</p>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p>COPE Chair (if applicable)</p>
<p>Joe Key 11/16/2017 Department Chair:</p>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p>Head of Unit (If applicable)</p>
<p>Warren Johnson 1/24/2018 College Curriculum Committee Chair</p>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p>Undergraduate Curriculum Council Chair</p>
<p>Gina Hogue 1/25/2018 College Dean</p>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p>Graduate Curriculum Committee Chair</p>
<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE</p> <p>General Education Committee Chair (If applicable)</p>	<div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <div style="border: 1px solid gray; background-color: #cccccc; height: 20px; width: 100%;"></div> <p style="text-align: right; font-size: small;">ENTER DATE...</p> <p>Vice Chancellor for Academic Affairs</p>

1. Contact Person (Name, Email Address, Phone Number)
Edward Salo, Dept. of History, esalo@astate.edu 870-972-3130

2. Proposed Starting Term and Bulletin Year
Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
HIST 4493

4. 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).

Cultural History of Comic Books in America
Short title: CULTURAL HISTORY COMIC BOOKS

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

Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. **No** Are there any prerequisites?
 - a. If yes, which ones?
 - b. Why or why not?

- b. **No** Is this course restricted to a specific major?
 - a. If yes, which major?

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard letter

10. **Yes** Is this course dual listed (undergraduate/graduate)? HIST 5493

11. **No** Is this course cross listed?
(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

- 11.1** – If yes, please list the prefix and course number of cross listed course.
- 11.2** – Are these courses offered for equivalent credit? No
Please explain.

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

- a. If yes, what program?

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

- a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

- a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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: Introduction

Week 2: Superman and Batman: The Birth of the Superhero

Week 3: The Golden Age of Comics

Week 4: Comics and World War II

Week 5: The Comic Book Code

Week 6: Comics in the 1950s

Week 7: The Silver Age of Comics

Week 8: The Creation of the Marvel Universe

Week 9: Comics in the Cold War

Week 10: Comics and Social Issues

Week 11: The Bronze Age of Comics

Week 12: Watchmen and the Dark Knight

Week 13: The 1990s

Week 14: Civil War and Comics in the 2000s

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

None

19. Department staffing and classroom/lab resources

The class will use existing staffing and classrooms. It will not require any additional resources.

a. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

While many people think of comic books as children's media, Dr. Katherine Aiken, professor of history and Dean of the College of Letters, Arts and Social Sciences at the University of Idaho, argues for the value of comic books in teaching American history because they "offer a surprisingly valuable window into twentieth century US history."¹ The superhero comic book first appeared in the United States in the late 1930s and quickly became one of the most widely read types of periodicals among youth and other age groups. However, comic books were not merely mindless entertainment for youngsters. Comic books and their creators, like other creators of literature and music, were "influenced and have been influenced by American political, social, and cultural events."² Historian Bradford Wright contends that, "emerging from the shifting interaction of politics, culture, audience tastes, and the economics of publishing, comics books have helped to frame a worldview and define

¹ Katherine G. Aiken, "Superhero History: Using Comic Books to Teach U.S. History," *OAH Magazine of History*, April 2010, 41.

² Jeffrey K. Johnson, *Super-History: Comic Book Superheroes and American Society, 1938 to present* (Jefferson, NC: McFarland Publishers, 2012), 2.

a sense of self for the generations who have grown up with them.”³ The stories in comic books explore the shifting role of America in the international arena, changing gender roles, and responses to racism, sexism, and the Cold War. The proposed class will examine the history of comic books in America by exploring them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the political, cultural, and social history of the nation. Additionally, the course will also study how comic book publishers grew from small studios to parts of large corporations. The students in the class will consider secondary sources as well as read and dissect individual comic books and story arcs from the various ages of comic book history to see those shifts. This will be accomplished through examining histories of comic books, as well as reading important issues of comic book series and exploring the portrayal of comic book superheroes in other media.

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

The course strives to provide students the opportunity to synthesize primary and secondary historical sources, as well as to articulate historical content and broader historiographical trends, both Program Level goals of the BA in History.

c. Student population served.

The class is designed for upper-level undergraduate history majors. However, the course is taught in a way that allows students from other fields to be comfortable in the class.

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

The class is designed for upper-level undergraduate history majors because it requires a certain knowledge of twentieth-century of American history.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

HIST 4493 is an elective and the class will not be used to assess any BA History program outcomes, but it will serve as an elective that will reinforce two of the program-level learning outcomes. The first outcome addressed in the class is “Critical Thinking: A graduate with a BA in History will be able to synthesize primary and secondary historical sources.” This outcome will be addressed by having the students examine primary sources (comic books from the period) and having students place these in the context of the historical events occurring. The second outcome addressed is “Content Knowledge: A graduate with a BA in History will be able to articulate historical content and broader historiographical trends.” This will be addressed since the secondary sources place the different periods of comic book creation in the larger historic context.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

³ Bradford W. Wright, *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: Johns Hopkins University Press, 2001), xii.

HIST 4493 is an elective and the class will not be used to assess any BA History program outcomes, but it will serve as an elective that will reinforce two of the program-level learning outcomes.

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	The primary goal of the class is for students to be able to categorize the evolution of the comic book in American culture and be able to discuss its relevance as a medium of expression.
Which learning activities are responsible for this outcome?	Several book reviews, weekly papers, in-class discussion, and a final test
Assessment Measure and Benchmark	The book reviews, weekly papers, and in-class discussion will be graded using a rubric provided to the students. The final test will be based on a study guide provided to the students.

Outcome 2	The students will analyze the weekly readings on major topics related to American cultural history.
Which learning activities are responsible for this outcome?	In-class discussion and weekly response papers
Assessment Measure and Benchmark	The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students.

Outcome 3	The students will be able to critically analyze individual comic books, with attention to narrative, subject matter, and form.
Which learning activities are responsible for this outcome?	In-class discussion and weekly response papers
Assessment Measure and Benchmark	The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students.

Outcome 4	The students will be able to discuss the intersection of comic books and political critique.
Which learning activities are responsible for this outcome?	In-class discussion and weekly response papers
Assessment Measure and Benchmark	The in-class discussion and weekly response papers will be graded based on a rubric that will be provided to the students.


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italics using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 491

HIST 4453. United States Civil War and Reconstruction UNITED STATES HISTORY. The Civil War period and the resulting problems of Reconstruction. Fall, even.

HIST 4463. U.S. Gilded Age and Progressive Era UNITED STATES HISTORY. Explores the dramatic economic, social, and political upheavals of 1880 to 1917. Spring, odd.

HIST 4473. U.S. Southern Women's History UNITED STATES HISTORY. Examines the history and changing status of women in the U.S. South from the 1400s to the present. Cross listed as WGS 4473. Spring, even.

HIST 4483. History of Sexuality in America UNITED STATES HISTORY. Forces which have shaped American beliefs and practices concerning sexuality, and the roles played by gender, race and class. Cross listed as WGS 4483. Dual listed as HIST 5483. Fall, odd.

HIST 4493. Cultural History of Comic Books in America UNITED STATES HISTORY. Overview of the history of comic books in America, examining them chronologically to identify the changes in the topics, characters, and subjects that reflect shifts in the cultural and social history of the nation. Fall, odd.

HIST 4513. Museum Collections Management GENERAL HISTORY. An overview of the management and preservation of material culture in museums. Policy development, documentation and care of collections are broad topic areas. Demand.

HIST 4553. History of Medicine WORLD AND EUROPEAN HISTORY. Worldwide survey of medicine, disease, and health from prehistoric times to the present. Fall, odd.

HIST 4563. Plagues and Pestilence in World History WORLD HISTORY. Effects of the relationship between humans and infectious disease, from prehistory to AIDS and bioterrorism. Spring, even.

HIST 4583. Special Topics in American History UNITED STATES HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in American history. May be repeated for credit with different subtitle. Demand.

HIST 4593. Special Topics in World History WORLD AND EUROPEAN HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in World History. May be repeated for credit with different subtitle. Demand.

HIST 460V. Special Problems in History GENERAL HISTORY. Individual problems in history for juniors and seniors, arranged in consultation with a professor. Must be approved by the department chair. Demand.

New Course Proposal Form

- Undergraduate Curriculum Council
 Graduate Council

New Course or Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.
 Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Gary T. Edwards 11/16/2017 Department Curriculum Committee Chair	<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> COPE Chair (if applicable)
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Joe Key 11/16/2017 Department Chair:	<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> Head of Unit (If applicable)
--	--

<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> College Curriculum Committee Chair	<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> Undergraduate Curriculum Council Chair
--	--

<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> College Dean	<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> Graduate Curriculum Committee Chair
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<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE</small> General Education Committee Chair (If applicable)	<input style="width: 100%; height: 20px;" type="text"/> <small>ENTER DATE...</small> Vice Chancellor for Academic Affairs
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1. Contact Person (Name, Email Address, Phone Number)
 Andrea Davis, Dept. of History, andavis@astate.edu, (870) 972-8067

2. Proposed Starting Term and Bulletin Year
 Spring 2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 HIST 4573

4. 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 History Seminar

This course will have variable titles.

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

Advanced study of selected historical topics with focus on creating an original research project in the digital humanities. May be repeated for credit with different subtitle.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. **Yes** Are there any prerequisites?
 - a. If yes, which ones?
HIST 3393
 - b. Why or why not?

Students will build on their experiential knowledge of digital humanities scholarship, methods and tools in order to develop an original research project in Digital History Seminar.

- b. **No** Is this course restricted to a specific major?
 - a. If yes, which major?

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

Spring

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Seminar

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

12. **Yes** Is this course in support of a new program?

- a. If yes, what program?
Digital Humanities Certificate

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

- a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

- a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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.)

Advanced Study of the Historical Topic

1. Critical Examination of the Traditional Scholarship
2. Critical Examination of the Traditional Scholarship
3. Critical Examination of the Digital Scholarship
4. Critical Examination of the Digital Scholarship

Developing The Project Proposal

5. Articulating the Historical Problem
6. Finding the Sources
7. Selecting the Tools and Justifying the Methods
8. Making the Pitch

Digital Research and Publication

9-14. Instructor and students will collaborate to conduct and digitally publish the proposed research project.

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

None

19. Department staffing and classroom/lab resources

Semi-regular use of a computer lab.

- a. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

The course provides students with an opportunity to develop and participate in an original digital history project, allowing students to practice and master skills that are transferable to careers in high-tech and humanistic fields as well as in business.

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

The course fits the mission of the History Department by teaching students how to use and critically assess the “evolving tools” of the digital humanities to “interpret the past with clarity, rigor, and an appreciation for interpretative debate.”

- c. Student population served.

The course serves students in the humanities and STEM who are interested in integrating digitally driven research goals, methods, and media with historical inquiry.

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

This is an upper level course designed for students with a foundation in either the humanities or STEM and skills learned in HIST 3393.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Program Learning Outcomes

1. Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
2. Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program's continuous improvement assessment process.

