

**Texas Tech University
Academic Council
Meeting of November 16, 2010
1:30 PM, Provost's Conference Room**

AGENDA

1. Minutes of October Meeting (attached)
2. Introducing John Kirby, General Manager, KTXT-TV
3. Forensic Science Master's Degree Proposal (Elbow, Sperry; attached)
4. Addition of ITAL 3315 as Option in Core Curriculum Visual & Performing Arts (Elbow; attached)
5. Move of University Studies Degrees (Hughes)
6. Catalog References Related to Correspondence Courses (Jones, Hughes; attached)
7. Catalog Publication of Admissions Requirements (Jones)
8. Course Approvals (Jones; attached)
9. Items for General Academic Sessions at RROs
10. Course Fees Final Reviews for Spring

Adjourn by 3:00 p.m.

ACADEMIC COUNCIL

Texas Tech University

Meeting of
October 19, 2010

MINUTES

Present: Bruce Bills, Wesley Cochran, Cathy Duran, Gary Elbow, Laura Stout for Drew Graham, Bob Henry, Sheila Hoover, Ramona Johnson for Norm Hopper, Lynn Huffman, Patrick Hughes, Jorge Iber, Peggy Johnson, Sue Jones, Bobbie Latham, Deborah Lavrie, Pat McConnel, Juan Munoz, Walt Oler, Valerie Paton, DaNay Phelps, Marjean Purinton, David Roach, Brian Shannon, Brian Steele, Rob Stewart (chair), Kevin Stoker, Vicki West

Guests: Dale Ganus, Julie McCauley, Michele Moskos, Delia Tibbs

The Academic Council reviewed the minutes from the September 21, 2010, meeting and approved the minutes as presented.

Hughes discussed Distributive Learning enrollment trends that reveal impressive growth from fall 2009 to fall 2010. The number of courses in all modes of delivery increased from 569 to 1,744, enrollments increased from 6,616 to 23,606, and total semester credit hours grew from 20,297 to 72,272. Hughes attributed part of the growth to “constant marketing.” Moskos summarized the expanded marketing efforts of University College since September 2009.

Hughes also updated the council on the status of the university’s correspondence courses, which traditionally have been non-semester based. Because all distance education courses will be semester based in the future, Texas Tech will no longer offer correspondence courses after current students are “taught out.”

Phelps and McCauley summarized the efforts of the university to address all concerns from parents, students, and faculty/staff regarding the December 2010 implementation of the decision to block the ability of students to view final grades if they have not completed the online AlcoholEdu course. Munoz suggested that the words “in jeopardy” be substituted for “at risk” in all program materials and communications. Paton asked McCauley to send council members “three to four bullets” that can be used by colleges and advisors when people question the value of this type of institutional commitment to content delivery when many studies show that content exposure does not change behavior.

Stewart emphasized the need for faculty to submit textbook orders as soon as possible to allow students to shop competitively prior to the start of spring semester.

Jones presented the October course approval summary. Henry moved the courses be accepted as presented, Cochran seconded the motion, and the motion passed.

Henry reviewed the decision by the College of Visual and Performing Arts to consolidate and phase-out subordinate programs in order to come into compliance with THECB rules regarding low-producing programs. The following subordinate programs will be phased out and replaced with concentrations in the M.F.A. in Theatre Arts: Theatre Arts-Design, Theatre Arts-Playwriting, Theatre Arts-Performance and Pedagogy, and Theatre Arts-Theatre Management. In addition, the following subordinate programs will

be phased out and replaced with concentrations in the Ph.D. in Fine Arts: Fine Arts–Theatre Arts, Fine Arts–Art, and Fine Arts–Music.

Paton urged other colleges to follow the lead of the College of Visual and Performing Arts in phasing out their low-producing subordinate programs and replacing them as concentrations within existing degree programs. This move would have no effect on the teaching of the program but would move the program off the Coordinating Board’s degree inventory, prevent the program from being identified as low producing, and eliminate the risk of discontinuation. Paton said 22 subordinate programs presently identified as low producing can be phased out into concentrations. Other low-producing programs that do not have this option are likely to be cut by THECB after February 1 regardless of the university’s justifications for keeping the program. Paton said she will send a letter to the colleges this week reminding administrators of the need for appropriate actions in the face of approaching deadlines. She urged colleges to contact their accrediting bodies to discuss how phasing out subordinate programs into concentrations might affect their accreditation.

Jones presented a Report to the Provost from the 11-member Ad Hoc Committee on the Academic Calendar. After explaining why the fall calendars for 2012 – 2015 face unique scheduling problems, Jones presented three committee recommendations:

- Schedule fall commencement in 2012 for December 14-15 by starting classes on August 27, having faculty report for duty on August 22, conducting the last Red Raider Orientations on August 23-24, eliminating fall break, designating Dec. 6 as an individual study day, beginning finals on December 7, and encouraging Carol of Lights sponsors to reschedule the event for November 30.
- Reconvene the existing committee to re-evaluate every aspect of the university’s fall class schedule and calendar in 2013 – 2015 to determine any alternatives to resolving the scheduling conflict between final exams and the traditional date of Carol of Lights.
- Beginning in academic year 2011-12, make Raiderlink available for grading on Monday prior to the last day of finals and change the due date for grades to three calendar days after the last day of finals during long terms and two calendar days after the last day of finals during summer terms (national holidays exempt).