Program-Level Outcome 1 (from question #23)	Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
Assessment Measure	The digital portfolio for HIST 3393 will be our key assessment venue for this program outcome. The portfolio will require students to post entries that assess different sources of information—ranging from big data to qualitative data—and types of information technologies, including but not limited to visualization tools, spatial analysis tools and text analysis tools.
Assessment Timetable	The program will be assessed every two years. During the first year of the cycle, we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2.
Who is responsible for assessing and reporting on the results?	Instructor and/or History Department Assessment Committee. Faculty will develop and use a digital portfolio rubric to measure candidate competency in information and information technologies.
Program-Level Outcome 2 (from question #23)	Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.
Assessment Measure	The Capstone project for HIST 470V will be our key assessment venue for this program outcome. The project will require students to bring together the traditional tools of humanistic thinking with the tools of computational thinking to develop and execute an original project in the digital humanities.
Assessment Timetable	The program will be assessed every two years. During the first year of the cycle we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2.
Who is responsible for assessing and	Instructor and/or History Department Assessment Committee. Faculty will develop and use a project rubric to measure candidate competency in digital integration.

reporting on the results?	
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For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Students will demonstrate the ability to work collaboratively
Which learning activities are responsible for this outcome?	Course Blog, Course Participation, Project Proposal and Final Project
Assessment Measure	Students will complete the course with an average of 75% or higher.
Outcome 2	Students will demonstrate the ability to synthesize data from multiple sources and harness multi-modal and multimedia technologies to produce historical arguments.
Which learning activities are responsible for this outcome?	Final Project
Assessment Measure	Students will complete the course with an average of 75% or higher.

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.

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You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4Izm4> for more detailed instructions.

HIST 4553. History of Medicine WORLD AND EUROPEAN HISTORY. Worldwide survey of medicine, disease, and health from prehistoric times to the present. Fall, odd.

HIST 4563. Plagues and Pestilence in World History WORLD HISTORY. Effects of the relationship between humans and infectious disease, from prehistory to AIDS and bioterrorism. Spring, even.

HIST 4573. Digital History Seminar GENERAL HISTORY. Advanced study of selected historical topics with focus on creating an original research project in the digital humanities. May be repeated for credit with different subtitle. Spring.

HIST 4583. Special Topics in American History UNITED STATES HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in American history. May be repeated for credit with different subtitle. Demand.

HIST 4593. Special Topics in World History WORLD AND EUROPEAN HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in World History. May be repeated for credit with different subtitle. Demand.

Page 491-492 of the 2017-2018 Bulletin

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

New Course Proposal Form

- Undergraduate Curriculum Council
 Graduate Council

New Course or Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.
 Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

<input style="width: 90%; border: none;" type="text" value="Gary T. Edwards"/> <input style="width: 10%; border: none;" type="button" value="ENTER"/>
<small>ATE...11/16/2017</small> Department Curriculum Committee Chair

<input style="width: 100%; border: none;" type="text" value="ENTER DATE..."/>
COPE Chair (if applicable)

<input style="width: 90%; border: none;" type="text" value="Joe Key"/> <input style="width: 10%; border: none;" type="button" value="ENTER"/>
<small>ATE...11/16/2017</small> Department Chair:

<input style="width: 100%; border: none;" type="text" value="ENTER DATE..."/>
Head of Unit (If applicable)

<input style="width: 90%; border: none;" type="text" value="Warren Johnson"/> <input style="width: 10%; border: none;" type="button" value="24 JAN 2018"/>
College Curriculum Committee Chair

<input style="width: 100%; border: none;" type="text" value="ENTER DATE..."/>
Undergraduate Curriculum Council Chair

<input style="width: 90%; border: none;" type="text" value="Gina Hogue"/> <input style="width: 10%; border: none;" type="button" value="1/25/18"/>
College Dean

<input style="width: 100%; border: none;" type="text" value="ENTER DATE..."/>
Graduate Curriculum Committee Chair

ENTER

DATE

ENTER DATE...

General Education Committee Chair (If applicable)

Vice Chancellor for Academic Affairs

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

Edward Salo, Dept. of History, esalo@astate.edu, 870-972-3130

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

HIST 470V (Range: 3-6 hours)

4. 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).

Capstone Project in Digital Humanities

Short title: CAPSTONE DIGITAL HUMANITIES

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

The capstone project combines the knowledge and skills obtained in previous coursework and allows the students to conceive, develop, and produce a digital humanities project individually.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. **Yes** Are there any prerequisites?

a. If yes, which ones?

Permission of instructor.

b. Why or why not?

These courses will provide the student the necessary knowledge and skills to prepare a capstone project.

b. **No** Is this course restricted to a specific major?

a. If yes, which major?

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

Fall, Spring.

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Capstone (Independent Study)

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard letter

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed? No

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

Enter text...

11.2 – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes** Is this course in support of a new program?

a. If yes, what program?

Digital Humanities Certificate

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

Course Details

17. 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. Meet with instructor to discuss project

Week 2. Develop work plan

Week 3. Finalize work plan

Weeks 4-14. Work on project

Week 15. Present project.

The Capstone will provide students with the opportunity to work on a digital humanities project over a semester. The student, in consultation with the student's disciplinary advisor and subject to the approval of the certificate director, will either propose an original digital humanities project or will be placed in an existing project. To pass the class, students will be required to present their work in an open public session at semester's end

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

Site visits and other outside work is possible depending on the project. Each project will have special features.

19. Department staffing and classroom/lab resources

Semi-regular use of a computer lab.

a. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

As part of the creation of a certificate in Digital Humanities, the History Department feels that it is necessary to have the students develop and/or participate in an original digital history project which will provide them the necessary experience in organizing, managing and preparing a large scale project. These skills are necessary in the Digital Humanities field and will make the students more marketable for private and public employers. Furthermore, the capstone project will provide the students with a work sample for interviews.

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

The course fits the mission of the History Department by teaching students how to use and critically assess the “evolving tools” of the digital humanities to “interpret the past with clarity, rigor, and an appreciation for interpretative debate.”

c. Student population served.

The course serves students in the humanities and STEM who are interested in integrating digitally driven research goals, methods, and media with humanistic inquiry.

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

This is an upper level course designed for students with a foundation in either the humanities or STEM.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

a. Global Awareness

b. Thinking Critically

c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Program Learning Outcomes

1. Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
2. Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
Assessment Measure	The digital portfolio for HIST 3393 will be our key assessment venue for this program outcome. The portfolio will require students to post entries that assess different sources of information—ranging from big data to qualitative data—and types of information technologies, including but not limited to visualization tools, spatial analysis tools and text analysis tools.
Assessment Timetable	The program will be assessed every two years. During the first year of the cycle, we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2.
Who is responsible for assessing and reporting on the results?	Instructor and/or History Department Assessment Committee. Faculty will develop and use a digital portfolio rubric to measure candidate competency in information and information technologies.
Program-Level Outcome 2 (from question #23)	Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.
Assessment Measure	The Capstone project for HIST 470V will be our key assessment venue for this program outcome. The project will require students to bring together the traditional tools of humanistic thinking with the tools of computational thinking to develop and execute an original project in the digital humanities.
Assessment Timetable	The program will be assessed every two years. During the first year of the cycle we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 1. During the second year we will assess, evaluate, report on, and develop action plans for Program-Level Outcome 2.
Who is responsible for assessing and reporting on the results?	Instructor and/or History Department Assessment Committee. Faculty will develop and use a project rubric to measure candidate competency in digital integration.

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	The students will be able to develop a work plan and budget to prepare a Digital Humanities Project. The Work Plan will also contain the goals for the project.
------------------	---

Which learning activities are responsible for this outcome?	The preparation of the work plan and budget for the capstone project will serve as the learning outcome
Assessment Measure	Students will complete the course with an average of 75% or higher.
Outcome 2	The students will be able to develop and individually produce a Digital Humanities project of their own design.
Which learning activities are responsible for this outcome?	The development and production of the final product will be the learning outcome.
Assessment Measure	Students will complete the course with an average of 75% or higher.

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

HIST 4583. Special Topics in American History UNITED STATES HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in American history. May be repeated for credit with different subtitle. Demand.

HIST 4593. Special Topics in World History WORLD AND EUROPEAN HISTORY. Subtitle varies. Topic varies, but especially emphasizes new developments in World History. May be repeated for credit with different subtitle. Demand.

HIST 460V. Special Problems in History GENERAL HISTORY. Individual problems in history for juniors and seniors, arranged in consultation with a professor. Must be approved by the department chair. Demand.

HIST 470V Capstone Project in Digital Humanities GENERAL HISTORY ***The capstone project combines the knowledge and skills obtained in previous coursework and allows the students to conceive, develop, and produce a digital humanities project individually. Prerequisite, permission of instructor. Fall, Spring.***

HIST 4703. Internship in Public History GENERAL HISTORY. Supervised practical experience with public agencies or private businesses in history related subjects. Prerequisite, consent of the department chair. Demand.

HIST 4803. Senior History Seminar GENERAL HISTORY. Advanced study of selected topics, with focus on historical research, writing and critical thinking. Senior history or social science majors only. Content varies. Demand

Page 492 of the 2017-2018 Bulletin

Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Gary T. Edwards

11/16/2017 ENTER DATE

Department Curriculum Committee Chair

Joe Key

11/16/2017 ENTER DATE

Department Chair:

Warren Johnson

24 JAN 2018

College Curriculum Committee Chair

Gina Hogue

1/25/18

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

If you require to fill out a Letter of Notification, please email curriculum@astate.edu or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

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

Dr. Andrea Davis, Dept. of History, andavis@astate.edu, (870) 972-8067


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

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- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Insert on Page 75 of Undergraduate Bulletin, 2017-2018

TECHNICAL CERTIFICATE PROGRAMS

Arkansas State University offers technical programs in which certificates of proficiency are awarded. These programs are offered for students who wish to prepare for employment in a minimum of one or two years and do not wish to pursue formal programs leading to an associate or a baccalaureate degree in the areas.

A Certificate of Proficiency in Information Technology training is awarded upon completion of 24 semester hours of specified courses. The courses presented for this certificate must include ENG 1003, ENG 1013, and a minimum of 9 semester hours of Computer & Information Technology (CIT) courses. For further information on this technical certificate program, see the College of Business section of this bulletin.

A Certificate of Proficiency in Emergency Medical Technician – Basic is awarded upon successful completion of 12 hours of specific coursework. This program requires admission. For more information, see the Major in Disaster Preparedness and Emergency Management Program in the College of Nursing and Health Professions.

A Technical Certificate in Paramedic is awarded upon successful completion of 51.5 hours in specific coursework. This is a lock-step program requiring admission. . For more information, see the Major in Disaster Preparedness and Emergency Management Program in the College of Nursing and Health Professions.

A Certificate in Leadership Studies is awarded upon successful completion of 12 hours of specific coursework. This program requires admission. For more information, see the Undergraduate Studies section of this bulletin.

A Certificate in Digital Humanities is awarded upon successful completion of 18-20 hours of specific coursework. This program requires admission to the university. For

more information, see the College of Liberal Arts and Communications section of this bulletin.
 p. 203

The College of Liberal Arts and Communication offers a wide range of undergraduate degree programs including a Bachelor of Arts in Art (emphasis in Art History), Communication Studies (and emphases in Interpersonal, Organizational, and Public Communication), Criminology, English, History, Music, Philosophy, Political Science, Sociology, Theatre (and emphases in Acting, Design Technology, Directing, and Musical Theatre), and World Languages and Cultures (emphases in French, Global Studies, and Spanish); a Bachelor of Fine Arts in Art (emphases in Art Education and Studio Art) and Graphic Design (and emphasis in Digital Design); a Bachelor of Music (emphases in Composition as well as Instrumental, Keyboard, and Vocal Performance); a Bachelor of Music Education (emphases in Instrumental and Vocal Music); a Bachelor of Science in Creative Media Production (emphases in Audio/Video Production, Graphic Communication, Narrative Media, and Sports Media), Multimedia Journalism (emphases in Broadcast Journalism, News Editorial, and Photojournalism), and Strategic Communication (emphases in Advertising, Public Relations, and Social Media Management); and a Bachelor of Science in Education in English, Social Science, and World Languages and Cultures (emphases in French and Spanish). Most degree programs offer minors. Minors are also available in the following fields: African-American Studies, Children’s Advocacy Studies, Cognitive Science, Folklore Studies, French, German, History and Philosophy of Science and Technology, Interdisciplinary Family Studies, International Studies, Medieval Studies, Modern European Studies, Religious Studies, Spanish, Sports Media, Women and Gender Studies, and Writing Studies. A minor in Homeland Security and Disaster Preparedness is offered in partnership with the College of Nursing and Health Professions. The College provides Associate of Applied Science degrees in Crime Scene Investigation, Law Enforcement Administration, and Law Enforcement and a certificate in Digital Humanities and Social Media Management. It also provides pre-professional advisement for law school as part of its Political Science, Philosophy, History, and Criminology majors.

Insert on Page 247 of Bulletin

The Department of History offers to all students of the university courses of general cultural and educational value. It seeks not only to acquaint students with the development of human civilization and with their duties as citizens, but to advance them toward their vocational and professional objectives.

The major in history with the Bachelor of Arts degree is recommended for those seeking a liberal education and aspiring to careers in history, law, theology, journalism, and library work; in local, state, and national public service; in business where a knowledge of domestic and foreign affairs is desirable; and in every area which requires an understanding of human activity.

The major in social science with the Bachelor of Science in Education degree is offered specifically to prepare teachers of social science in institutions of secondary education.

The Department of History also offers a Certificate in Digital Humanities that prepares students to apply the critical thinking, creative skills, and subject knowledge of the humanities to practical work in the digital world.

Insert on Page 250 of Bulletin before Minors

Certificate in Digital Humanities

HIST 3393, Introduction to the Digital Humanities	3
HIST 4573, Digital History Seminar	3
HIST 470V, Capstone Project in Digital Humanities	3

Select three of the following: ART 1013, Design I ART 1023, Design II CMAC 2053, Introduction to Visual Communications CS 1114, Concepts of Programming CS 2114, Structured Programming ENG 3053, Introduction to Digital Writing GCOM 1813, Introduction to Digital Publishing GRFX 1111, Design Technology GRFX 3713, 3D Digital and Game Design MDIA 2313, Multimedia Production MDIA 3313, Audio and Video Production PRAD 3553, Strategic Visual Communication	9-11
Total Required Hours:	18-20

LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE PROGRAM (6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Andrea Davis, Assistant Professor, History Department
3. Phone number/e-mail address: 870-972-8067
4. Proposed effective date: Fall 2018
5. Name of proposed Undergraduate Certificate Program (Program must consist of 6-21 semester credit hours):
Digital Humanities Certificate
6. Proposed CIP Code: 24.0103
7. Reason for proposed program implementation:

Digital Humanities provides students with a new set of STEM-based tools to conduct, assess, and present humanities research. It also offers opportunities for interdisciplinary collaborations and communications that are not present in traditional avenues.¹ The co-founder of Apple, Steve Jobs, was a true advocate of blending STEM with the humanities, stating, “technology alone is not enough,”² real innovation comes from “technology married with liberal arts, married with the humanities, that yields us the result that make our hearts sing.”³ For these and similar reasons employers are interested in students who can combine digital and humanistic skills, i.e., those who can demonstrate the ability to critically assess information and information technologies, demonstrate the ability to integrate digitally driven research methods with humanistic inquiry, and demonstrate the ability to synthesize data from multiple sources and harness multi-modal and multimedia technologies to produce digital arguments.

Universities such as the University of North Carolina College of Arts and Science argue, “digital experience is also increasingly valued at cultural heritage organizations such as museums, libraries, and archives...In short, new professional paths are emerging for those who combine in-depth humanistic subject training with digital humanities skills and experience.”⁴ Furthermore, Steve McGuire, director of the UI School of Art and Art History, states, “more in pursuit of a humanities discipline are mixing in digital and engineering skills...Humanities students and art students are required now to use the tools of technology to enhance their career opportunities.”⁵ The proposed certificate responds to this growing role played by digital humanities both within and beyond academia.

Finally, the Digital Humanities Certificate fits within the established goals of the College of Liberal Arts and Communication (CLAC) at Arkansas State University. Specifically, the projects that students will develop in collaboration with a diverse group of faculty as part of their core certificate classes embody CLAC’s mission, “to provide innovative educational opportunities that will enable lifelong learning, professional leadership, and engaged

¹ Sarah Stanley, “Why Is Digital Humanities? | Sarah Catherine Stanley.” Accessed October 11, 2017. <http://scatherinestanley.us/2017/06/why-is-dh>.

² Steve Jobs quoted in Jonah Lehrer, “Steve Jobs: ‘Technology Alone Is Not Enough’ | The New Yorker.” Accessed October 11, 2017. <https://www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough>.

³ Steve Jobs quoted in Jonah Lehrer, “Steve Jobs: ‘Technology Alone Is Not Enough’ | The New Yorker.” Accessed October 11, 2017. <https://www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough>.

⁴ “Graduate Certificate in Digital Humanities – Carolina Digital Humanities Initiative.” Accessed October 11, 2017. <http://digitalhumanities.unc.edu/programs/gcpdh/>.

⁵ Vanessa Miller, “Liberal Arts, Humanities Degrees Sustain Value Even as Marketplace Shifts | The Gazette.” Accessed October 11, 2017. <http://www.thegazette.com/subject/news/education/higher-education/liberal-arts-humanities-degrees-sustain-value-even-as-marketplace-shifts-20170923>.

lives,” as well as the college’s objectives to “increase interdisciplinary collaboration,” and “expand diversity and global awareness.” Moreover, the digital humanities certificate offers experiential-based learning and the opportunity for students to develop a portfolio of digital projects that can be helpful in the job search upon graduation.

8. Provide the following:

Curriculum outline - List of courses in new program – Underline required courses

- a. The Certificate in Digital Humanities requires completion of three required courses (HIST 3393, 4573, and 470V) and nine-eleven hours of electives from the list of courses below.

Course Number	Course Name	Credit Hours
<u>HIST 3393</u>	<u>Introduction to the Digital Humanities</u>	<u>3</u>
<u>HIST 4573</u>	<u>Digital History Seminar</u>	<u>3</u>
<u>HIST 470V</u>	<u>Capstone Project in Digital Humanities</u>	<u>3</u>
ART 1013	Design I	3 (elective)
ART 1023	Design II	3 (elective)
CMAC 2053	Introduction to Visual Communications	3 (elective)
CS 1114	Concepts of Programming	4 (elective)
CS 2114	Structured Programming	4 (elective)
ENG 3053	Digital Writing	3 (elective)
GCOM 1813	Introduction to Digital Publishing	3 (elective)
GRFX 1111	Design Technology	3 (elective)
GRFX 3713	3D Digital and Game Design	3 (elective)
MDIA 2313	Multimedia Production	3 (elective)
PRAD 3553	Strategic Visual Communication	3 (elective)

- b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)

18-20

- c. New courses and new course descriptions

HIST 3393-Introduction to the Digital Humanities. A theoretical, creative, and experiential introduction to the scholarship, methods, and tools of the digital humanities.

HIST 4573-Digital History Seminar. Advanced study of selected historical topics with focus on creating an original research project in the digital humanities. May be repeated for credit with different subtitle.

HIST 470V- Capstone Project in Digital Humanities. The capstone project combines the knowledge skills obtained in previous coursework and allows the students to conceive, develop, and produce a digital humanities project individually.

d. Program goals and objectives

The A-State Digital Humanities Certificate will offer Students the opportunities to

1. *Design and develop a digital humanities project*
2. *Understand, assess, and utilize new media platforms*
3. *Develop and apply scholarly based techniques to digital humanities projects*
4. *Develop new interdisciplinary approaches to the study and use of digital humanities*

e. Expected student learning outcomes

- Information Competency: Students with a Certificate in Digital Humanities will demonstrate the ability to critically assess information and information technologies.
- Digital Integration Competency: Students with a Certificate in Digital Humanities will display the ability to integrate digitally driven research goals, methods, and media with humanistic inquiry.

f. Documentation that program meets employer needs

To ensure that the certificate program meets the needs of employers, assignments in the Introduction, Seminar, and Capstone classes will be project based, and the projects will be either for real-world customers, or based on real-world problems. As part of the assessment process, the certificate director and other members of the team will stay in regular contact with employers to see what are the latest needs, and ensure those issues are addressed in the required classes.

g. Student demand (projected enrollment) for proposed program

We estimate an enrollment of 15 to 20 students a year in the certificate program after its initial setup.

h. Program approval letter from licensure/certification entity, if required

Not applicable

i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program

*North Carolina State University Graduate Certificate in Digital Humanities
University of North Carolina Graduate Certificate in Digital Humanities
University of California, Los Angeles Program in Digital Humanities*

j. Scheduled program review date (within 5 years of program implementation)

The program will be on a triennial schedule of assessment. The first review will be scheduled for 2021.

9. Institutional curriculum committee review/approval date:

*****TO BE FILLED IN MY COMMITTEE*****

10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.

On Campus

11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering.

N/A

12. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Lisa Moskal 1/16/2018
Department Curriculum Committee Chair

	ENTER DATE...
COPE Chair (if applicable)	

Marceline Hayes 1/17/2018
Department Chair:

	ENTER DATE...
Head of Unit (If applicable)	

Warren Johnson 1/24/2018
College Curriculum Committee Chair

	ENTER DATE...
Undergraduate Curriculum Council Chair	

Gina Hogue 1/25/2018
College Dean

	ENTER DATE...
Graduate Curriculum Committee Chair	

ENTER DATE
General Education Committee Chair (If applicable)

	ENTER DATE...
Vice Chancellor for Academic Affairs	

1. Contact Person (Name, Email Address, Phone Number)
 Myleea Hill, mhill@astate.edu, 870-972-2290
 Catherine Bahn, cbahn@astate.edu, 870-972-3091

2. Proposed Starting Term and Bulletin Year
 Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)

PRAD 4503

4. 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).

Seminar in Nonprofit Communication

Short title: SEMINAR IN NONPROFIT COMM

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

Study and practice of nonprofit communication strategies and tactics, including fundraising, nonprofit branding, grant writing, and cross-platform content creation.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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. No Are there any prerequisites? No
 - a. If yes, which ones?
 - b. Why or why not?
Specific skills needed to successfully complete the course will be introduced in the course.
- b. No Is this course restricted to a specific major?
 - a. If yes, which major?

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])
Standard

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

12. **Yes** Is this course in support of a new program?

- a. If yes, what program?
Certificate in Nonprofit Communication

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

a. If yes, what course?

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

15. **Yes** Has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Course Details

17. 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 - Introduction to Nonprofits
- 2 - Overview of Communication Strategies
- 3 - Nonprofit Branding
- 4 - Budgeting Fundraising Campaigns
- 5 - Planning and Implementing Fundraising Campaigns
- 6 - Grant writing applications
- 7 - Grant writing reporting
- 8 - Content creation for earned media
- 9 - Content creation for owned media
- 10 - Content creation for paid media
- 11 - Communication with internal stakeholders
- 12 - Communication with external stakeholders
- 13 - Writing annual reports
- 14 - Legal and ethical implications in nonprofit communication
- 15 - Final project - Nonprofit communication campaign

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

19. Department staffing and classroom/lab resources
Faculty with nonprofit expertise on staff. Jason Penry has agreed to facilitate fundraising sections.

- a. Will this require additional faculty, supplies, etc.?
No

20. No Does this course require course fees?
If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

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

Seminar in Nonprofit Communication includes specific course learning objectives of skills such as grant writing, content creation, and budgeting within the context of a non profit setting.

- 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.

Seminar in Nonprofit Communication includes course objectives that are in keeping with the overall program outcomes of the strategic communication program - particularly creating messages appropriate to the audience, context, and purpose. The course is also supports the department's proposed nonprofit communication certificate.

<https://www.nonprofitleadershipalliance.org/wp-content/uploads/2015/09/Revalidation-Condensed-Report.pdf>

In the past decade, nonprofit practitioners have highlighted the need for increased nonprofit communication leaders and managers. The need is punctuated by two key factors: (1) the retirement of baby boomers, and (2) the changing societal and technological landscape. According to the Nonprofit Leadership Alliance, "The potential that today's nonprofit leaders will leave the sector without the confidence that a well-prepared generation of managers and leaders will follow should

cause great concern, especially if the trend continues toward greater reliance on the nonprofit sector to attend to societal issues and complex global concerns. Continued collaboration between the nonprofit sector and educational institutions is required to reassure that there is an effective workforce pipeline connecting training/education and nonprofit organizations,” (pp. 8-9).

<https://nonprofitquarterly.org/2015/04/08/the-nonprofit-job-skills-you-ll-need-by-2020/>

Between 2001-2010, the number of jobs in the nonprofit sector increased while the number of jobs in the for-profit industry declined. According to a Fast Company report published in Nonprofit Quarterly, communication-related skills are among the most sought-after for nonprofits. The report says, “If anyone can do infographics and 15-second videos after having analyzed data and also translate the findings into low-cost activities that demonstrate results—you are desperately needed today and will be worshipped!” says Thomas Tighe, president of an international relief agency.

c. Student population served.

The student population served will include students in the strategic communication program and communication studies major, as well as being open to students across the university – particularly in the College of Liberal Arts and Communication.

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

The outcomes of the course are most appropriate for an upper-level course because they draw on skills typically covered in General Education oral and written communication courses and include skills learned within a specific context.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

PRAD Seminar in Nonprofit Communication will be incorporated in the Strategic Communication Assessment Program and will support the following program-level learning outcome:

Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research.
Assessment Measure	Exit Survey - Indirect Final Capstone Project – Campaigns and Case Studies – Direct Senior Knowledge Exam – Direct Student Awards – Direct Supervisor practicum/Internship evaluation –direct
Assessment Timetable	Annual (Once a year on fall study day)
Who is responsible for assessing and reporting on the results?	Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	<i>Students will identify appropriate communication strategies for a selected nonprofit organization.</i>
------------------	---

<i>Which learning activities are responsible for this outcome?</i>	<i>Lectures, class discussion, case studies</i>
<i>Assessment Measure</i>	<i>Nonprofit communication campaign</i>
Outcome 2	<i>Students will create content for earned, owned, and paid media as appropriate for an assigned nonprofit organization.</i>
<i>Which learning activities are responsible for this outcome?</i>	<i>Writing exercises, class discussion, case studies</i>
<i>Assessment Measure</i>	<i>Nonprofit communication campaign</i>

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

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- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italics using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 478

PRAD 3553. Strategic Visual Communication Theoretical, contextual and practical natures of persuasive images in the context of strategic communication. Fall, Spring.

PRAD 4213. Social Media in Strategic Communications 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. Spring.

PRAD 4503. Seminar in Nonprofit Communication Study and practice of nonprofit communication strategies and tactics, including fundraising, nonprofit branding, grant writing, and cross-platform content creation. Fall.

PRAD 4753. Strategic Communication Case Studies Study of recent strategic communication cases involving business, industry, institutions, and government. Students conduct a comprehensive strategic communication case study for a given client. Prerequisites, AD 3033 or PR 3013, and COMS 3363 or AD 4003, and PRAD 3143, or consent of instructor. Fall.

PRAD 4763. Strategic Communication Campaigns Study and practice in planning strategic communication campaigns for business, industry, institutions, and government. Students create a comprehensive strategic communication campaign for a given client. Prerequisites, AD 3033 or PR 3013, and MDIA 3363 or AD 4003, and PRAD 3143. Spring.

Code #

Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Lisa Moskal	1/16/2018
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Department Curriculum Committee Chair

COPE Chair (if applicable)

Marceline Hayes 1/17/2018

Department Chair:

General Education Committee Chair (If applicable)

Warren Johnson 1/24/2018

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

Gina Hogue 1/25/2018

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

If you require to fill out a Letter of Notification, please email curriculum@astate.edu or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

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

Catherine Bahn, cbahn@astate.edu, 870-972-3091

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

Purpose: Create Certificate in Nonprofit Communication


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Insert on Page 75 of Bulletin with other Certificates

A Certificate in Nonprofit Communication is awarded upon successful completion of 12 hours of specific coursework. This program requires admission. For more information, see the Department of Communication section of this bulletin.

Insert on Page 217 of Bulletin

The Department of Communication offers a Bachelor of Arts in Communication Studies and a Bachelor of Science in Strategic Communication. Students can emphasize in advertising or public relations in the Strategic Communication Program. Students may choose an optional emphasis in public communication, interpersonal communication, or organizational communication in the Communication Studies program. The Department of Communication also offers a Certificate in Social Media Management and Nonprofit Communication.

Insert on Page 225 of Bulletin before Minors

Certificate in Nonprofit Communication

The Program will prepare students for communication roles within the nonprofit sector.

Required Courses:	Sem.
COMS 4263, Organizational Communication	3
PRAD 4213, Social Media in Strategic Communications	3
PRAD 3553, Strategic Visual Communication	3
PRAD 4503, Seminar in Nonprofit Communication	3
Total Required Hours:	12

Certificate in Social Media Management

The Program will prepare students to have the skills, depth, and focus to develop, implement and manage communication strategies that employ digital advertising campaigns and social media strategies, measure effectiveness of online advertising campaigns, and construct multimedia content for online and social media sites to achieve strategic communication goals of organizations.

Required Courses:	Sem. Hrs.
AD 3133, Interactive Advertising	3
AD 4333, Social Media Measurement	3
PRAD 4213, Social Media in Strategic Communications	3
PRAD 4753, Strategic Communications Case Studies	3
Total Required Hours:	12

Assessment (not for Bulletin)

Program-Level Outcome 1 (from question #23)	Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research.
Assessment Measure	Exit Survey - Indirect Final Capstone Project – Campaigns and Case Studies – Direct Senior Knowledge Exam – Direct Student Awards – Direct Supervisor practicum/Internship evaluation –direct
Assessment Timetable	Annual (Once a year on fall study day)
Who is responsible for assessing and reporting on the results?	Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair

LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE PROGRAM (6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request: Arkansas State University
2. Contact person/title: Catherine Bahn
3. Phone number/e-mail address: 870-972-3091
4. Proposed effective date: Fall 2018
5. Name of proposed Undergraduate Certificate Program (Program must consist of 6-21 semester credit hours): Nonprofit Communication
6. Proposed CIP Code: 09.0900
7. Reason for proposed program implementation:

There is a rising demand for students who have expertise in applying communication skills in a nonprofit context. These companies are particularly interested in students who can create and execute social media campaigns, data storytelling, internal messaging, and grant writing.

8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses

Course Number	Course Title	Credit Hours
<u>COMS 4263</u>	<u>Organizational Communication</u>	<u>3</u>
<u>PRAD 4213</u>	<u>Social Media in Strategic Communications</u>	<u>3</u>
<u>PRAD 3553</u>	<u>Strategic Visual Communication</u>	<u>3</u>
<u>PRAD 4503</u>	<u>Seminar in Nonprofit Communication</u>	<u>3</u>

- b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)

12

- c. New courses and new course descriptions

PRAD 4503, Seminar in Nonprofit Communication Study and practice of nonprofit communication strategies and tactics, including fundraising, nonprofit branding, grant writing, and cross-platform content creation.

- d. Program goals and objectives

The program will prepare students to develop, implement, and manage nonprofit communication strategies and tactics such as fundraising campaigns, grant writing, annual reports, and stakeholder communications. Students will be prepared to construct cross-platform content for traditional, online, and social media sites to support the mission of the nonprofit organization.

e. Expected student learning outcomes

- Students will apply professional ethical principles and practices appropriate to the audience, purpose, and context.
- Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research
- Students will embrace difference and diversity and culture using sensitivity in a global society and adapt messages to diverse audiences.
- Students will employ communication perspectives, principles, concepts, and theories to create, interpret, evaluate communication messages
- Students will utilize creative critical thinking in the creation, interpretation, and evaluation of communication messages and practices.
- Students will support principles of free expression and the historical context of free expression within a diverse and global society.

f. Documentation that program meets employer needs

<https://www.nonprofitleadershipalliance.org/wp-content/uploads/2015/09/Revalidation-Condensed-Report.pdf>

In the past decade, nonprofit practitioners have highlighted the need for increased nonprofit communication leaders and managers. The need is punctuated by two key factors: (1) the retirement of baby boomers, and (2) the changing societal and technological landscape. According to the Nonprofit Leadership Alliance, “The potential that today’s nonprofit leaders will leave the sector without the confidence that a well-prepared generation of managers and leaders will follow should cause great concern, especially if the trend continues toward greater reliance on the nonprofit sector to attend to societal issues and complex global concerns. Continued collaboration between the nonprofit sector and educational institutions is required to reassure that there is an effective workforce pipeline connecting training/education and nonprofit organizations,” (pp. 8-9).

<https://nonprofitquarterly.org/2015/04/08/the-nonprofit-job-skills-you-ll-need-by-2020/>

Between 2001-2010, the number of jobs in the nonprofit sector increased while the number of jobs in the for-profit industry declined. According to a Fast Company report published in Nonprofit Quarterly, communication-related skills are among the most sought-after for nonprofits. The report says, “If anyone can do infographics and 15-second videos after having analyzed data and also translate the findings into low-cost activities that demonstrate results—you are desperately needed today and will be worshipped!” says Thomas Tighe, president of an international relief agency.

Locally, the Department of Communication fields numerous requests from nonprofit organizations for students with communication skills specific to nonprofit sector including social media messaging, data storytelling, fundraising and grant-writing. We also receive requests from alumni who need more specific training in nonprofit communication but cannot take traditional, face-to-face classes.

g. Student demand (projected enrollment) for proposed program

40

h. Program approval letter from licensure/certification entity, if required

N/A

- i. Name of institutions offering similar programs and Listhe institution(s) used as model to develop proposed program

*Johns Hopkins University
University of Iowa*

Modeled using courses from Arkansas State University B.S. in Strategic Communication program

- j. Scheduled program review date (within 10 years of program implementation)

Spring 2022

- 9. Institutional curriculum committee review/approval date:

- 10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.

Distance Delivery – Distance Technology (Blackboard Learn)

- 11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering.

N/A

- 12. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Code #

Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Warren Johnson	10/23/2017
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Department Curriculum Committee Chair

COPE Chair (if applicable)

Janelle Collins 10/23/2017

Department Chair:

Head of Unit (If applicable)

Warren Johnson 1/24/2018

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

Gina Hogue 1/25/2018

College Dean

Graduate Curriculum Committee Chair

General Education Committee Chair (If applicable)

Vice Chancellor for Academic Affairs

If you require to fill out a Letter of Notification, please email curriculum@astate.edu or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

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

Dr. Vicent Moreno, Dept. of English, Philosophy, and World Languages, vmoreno@astate.edu. Phone: 870-972-3502

Dr. Ruth Owens, Dept. of English, Philosophy, and World Languages, rsupko@astate.edu, Phone: 870-972-3481

Purpose: Create Certificate in Spanish for the Professions


Bulletin Changes

Instructions

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Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 76

A Certificate in Social Media Management is awarded upon successful completion of 12 hours of specific coursework. This program requires admission to the university. For more information, see the College of Liberal Arts and Communication section of this bulletin.

A Certificate in Spanish for the Professions is awarded upon successful completion of 12 hours of specific coursework. This program requires admission to the university. For more information, see the College of Liberal Arts and Communication section of this bulletin.

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The College of Liberal Arts and Communication offers a wide range of undergraduate degree programs including a Bachelor of Arts in Art (emphasis in Art History), Communication Studies (and emphases in Interpersonal, Organizational, and Public Communication), Criminology, English, History, Music, Philosophy, Political Science, Sociology, Theatre (and emphases in Acting, Design Technology, Directing, and Musical Theatre), and World Languages and Cultures (emphases in French, Global Studies, and Spanish); a Bachelor of Fine Arts in Art (emphases in Art Education and Studio Art) and Graphic Design (and emphasis in Digital Design); a Bachelor of Music (emphases in Composition as well as Instrumental, Keyboard, and Vocal Performance); a Bachelor of Music Education (emphases in Instrumental and Vocal Music); a Bachelor of Science in Creative Media Production (emphases in Audio/Video Production, Graphic Communication, Narrative Media, and Sports Media), Multimedia Journalism (emphases in Broadcast Journalism, News Editorial, and Photojournalism), and Strategic Communication (emphases in Advertising, Public Relations, and Social Media Management); and a Bachelor of Science in Education in English, Social Science, and World Languages and Cultures (emphases in French and Spanish). Most degree programs offer minors. Minors are also available in the following fields: African-American Studies, Children's Advocacy Studies, Cognitive Science, Folklore Studies, French, German, History and Philosophy of Science and Technology, Interdisciplinary Family Studies, International Studies, Medieval Studies, Modern European Studies, Religious Studies, Spanish, Sports Media, Women and Gender Studies, and Writing Studies. A minor in Homeland Security and Disaster Preparedness is offered in partnership with the College of Nursing and Health Professions. The College provides Associate of Applied Science degrees in Crime Scene Investigation, Law Enforcement Administration, and Law Enforcement and a certificate **S** in Social Media Management **and Spanish for the Professions**. It also provides pre-professional advisement for law

school as part of its Political Science, Philosophy, History, and Criminology majors.

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Department of World Languages and Cultures

Professor Janelle Collins, Chair

Associate Professors: *Johnson, Lombeida, Owens* **Assistant Professors:** *McGee, Moreno*

Instructors: *Eduardo Pinto*

The Department of World Languages and Cultures offers courses in French, German, and Spanish, to facilitate the communication skills, knowledge and appreciation of diverse languages and cultures that are necessary for students to achieve a successful professional career in today's global society. Courses offered in world languages are designed to train students to read, write, speak and understand the target language; to acquaint them with the literature and culture of the countries where the target language is spoken; to provide a linguistic tool necessary in many professions; and to afford a source of literacy and aesthetic pleasure. The Department of World Languages and Cultures prepares students to be linguistically competent and literate in the culture(s) associated with the languages studies and offers introductory to advanced level instruction, as well as major and minor degree programs.

The Bachelor of Arts degree with emphasis in French and Spanish is recommended for those who are seeking to employ Spanish or French as a vehicle of communication in their future profession and aspiring careers in any area which requires linguistic and cultural communication skills in these languages.

The Bachelor of Science in Education degree with emphasis in French and Spanish is offered specifically to prepare teachers of Spanish and French for teaching at institutions of primary and secondary education.

The emphasis in Global Studies aims to provide students from across the campus the opportunity to understand better in an interdisciplinary context some of the complexities of our global society. The emphasis draws on offerings in various departments, and also provides a forum for interdisciplinary seminars and specialized courses that focus on international issues. With the help of a faculty advisor, students select courses on the basis of their specific interests related to international issues and their career goals. NOTE: Certain courses from the list may be offered infrequently. Consult the Chair of the relevant department if you have questions on when a course will be offered.

The Certificate in Spanish for the Professions is designed for students who wish to further their communication skills and cultural knowledge to perform language services in professional settings where Spanish is used.

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Major in World Languages and Cultures (cont.)

**Bachelor of Science in Education
Emphasis in Spanish**

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

PSY 3703, Educational Psychology	3
*SCED 3515, Performance Based Instructional Design	5
*SCED 4713, Educational Measurement with Computer Applications	3
TE 2003, Introduction to Education	3
*TILA 4826, Teaching Internship in the Secondary School	12
Sub-total	35
Additional Requirements for Teacher Education:	Sem. Hrs.
COMS 1203, Oral Communication	3
Electives:	Sem. Hrs.
Electives	5
Total Required Hours:	120

Certificate in Spanish for the Professions

SPAN 3723, Spanish for Professional Use	3
Select one of the following: SPAN 3483, Introduction to Translation and Interpretation SPAN 3703, Spanish for International Business	3
Select two of the following: SPAN 3183, Spanish Conversation SPAN 3463, Advanced Spanish Grammar SPAN 3473, Reading and Composition in Spanish SPAN 3503, Advanced Spanish Seminar SPAN 3623, Culture and Civilization, the Americas SPAN 3633, Culture and Civilization, Spain SPAN 4203, Advanced Oral Communication in Spanish	6
Total Required Hours:	12

**Arkansas State University
Office of Assessment
Spanish for the Professions Certificate**

Program Learning Outcomes

3. Provide outcomes that students will accomplish during or at completion of this program. Fill out the following table to develop a continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Note: Best practices suggest 4-7 outcomes per program; minors would have 1 to 4 outcomes.

Outcome 1	Students will be able to speak in Spanish, both formally and informally, with colleagues, co-workers and supervisors in a professional setting and accomplish speaking tasks appropriate to a variety of work environments.
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Assessment Measure	Direct assessments: Oral Proficiency Interview; Student completion of specific speaking tasks. Indirect Assessment: Faculty Individual Assessment of Program Completers
Which courses are responsible for this outcome?	SPAN 3183, SPAN 3483, SPAN 3703, SPAN 3723, SPAN 4203
Assessment Timetable	Program assessed annually. [Specific speaking tasks assessed during core course (first or second semester of certificate program); Oral Proficiency Interview and Faculty Individual Assessment of Program Completers conducted at completion of certificate program.]
Who is responsible for assessing and reporting on the results?	Assessment committee for Spanish: Dr. Vicent Moreno, Assistant Chair and Assistant Professor of Spanish, and Dr. Ruth Owens, Associate Professor of Spanish.

Outcome 2	Students will be able to write in Spanish in a professional setting and accomplish brief writing tasks (such as writing e-mail messages and written requests) appropriate to a variety of work environments.
Assessment Measure	Direct assessments: Student production of specific writing tasks (writing e-mail messages, reports, professional letters, etc.); Indirect assessment: Faculty Individual Assessment of Program Completers
Which courses are responsible for this outcome?	SPAN 3723, SPAN 3463, SPAN 3473
Assessment Timetable	Program assessed annual. [Specific writing tasks assessed during core course (first or second semester of certificate program); Faculty Individual Assessment of Program Completers conducted at completion of certificate program.]
Who is responsible for assessing and reporting on the results?	Assessment committee for Spanish: Dr. Vicent Moreno, Assistant Chair and Assistant Professor of Spanish, and Dr. Ruth Owens, Associate Professor of Spanish.

Outcome 3	Students will be able to interact with and accomplish professional tasks with native speakers of the target language.
Assessment Measure	Direct assessment: Oral proficiency interview; Indirect assessment: Faculty Individual Assessment of Program Completers
Which courses are responsible for this outcome?	SPAN 3183, SPAN 3483, SPAN 3703, SPAN 3723, SPAN 4203
Assessment Timetable	Program assessed annually. [Oral Proficiency Interview conducted once, during the final two weeks of the final course of the certificate program; Faculty Individual Assessment of Program Completers completed at end of program.]
Who is responsible for assessing and reporting on the results?	Assessment committee for Spanish: Dr. Vicent Moreno, Assistant Chair and Assistant Professor of Spanish, and Dr. Ruth Owens, Associate Professor of Spanish.

LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE PROGRAM (6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request:
Arkansas State University

2. Contact person/title: Dr. Vicent Moreno, Assistant Chair, Department of English, Philosophy and World Languages
Dr. Ruth Owens, Associate Professor, Dept. of English, Philosophy and World Languages

3. Phone number/e-mail address:

870-972-3503, vmoreno@astate.edu
870-972-3481, rsupko@astate.edu

4. Proposed effective date:
Fall 2018

5. Name of proposed Undergraduate Certificate Program (Program must consist of 6-21 semester credit hours):
Certificate in Spanish for the Professions

6. Proposed CIP Code: **(To be provided by Academic Affairs)**

7. Reason for proposed program implementation:

Hispanic and Latino groups are the largest minority group in the United States, and Spanish speakers are the fastest-growing segment of the U.S. population (<http://www.pewresearch.org/fact-tank/2014/12/16/with-fewer-new-arrivals-census-lowers-hispanic-population-projections-2/>). Furthermore, according to the Bureau of Labor, the need of professionals who are able to interpret and translate is expected to increase by 29 percent in the next decade, a much faster than the average for all occupations” (<https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6>). This certificate is designed for students who wish to further their communication skills and cultural knowledge to perform language services in professional settings where Spanish is used.

8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses

SPAN 3723	<u>Spanish for Professional Use</u>	3
Select one of the following:		3
SPAN 3483	Introduction to Translation and Interpretation	
SPAN 3703	Spanish for International Business	

Select two of the following:		6
SPAN 3183	Spanish Conversation	
SPAN 3463	Advanced Spanish Grammar	
SPAN 3473	Reading and Composition in Spanish	
SPAN 3503	Advanced Spanish Seminar	
SPAN 3623	Culture and Civilization, the Americas	
SPAN 3633	Culture and Civilization, Spain	
SPAN 4203	Advanced Oral Communication in Spanish	
Total		12

4.

- a. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)

Minimum of 12 credit hours (more hours may be required depending on proficiency level of student upon entering the program).

- b. New courses and new course descriptions

N/A

- c. Program goals and objectives:

#1. Oral Proficiency: Converse in the target language on topics pertinent to one’s personal life; use Spanish as the primary spoken language in a professional setting; converse on topics related to the analysis of social and cultural issues with sufficient grammatical, lexical, and phonetic accuracy to be understood by a monolingual native speaker and at minimally the Intermediate-mid level on the ACTFL scale.

#2. Writing Proficiency: Write on everyday topics pertinent to one’s personal life; use Spanish as the primary written language in a professional setting; write about topics related to the analysis of social and cultural issues, in coherent, and cohesive form with sufficient grammatical and lexical accuracy to be understood by a monolingual native speaker.

#3. Cultural Competence: Interact in a culturally appropriate manner with native speakers of the target language from various backgrounds.

- d. Expected student learning outcomes:

#1. Students will be able to speak in Spanish, both formally and informally, with colleagues, co-workers and supervisors in a professional setting and accomplish speaking tasks appropriate to a variety of work environments.

#2. Students will be able to write in Spanish in a professional setting and accomplish brief writing tasks (such as writing e-mail messages and written requests) appropriate to a variety of work environments.

#3. Students will be able to interact with and accomplish professional tasks with native speakers of the target language.

- e. Documentation that program meets employer needs:
See attached letters from the Jonesboro Regional Chamber of Commerce and from the City of Jonesboro (Mayor Harold Perrin).
- f. Student demand (projected enrollment) for proposed program:
15-25 students, perhaps more as the program grows
- g. Program approval letter from licensure/certification entity, if required
- h. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program:
University of Florida; York College/CUNY; University of North Texas; Valdosta State University; University of Alabama-Birmingham; Wichita State University; University of North Carolina (minor); Truman State University (minor).

Models: The proposed certificate program most closely resembles the programs of the University of North Texas and the University of Florida.
- i. Scheduled program review date (within 10 years of program implementation)
7 years after implementation

- 9. Institutional curriculum committee review/approval date:
- 10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.

On campus.
- 11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering.
- 12. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:



September 27, 2017

Arkansas Department of Higher Education

It is my pleasure to offer this letter of support of the Department of English, Philosophy and World Languages at Arkansas State University in their efforts to create an undergraduate certificate program in Spanish for the Professionals.

The purpose of this program is to provide training for students who wish to further their communications skills and cultural knowledge to perform language services in professional settings where Spanish is used.

Programs such as this that build and enhance the progress of our future employment base are critical to the success of our local businesses. The need for professionals able to converse in Spanish and understand individuals from Hispanic cultures is projected to increase tremendously during the next decade and our region is already feeling the demand for individuals with these skills.

The Chamber of Commerce endorses this program and supports it as it moves through the approval process at Arkansas State University and the ADHE.

Sincerely,

A handwritten signature in blue ink that reads "Cari White".

Cari G. White
Chief Operating Officer



**CITY OF
JONESBORO**

September 27, 2017

TO WHOM IT MAY CONCERN:

RE: The process of creating an undergraduate certificate program in Spanish for the Professions

The purpose of this program is to provide training for "students who wish to further their communication skills and cultural knowledge to perform language services in professional settings where Spanish is used." (from the program Letter of Notification). The need for professionals able to use Spanish skills and understand individuals from Hispanic cultures is projected to increase tremendously during the next decade, and we in the City of Jonesboro are already feeling the demand for individuals possessing these skills.

Because the City of Jonesboro is in need of professionals who are able to use Spanish-speaking and interpretation skills in a variety of professional settings, I endorse this program and support it as it makes its way through the program approval process of Arkansas State University and the Arkansas Department of Higher Education.

Should you need to contact me for any reason, please give my office a call at 870-932-1052.

Sincerely,

Harold Perrin
Mayor

HP/clg

New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or Experimental Course (1-time offering) (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

MARC WILLIAMS 1/9/2018
Department Curriculum Committee Chair

	ENTER DATE...
COPE Chair (if applicable)	

Tim Bohn 1/10/18
Department Chair:

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

Warren Johnson 1/24/2018
College Curriculum Committee Chair

	ENTER DATE...
Undergraduate Curriculum Council Chair	

Gina Hogue 1/25/2018
College Dean

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

1. Contact Person (Name, Email Address, Phone Number)
 Marc Williams, Dept. of Theatre, marcwilliams@astate.edu, (870) 972-2037

2. Proposed Starting Term and Bulletin Year
 Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*)
 THEA 1013

4. 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).

Making Connections in Theatre

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

Required course for first semester freshmen. Core content includes transition to college, academic performance skills, problem solving, critical thinking, self-management, group building skills, and university policies. Content related to the Theatre major is also included.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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

a. If yes, which ones?

b. Why or why not?

This course is designed for first-semester freshmen.

b. Is this course restricted to a specific major? Yes

a. If yes, which major? Theatre

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

Fall

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

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

No

11. 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

a. If yes, please list the prefix and course number of cross listed course.

b. Are these courses offered for equivalent credit?

Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

15. Has it been confirmed that this course number is available for use? Yes

If no: Contact Registrar's Office for assistance.

16. 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.

Course Details

17. 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.)

Date	Topic/Activity
Week 1	Introductions, class expectations, Fowler Center tour, department expectations, overview of first week activities
	Department Welcome Meeting, 4:30 pm, Simpson Theatre
	iPad & BbLearn tutorials AState Theatre Season presentation
	AUDITIONS for upcoming Theatre productions PLAY IN A DAY festival, 7 pm sign up sheet on call board
Week 2	**Sexual Assault Prevention & Education presentation; meet in Mockingbird room on the 3rd floor of the union!**
	College 101 AState Theatre Season presentation due QR code Scavenger Hunt of Fowler Center
Week 3	A-State Policies & Procedures
	Health & Wellness
Week 4	**Active Shooter presentation;
	Getting to Know Faculty project due by 11 am in Bb Chapter 1 quiz
Week 5	Task & Time Management Critical Thinking & Learning
	Text Reading & Note-taking Study Management
Week 6	Compassion
	Memorization & Test-Taking Writing at A-State
Week 7	Learning with Technology
	Chapter 2 quiz; revised calendar
Week 8	Theatre production projects & presentations due
	Communication & Civility
Week 9	Diversity
	Campus Involvement
Week 10	Common Reader Event (attendance required)

	Campus Life Oral Presentations due Chapter 3 quiz
	Degree Planning
Week 11	Major & Career Website, LinkedIn
	Personal Finance Management 8-Semester Plan & Degree Completion due in Bb by 11 am
Week 12	Career Project due Ch. 4 quiz
	Rehearsal for Expo
Week 13	Rehearsal for Expo
	11 am-1 pm: Academic Expo (attendance required)
Week 14	Theatre production projects & presentations due
	Last day of class; assessment and work on final projects

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

19. Department staffing and classroom/lab resources
Lisa Bohn currently teaches a section of UC 1013 for Theatre majors. Any of our other faculty members could teach this course.
a. Will this require additional faculty, supplies, etc.?
No

20. Does this course require course fees? **No**
If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.

Course Justification

21. Justification for course being included in program. Must include:

- a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
We hope this course will fulfill the university’s Making Connection requirement for Theatre majors.
- 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.
In addition to skills developed by the University College’s Making Connections course, students beginning Theatre study need to engage in our production program in their first semester in order to maximize their opportunities to hone their craft. This course acclimates new Theatre students to the practicum program and aids students in building work and study habits that will aid them in further Theatre study.
- c. Student population served.
Theatre majors.
- d. Rationale for the level of the course (lower, upper, or graduate).

This course is designed for first-semester freshmen who plan to become theatre majors.

Assessment

University Outcomes

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

- a. Global Awareness b. Thinking Critically c. Information Literacy

Relationship with Current Program-Level Assessment Process

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course provides an entry-level assessment point for program learning outcomes #1-5. These outcomes are also measured in subsequent upper-division courses, providing us multiple data points for future assessment.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	Theatre students will demonstrate the ability to think conceptually and critically about text, performance, and production.
Assessment Measure	Production response paper for Acting I, a required course for all theatre majors. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty)
Assessment Timetable	Fall 2017, every five years
Who is responsible for assessing and reporting on the results?	Instructor

Program-Level Outcome 2 (from question #23)	Theatre students will demonstrate an understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
Assessment Measure	Design Portfolio project in one of: THEA 4223, 4243, 4303, or 4413. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty)
Assessment Timetable	Fall 2018, every five years
Who is responsible for assessing and reporting on the results?	Instructor

Program-Level Outcome 3 (from question #23)	Theatre students will demonstrate an acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
Assessment Measure	Final exams for Theatre History I and II. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty)
Assessment Timetable	Fall 2020, every five years
Who is responsible for assessing and reporting on the results?	Instructor

Program-Level Outcome 4 (from question #23)	Theatre students will demonstrate the ability to develop informed judgments about theatre.
Assessment Measure	Production response paper in Directing 1. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty)
Assessment Timetable	Fall 2021, every five years
Who is responsible for assessing and reporting on the results?	Instructor

Program-Level Outcome 5 (from question #23)	Theatre students will demonstrate the skills necessary for professional and/or post-graduate placement in the student's chosen emphasis.
Assessment Measure	Design Portfolio project in one of: THEA 4223, 4243, 4303, or 4413. Indirect measure: Student Self-Evaluation (submitted electronically in fall with written faculty feedback; submitted electronically in spring and students meet with full faculty)
Assessment Timetable	Fall 2019, every five years
Who is responsible for assessing and reporting on the results?	Instructor

Course-Level Outcomes

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	Develop a practical understanding of A-State resources, policies, and organization
Which learning activities are responsible for this outcome?	Chapter 1 in the textbook; in-class activities
Assessment Measure	Chapter 1 quiz; journal; final project

Outcome 2	Develop and manage study behaviors to master new learning
Which learning activities are responsible for this outcome?	Chapter 2 in the textbook; in-class activities
Assessment Measure	Chapter 2 quiz; journal; final project

Outcome 3	Develop a sense of belonging to the campus community
Which learning activities are responsible for this outcome?	Chapter 3 in the textbook; in-class activities
Assessment Measure	Chapter 3 quiz; Campus Life presentation; journal; final project

Outcome 4	Develop a reasonable understanding of and a commitment to degree completion
Which learning activities are responsible for this outcome?	Chapter 4 in the textbook; in-class activities
Assessment Measure	Chapter 4 quiz; 8-semester degree plan; Career project; journal; final project


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

- Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)
- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  **Format Painter**, and selecting the text you would like to apply the change to.


Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, pp. 279ff

Major in Theatre

Bachelor of Arts

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
 THEA 1013, Making Connections in Theatre	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84)	35
Students with this major must take the following:	
ART 2503, Fine Arts - Visual	
MUS 2503, Fine Arts - Music (Required Departmental Gen. Ed. Option)	

Major in Theatre Bachelor of Arts Emphasis in Acting

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.

UC THEA 1013, Making Connections in Theatre	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84)	35
Students with this major must take the following:	
ART 2503, Fine Arts - Visual	
MUS 2503, Fine Arts - Music (Required Departmental Gen. Ed. Option)	

Major in Theatre

Bachelor of Arts Emphasis in Design Technology

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
UC THEA 1013, Making Connections in Theatre	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84)	35
Students with this major must take the following:	
ART 2503, Fine Arts - Visual	
MUS 2503, Fine Arts - Music (Required Departmental Gen. Ed. Option)	

Major in Theatre Bachelor of Arts Emphasis in Directing

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
UC THEA 1013, Making Connections in Theatre	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84)	35
Students with this major must take the following:	
ART 2503, Fine Arts - Visual	
MUS 2503, Fine Arts - Music (Required Departmental Gen. Ed. Option)	

Major in Theatre

Bachelor of Arts Emphasis in Musical Theatre

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	

First Year Making Connections Course:	Sem. Hrs.
uc THEA 1013, Making Connections in Theatre	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84) Students with this major must take the following: ART 2503, Fine Arts - Visual MUS 2503, Fine Arts - Music (Required Departmental Gen. Ed. Option)	35

p. 506

DEPARTMENT OF THEATRE

Theatre (THEA)

THEA 1011. Stage Makeup I Basic principles of stage makeup application. Course fees may apply. Fall.

THEA 1013. Making Connections in Theatre Required course for first semester freshmen. Core content includes transition to college, academic performance skills, problem solving, critical thinking, self-management, group building skills, and university policies. Content related to the Theatre major is also included. Fall.

THEA 1203. Introduction to Theatre Basic principles of theatrical traditions and terminology. Fall.

THEA 1213. Acting I Basic theories and techniques of the art of acting. Fall, Spring, odd.

THEA 1223 Principles of Stage Design Introduction to the design process, elements of design, visual communication, and interpreting a play script. Spring.

THEA 1393. Summer Children Theatre Performance The research, preparation and presentation of children theatre plays for a live audience. Summer.

THEA 1403. Summer Children Theatre Technical The research, preparation and presentation of children theatre plays for a live audience. Summer.

THEA 2010. Performance Practicum Practical application of performance techniques in a rehearsed Department of Theatre production. Fall, Spring.

THEA 2020. Production Practicum Practical application of design, technical, or other techniques for a Department of Theatre production. Fall, Spring.

THEA 2202. Voice and Movement I Incorporation of vocal techniques in acting styles, emphasis on vocal exibility. Fall.

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Marc Williams 1/5/2018

Department Curriculum Committee Chair

	ENTER DATE...
--	---------------

COPE Chair (if applicable)

Tim Bohn 1/10/2018

Department Chair:

	ENTER DATE...
--	---------------

Head of Unit (If applicable)

Warren Johnson

1/24/2018

College Curriculum Committee Chair

	ENTER DATE...
--	---------------

Undergraduate Curriculum Council Chair

Gina Hogue

1/25/2016

College Dean

	ENTER DATE...
--	---------------

Graduate Curriculum Committee Chair

	ENTER DATE
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

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

Marc Williams, Dept. of Theatre, marcwilliams@astate.edu (870) 972-3627

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

Fall 2018

3. Current Course Prefix and Number

THEA 1213

3.1 – **[No]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

3.2 – If yes, has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

4. Current Course Title

Acting I

4.1 – **[No]** Request for Course Title Change

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – **[No]** Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

6. – **[No]** Request for prerequisites and major restrictions change.

(If yes, indicate all prerequisites. 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?
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major?
 - a. If yes, which major?

7. – **[Yes]** Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

- a. If yes, please indicate current and new frequency:

Current frequency: Fall, Spring odd

New frequency: Fall, Spring

8. – **[No]** Request for Class Mode Change

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

9. – **[No]** Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. **No** Is this course dual listed (undergraduate/graduate)?

- a. If yes, indicate course prefix, number and title of dual listed course.

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

15. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. **No** Does this course require course fees?

If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

Course will be unchanged. We only propose a frequency change.

18. Please provide justification to the proposed changes to the course.

Due to increased enrollment in this course, we would like to offer it every Fall and every Spring. We have the faculty in place to support this change without affecting any other aspect of our curriculum.

19. **No** Do these revisions result in a change to the assessment plan?

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

Relationship with Current Program-Level Assessment Process

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

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***Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**

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- New credit hours and text changes should be listed in blue using enlarged font (**blue using enlarged font**).
- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 506

DEPARTMENT OF THEATRE

Theatre (THEA)

THEA 1011. Stage Makeup I Basic principles of stage makeup application. Special course fees may apply. Fall.

THEA 1203. Introduction to Theatre Basic principles of theatrical traditions and terminology. Fall.

THEA 1213. Acting I Basic theories and techniques of the art of acting. Fall, Spring. ~~;~~ **odd.**

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Marc Williams 1/5/2018

Department Curriculum Committee Chair

	ENTER DATE...
--	---------------

COPE Chair (if applicable)

Tim Bohn 1/10/2018

Department Chair:

	ENTER DATE...
--	---------------

Head of Unit (If applicable)

Warren Johnson

1/24/2018

College Curriculum Committee Chair

	ENTER DATE...
--	---------------

Undergraduate Curriculum Council Chair

Gina Hogue

1/25/2018

College Dean

	ENTER DATE...
--	---------------

Graduate Curriculum Committee Chair

	ENTER DATE
--	------------

General Education Committee Chair (If applicable)

	ENTER DATE...
--	---------------

Vice Chancellor for Academic Affairs

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

Marc Williams, Dept. of Theatre, marcwilliams@astate.edu (870) 972-3627

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

start Summer 2018, Bulletin Year 2018-2019

3. Current Course Prefix and Number

THEA 2393

3.1 – **[No]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

3.2 – If yes, has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

4. Current Course Title

Summer Children's Theatre Performance

4.1 – [No] Request for Course Title Change

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – [Yes] Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

Add “May be repeated for credit.”

The new description will read: “The research, preparation and presentation of children theatre plays for a live audience. May be repeated for credit.”

6. – [No] Request for prerequisites and major restrictions change.

(If yes, indicate all prerequisites. 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?
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major?
 - a. If yes, which major?

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

- a. If yes, please indicate current and new frequency:

8. – [No] Request for Class Mode Change

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

9. – [No] Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. No Is this course dual listed (undergraduate/graduate)?

- a. If yes, indicate course prefix, number and title of dual listed course.

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

15. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. **No** Does this course require course fees?

If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

Course will be unchanged. We only propose that students can repeat this course for credit.

18. Please provide justification to the proposed changes to the course.

This change allows lower-division students to receive academic credit for their work in Summer Children's Theatre should they participate several times.

19. **No** Do these revisions result in a change to the assessment plan?

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

Relationship with Current Program-Level Assessment Process

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 506

THEA 2393. Summer Children Theatre Performance The research, preparation and presentation of children theatre plays for a live audience. *May be repeated for credit.* Summer.

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Marc Williams 1/5/2018

Department Curriculum Committee Chair

	ENTER DATE...
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COPE Chair (if applicable)

Tim Bohn 1/10/2018

Department Chair:

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Head of Unit (If applicable)

Warren Johnson

1/24/2018

College Curriculum Committee Chair

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Gina Hogue

1/25/2018

College Dean

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Graduate Curriculum Committee Chair

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General Education Committee Chair (If applicable)

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Vice Chancellor for Academic Affairs

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

Marc Williams, Dept. of Theatre, marcwilliams@astate.edu (870) 972-3627

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

start Summer 2018, Bulletin Year 2018-2019

3. Current Course Prefix and Number

THEA 2403

3.1 – **[No]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

3.2 – If yes, has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

4. Current Course Title

Summer Children's Theatre Technical

4.1 – [No] Request for Course Title Change

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – [Yes] Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

Add: "May be repeated for credit."

The new description will read: "The research, preparation and presentation of children theatre plays for a live audience. May be repeated for credit."

6. – [No] Request for prerequisites and major restrictions change.

(If yes, indicate all prerequisites. 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?
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major?
 - a. If yes, which major?

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

- a. If yes, please indicate current and new frequency:

8. – [No] Request for Class Mode Change

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

9. – [No] Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. **No** Is this course dual listed (undergraduate/graduate)?

- a. If yes, indicate course prefix, number and title of dual listed course.

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

15. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. **No** Does this course require course fees?

If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

Course will be unchanged. We only propose that students can repeat this course for credit.

18. Please provide justification to the proposed changes to the course.

This change allows lower division students to receive academic credit for their work in Summer Children's Theatre should they participate several times.

19. **No** Do these revisions result in a change to the assessment plan?

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

Relationship with Current Program-Level Assessment Process

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

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Program-Level Outcome 1 (from question #23)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)


Bulletin Changes

Instructions

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- Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, p. 506

THEA 2403. Summer Children Theatre Technical The research, preparation and presentation of children theatre plays for a live audience. ***May be repeated for credit.*** Summer.

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

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Marc Williams 1/5/2018

Department Curriculum Committee Chair

	ENTER DATE...
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COPE Chair (if applicable)

Tim Bohn 1/10/2018

Department Chair:

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Head of Unit (If applicable)

Warren Johnson

1/24/2018

College Curriculum Committee Chair

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Undergraduate Curriculum Council Chair

Gina Hogue

1/25/2018

College Dean

	ENTER DATE...
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Graduate Curriculum Committee Chair

	ENTER DATE
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General Education Committee Chair (If applicable)

	ENTER DATE...
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Vice Chancellor for Academic Affairs

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

Marc Williams, Dept. of Theatre, marcwilliams@astate.edu (870) 972-3627

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

start Summer 2018, Bulletin Year 2018-2019

3. Current Course Prefix and Number

THEA 4393

3.1 - **[No]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

3.2 - If yes, has it been confirmed that this course number is available for use?

If no: Contact Registrar's Office for assistance.

4. Current Course Title

Summer Children's Theatre Performance

4.1 – [No] Request for Course Title Change

If yes, include new Course Title Below.

- a. 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).*
- b. Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

5. – [Yes] Request for Course Description Change.

If yes, please include brief course description (40 words or fewer) as it should appear in the bulletin.

Add: "May be repeated for credit."

The new description will read: "The research, preparation and presentation of children theatre plays for a live audience. May be repeated for credit."

6. – [No] Request for prerequisites and major restrictions change.

(If yes, indicate all prerequisites. 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?
 - a. If yes, which ones?
 - b. Why or why not?
- b. Is this course restricted to a specific major?
 - a. If yes, which major?

7. – [No] Request for Course Frequency Change (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

- a. If yes, please indicate current and new frequency:
Fall, Spring

8. – [No] Request for Class Mode Change

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

9. – [No] Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

10. No Is this course dual listed (undergraduate/graduate)?

- a. If yes, indicate course prefix, number and title of dual listed course.

11. **No** Is this course cross listed?

(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)

11.1 – If yes, please list the prefix and course number of cross listed course.

11.2 – Are these courses offered for equivalent credit?
Please explain.

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

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course or the previous version of the course?

a. If yes, which course?

15. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

16. **No** Does this course require course fees?

If yes: Please attach the New Program Tuition and Fees form, which is available from the UCC website.

Revision Details

17. Please outline the proposed revisions to the course.

Include information as to any changes to course outline, special features, required resources, or in academic rationale and goals for the course.

Course will be unchanged. We only propose that students can repeat this course for credit.

18. Please provide justification to the proposed changes to the course.

This change allows upper-division students to receive academic credit for their work in Summer Children's Theatre should they participate several times.

19. **No** Do these revisions result in a change to the assessment plan?

**If yes: Please complete the Assessment section of the proposal on the next page.*

**If no: Skip to Bulletin Changes section of the proposal.*

***See question 19 before completing the Assessment portion of this proposal.**

Assessment

Relationship with Current Program-Level Assessment Process

20. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

21. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

For further assistance, please see the 'Expanded Instructions' document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.

Program-Level Outcome 1 (from question #23)	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)


Bulletin Changes

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Undergraduate Bulletin 2017-2018, p. 508

THEA 4393. Summer Children Theatre Performance The research, preparation and presentation of children theatre plays for a live audience. *May be repeated for credit.* Summer.

For Academic Affairs and Research Use Only	
CIP Code:	
Degree Code:	

Course Revision Proposal Form

Undergraduate Curriculum Council

Graduate Council

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Marc Williams 1/5/2018

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Gina Hogue

1/25/2018

College Dean

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

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Vice Chancellor for Academic Affairs

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

Marc Williams, Dept. of Theatre, marcwilliams@astate.edu (870) 972-3627

2. Proposed Starting Term and Bulletin Year for Change to Take Effect

start Summer 2018, Bulletin Year 2018-2019

3. Current Course Prefix and Number

THEA 4403

3.1 – **[No]** Request for Course Prefix and Number change

If yes, include new course Prefix and Number below. *(Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. Proposed number for experimental course is 9.)*

3.2 – If yes, has it been confirmed that this course number is available for use?

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4. Current Course Title

Summer Children's Theatre Performance

4.1 – [No] Request for Course Title Change

If yes, include new Course Title Below.

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- b. Is this course restricted to a specific major?
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- a. If yes, please indicate current and new frequency:

8. – [No] Request for Class Mode Change

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9. – [No] Request for grade type change

If yes, what is the current and the new grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

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**If yes: Please complete the Assessment section of the proposal on the next page.*

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Assessment

Relationship with Current Program-Level Assessment Process

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Assessment Measure	
Assessment Timetable	
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(Repeat if this new course will support additional program-level outcomes)

Course-Level Outcomes

22. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

Outcome 1	
Which learning activities are responsible for this outcome?	
Assessment Measure	What will be your assessment measure for this outcome?

(Repeat if needed for additional outcomes)


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Undergraduate Bulletin 2017-2018, p. 508

THEA 4403. Summer Children Theatre Technical The research, preparation and presentation of children theatre plays for a live audience. *May be repeated for credit.* Summer.

Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

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Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Marc Williams	1/17/2018		ENTER DATE
Department Curriculum Committee Chair		COPE Chair (if applicable)	
Tim Bohn	1/17/2018		ENTER DATE
Department Chair:		Head of Unit (If applicable)	
Warren Johnson	1/24/2018		ENTER DATE
College Curriculum Committee Chair		Undergraduate Curriculum Council Chair	
Gina Hogue	1/25/2018		ENTER DATE
College Dean		Graduate Curriculum Committee Chair	
	ENTER DATE		ENTER DATE
General Education Committee Chair (If applicable)		Vice Chancellor for Academic Affairs	

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

Marc Williams, Dept. of Theatre, marcwilliams@astate.edu, (870) 972-3627

2.Proposed Change

We would like to add MUS 1503, Music Fundamentals, as a core option in the Musical Theatre emphasis. This course could be taken in lieu of Music Theory I and Aural Theory I, and has an additional historic and stylistic component most appropriate for basic knowledge in music. Students choosing the Music Fundamentals option would take MUS 1211, Elementary Piano, in lieu of MUS 1611 Keyboard Skills I.

3.Effective Date

Fall 2018

4.Justification – Please provide details as to why this change is necessary.

Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.

Form Revised: 09/05/2017

Theory I, Aural Theory I, and Keyboard Skills I are part of a sequence for Music majors. This sequence may be appropriate for some but not all Theatre students seeking the Musical Theatre emphasis. Music Fundamentals is a music theory/history course designed for non-music majors or music majors needing remediation, and is therefore a more appropriate option for Theatre majors in the Musical Theatre emphasis area. Music Fundamentals includes an element of aural theory, which would make Aural Theory I redundant for Music Fundamentals students. If students choose the Music Fundamentals option, Elementary Piano will better complement their training than Keyboard Skills I, which is part of the Theory I sequence. We propose this change at the request of the Department of Music. A note of support from Dr. Marika Kyriakos, Chair of Music, is included in below.

From: Marc Williams marcwilliams@astate.edu
Subject: Re: Edits to Musical Theatre emphasis
Date: January 17, 2018 at 11:34 AM
To: Marika Kyriakos mkyriakos@astate.edu
Cc: Tim Bohn tbohn@astate.edu



Marika-

Thanks, the edits look great to me and will incorporate them.

The only change we can't incorporate is "Fundamentals of Music" in place of "Music Fundamentals."

"Music Fundamentals" is the approved course title in the bulletin. I've copied/pasted the 2017-18 bulletin text below. It is also listed as "Music Fundamentals" in Banner. If the Music department decides to edit the course title in the future, please let us know and we will change the course title on our bulletin pages as well.

Thanks, Marc

----- Marc
Williams
Assistant Professor of Theatre
Arkansas State University
P.O. Box 2309
State University, AR 72467 (870)
972-3627
marcwilliams@astate.edu

MUS 1503. Music Fundamentals Basic skills in reading and realizing musical notation. No previous musical experience necessary. Open to all university students. Fall.

On Jan 17, 2018, at 11:26 AM, Marika Kyriakos <mkyriakos@astate.edu> wrote:

Marc,

Let me know what you think of the few clarifications I've suggested (all in green). Most of the edits were the course name, Fundamentals of Music instead of Music Fundamentals.

I fully approve and am VERY excited! If you need me to approve again with whatever changes you may

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Form Revised: 09/05/2017

like or not like, that's fine.

Thanks!

MK

From: Marc Williams <marcwilliams@astate.edu>
Date: Friday, January 5, 2018 at 4:04 PM
To: Marika Kyriakos <mkyriakos@astate.edu>
Cc: Tim Bohn <tbohn@astate.edu>
Subject: Edits to Musical Theatre emphasis

Hi Marika-


Bulletin Changes

Instructions

Please visit <http://www.astate.edu/a/registrar/students/bulletins/index.dot> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.

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- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).
- Any new courses should be listed in blue bold italics using enlarged font (*blue bold italics using enlarged font*)

You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

Undergraduate Bulletin 2017-2018, pp. 285-286

Major in Theatre

Bachelor of Arts Emphasis in Musical Theatre A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:	
See University General Requirements for Baccalaureate degrees (p. 41)	
First Year Making Connections Course:	Sem. Hrs.
UC 1013, Making Connections	3
General Education Requirements:	Sem. Hrs.
See General Education Curriculum for Baccalaureate degrees (p. 84)	
Students with this major must take the following:	35
ART 2503, Fine Arts - Visual MUS 2503, Fine Arts - Music	

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Form Revised: 09/05/2017

<i>(Required Departmental Gen. Ed. Option)</i>	
Major Requirements:	Sem. Hrs.
THEA 1011, Stage Makeup I	1
THEA 1213, Acting I	3
THEA 1223, Principles of Stage Design	3
THEA 2020, Production Practicum (must take twice)	0
THEA 2223, Fundamentals of Stagecraft	3
THEA 2243, Costume Construction	3
THEA 2273, Play Script Analysis	3
THEA 3251, Theatre Laboratory (must take five times)	5
THEA 3603, Directing I	3
THEA 4001, Professional Practice Seminar	1
THEA 4263, Theatre History I	3
THEA 4273, Theatre History II	3
Sub-total	31
Emphasis Area (Musical Theatre):	Sem. Hrs.
Select one of the following:	
THEA 4223, Scenic Design THEA 4243, Costume Design THEA 4303, Lighting Design THEA 4413, Sound Design and Production	3
Select either:	
MUS 1511, Aural Theory I AND MUS 1513, Theory I AND MUS 1611, Keyboard Skills I	
Or:	
MUS 1503, Music Fundamentals AND MUS 1211, Elementary Piano	
	4-5

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

THEA 2010, Performance Practicum (must take twice)	0
THEA 2252, Musical Theatre Dance	2
THEA 3333, Acting II	3
THEA 4343, Acting in Song	3
MUS 1511, Aural Theory I	4
MUS 1513, Theory I	3
MUS 1611, Keyboard Skills I	4

The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>

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Major in Theatre (cont.)

Bachelor of Arts Emphasis in Musical Theatre A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

MUSP 1112, Performance Applied Music (voice)	2
MUSP 3122, Performance Applied Music (voice) (must take twice)	4
Dance (select four credits from the following): THEA 2262, Tap Dance THEA 2272, Ballet Dance THEA 2282, Jazz Dance	4
Sub-total	25-26
Minor:	Sem. Hrs.
Minor	18
Electives:	Sem. Hrs.
Electives	7-8
Total Required Hours:	120

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

Deanna Barymon	12/7/2017		ENTER DATE
Department Curriculum Committee Chair		COPE Chair (if applicable)	
Dr. Cheryl DuBose	12/7/2017		ENTER DATE
Department Chair:		Head of Unit (If applicable)	
Deanna Barymon	12/13/2017		ENTER DATE
College Curriculum Committee Chair		Undergraduate Curriculum Council Chair	
Susan Hanrahan	12/13/2017		ENTER DATE
College Dean		Graduate Curriculum Committee Chair	
	ENTER DATE		ENTER DATE
General Education Committee Chair (If applicable)		Vice Chancellor for Academic Affairs	

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

Donna Caldwell
dcaldwell@astate.edu
 870 972-2952

2.Proposed Change

Remove RS 4463 Statistics for Medical Imaging, RSMR 4712 Imaging Information Management, RS 3122 Legal & Regulatory Environment of Radiology, and RS 4343 Radiologic Administrative Concepts from the Cardiovascular Interventional Track in Medical Imaging and Radiation Sciences.

3.Effective Date

8/1/2018

Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
 Form Revised: 09/05/2017

4. Justification – *Please provide details as to why this change is necessary.*

Program is now at 135 hours. Trying to decrease hours for this program. These 4 courses are not necessary for the advanced Cardiovascular Interventional Track


Bulletin Changes

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Major in Radiologic Sciences

Bachelor of Science in Radiologic Sciences Emphasis in Cardiovascular-Interventional Technology

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

University Requirements:

See University General Requirements for Baccalaureate degrees (p. 41)

First Year Making Connections

Course:

RT 1003, Making Connections in Radiology 3

General Education Requirements: Sem. Hrs.

See General Education Curriculum for 35

Baccalaureate degrees (p. 84)

Students with this major must take the

following:

MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite

BIO 2203 **AND** 2201, Human Anatomy and

Physiology I and Laboratory

PSY 2013, Introduction to Psychology

COMS 1203, Oral Communication (Required

Departmental Gen. Ed. Option)

Major Requirements:

HP 2013, Medical Terminology 3

~~HP 3413, Cultural Competency~~ 3-UCC approved 10/13/17 NHP 04

RAD 2001, Intro to Medical Imaging 1

RAD 3103, Intro to Radiography 3

RAD 3113 **AND** RAD 3111, Radiographic 4

Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.
Form Revised: 09/05/2017

Procedures I and Laboratory		
RAD 3123, Radiation Physics and Imaging		3
RAD 3202, Imaging Equipment		2
RAD 3203 AND RAD 3201, Radiographic		4
Procedures II and Laboratory		
RAD 3213 AND RAD 3211, Image Acquisition & Evaluation I and Laboratory		4
RAD 3223, Sectional Anatomy		3
RAD 323 3 ² , Radiography Clinical I	3 UCC approved 10/13/17 NHP 07	²
RAD 4103 AND RAD 4101, Radiographic		4
Procedures III and Laboratory		
RAD 4113, Image Acquisition & Evaluation II		3
RAD 4123, Imaging Pathology		3
RAD 4132, Radiobiology		2
RAD 4143, Radiography Clinical II		3
RAD 4203, Radiography Clinical III		3
RAD 4213, Radiography Clinical IV		3
Sub-total	54-UCC approved 10/13/17 NHP 04	50
Emphasis Area (Cardiovascular-Interventional Technology):	Sem. Hrs.	
RS 3122, Legal & Regulatory Environment of Radiology		2
RS 3733, Geriatric Considerations in Radiology		3
RS 4343, Radiologic Administrative Concepts		3
RS 4413, Cardiovascular Equipment and Intervention		3
RS 4423, Cardiovascular-Interventional Procedures and Instrumentation		3
RS 4433, Cardiac Equipment and Intervention		3
RS 4443, Cardiac Physiology and Procedures		3
RS 4463, Stats for Medical Imaging		3
RS 4444, Cardiac Clinic		4
RS 4454, Cardiovascular-Interventional Clinical Education		4
RS 4464, Cardiovascular-Interventional Internship		4
RS 4822, Psychosocial Factors in Healthcare		2
RSMR 4712, Imaging Information Management		2
Sub-total		39 ²⁹
Required Support Courses:	Sem. Hrs.	
BIO 2223 AND 2221, Human Anatomy and Physiology II and Laboratory		4
Total Required Hours:	435	¹²¹

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