Elbow informed the council members that in the process of clarifying the Guidelines for Course Approval Requests that were approved at the September meeting, he added a reference to the Graduate Course Addition Worksheet for New Courses that appears on the Institutional Research Course Inventory web page. When the amended guidelines were circulated, Elbow said he was reminded that this document was discussed at the January 19, 2010, Academic Council meeting. At that meeting council members expressed considerable dissatisfaction with the worksheet but took no vote regarding its approval. Elbow suggested that a vote to approve or delete the worksheet would clarify the Academic Council members' wishes. Henry moved that the use of the three-page document be discontinued, Jones seconded the motion, and the motion passed.

Stewart reminded council members of the requirement of H.B. No. 269 to provide 12 hours of undergraduate course credit for military service. Citing the need to articulate how this credit will be applied to military veterans enrolled at Texas Tech, Stewart appointed Munoz and Latham to a committee charged with making recommendations to the Provost’s Office. He said other members will be added to the committee and the group will be finalized in the next few days.

Latham discussed two items that need clarification in both the printed and the html catalogs: (1) A second degree student may replace a grade in a course taken during the second degree but not a course taken during the first degree, and (2) a grade of D cannot be replaced with a grade of P, which has no GPA points attached to it. The catalog wording will be clarified.

Stewart reminded associate deans to email him any issues and statements from their areas pertaining to course fees. He will be meeting with the Chief Operating Officer to address course fee concerns and to clarify inconsistent catalog wording regarding course fees.

Other business brought before the council included the following:

- Paton invited the council members to a free breakfast at the Overton Hotel on October 20 as part of the Race Ethnicity and Community Engagement Conference.
- Stewart noted that next month the council will address the decreasing availability of Honors courses in the various colleges and ways to revitalize and maintain our commitment to the Honors Program.
- Munoz noted that the Provost's Office is soliciting nominations and applications for two new positions recently created in the area of retention and advising: Assistant Vice Provost for Undergraduate Education and Assistant Vice Provost for Community College and Transfer Relations.

New Program Request for Master’s Degree **Forensic Science**

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Certification Form for New Bachelor's and Master's Programs Texas Higher Education Coordinating Board

Directions: An institution shall use this form to request a new bachelor's or master's degree program that meets all criteria for automatic approval in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44: (a) The program has institutional and governing board approval; (b) the program complies with the *Standards for Bachelor's and Master's Programs*; (c) adequate funds are available to cover the costs of the new program; (d) new costs during the first five years of the program will not exceed \$2 million; (e) the program is a non-engineering program (i.e., not classified under CIP code 14); and (f) the program will be offered by a university or health-related institution.

If a new bachelor's or master's program does not meet the criteria above, an institution must submit a request using the *Form for Requesting a New Bachelor's and Master's Degree Program*.

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution:** Texas Tech University
2. **Program Name:** Master of Science in Forensic Science
3. **Proposed CIP Code:** 43.0106.00 02 Forensic Science and Technology
4. **Number of Required Semester Credit Hours (SCHs)** (*If the number of SCHs exceeds 120 for a bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs.*): Requires at least 39 SCHs
5. **Administrative Unit:** Identify where the program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*).
The Graduate School
6. **Delivery Mode:** Identify how and where the program would be delivered, e.g. on-campus face-to-face, online, off-campus, interactive videoconferencing, hybrid, etc.
Program will be delivered on campus face-to-face, but it can include off-campus face-to-face classes.
7. **Implementation Date:** Report the first semester and year that students would enter the program.
Program is proposed in the 2011 spring semester.
8. **Contact Person:** Provide contact information for the person who can answer specific questions about the program.

Name: Kathy Sperry, Ph.D.
Name2: Clifford B. Fedler, Ph.D.
Title: Senior Director, Institute for Forensic Science
Title2: Associate Dean, Graduate School
E-mail: kathy.Sperry@ttu.edu
E-mail2: clifford.fedler@ttu.edu

Phone: (806) 743-7901
Phone2: (806) 742-2801

Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

- (a) The program has institutional approval.
- (b) The program complies with the *Standards for Bachelor's and Master's Programs*.
- (c) Adequate funds are available to cover the costs of the new program.
- (d) New costs during the first five years of the program will not exceed \$2 million.
- (e) The program is a non-engineering program (i.e., not classified under CIP code 14).
- (f) The program will be offered by a university or health-related institution.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed program are received during the 30-day public comment period.

Chief Executive Officer

Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: _____

Board of Regents (or Designee)

Date

New Program Request Form for Bachelor and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. Note: An institution which does not have preliminary authority for the proposed program shall submit a separate request for preliminary authority. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution:** Texas Tech University
2. **Program Name** – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*): Master of Science in Forensic Science
3. **Proposed CIP Code:** 43.0106.00 02 Forensic Science and Technology
4. **Brief Program Description** – Describe the program and the educational objectives:
This is an interdisciplinary program focused on the study of many of the characteristic aspects of forensic science. Two distinct tracks have been established for students planning on careers in forensic laboratories or forensic investigative careers. The program is ideally suited for the present and future needs of the forensic community in Texas. Students are required to enroll in classes in at least three different subject areas either in the sciences or humanities. Students typically take 12 credit hours in any one area and no more than 18 credit hours within a single college except Arts and Sciences.

The program is designed for students from various undergraduate backgrounds in hard sciences, behavioral, or social sciences that desire the multidisciplinary knowledge that will establish them as effective professionals in interdisciplinary teams of forensics in Texas and throughout the nation.
5. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the*

College of Engineering): The Graduate School

6. Proposed Implementation Date – Report the first semester and year that students would enter the program: Year : 2011 Academic Semester: Spring
7. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Kathy Sperry, Ph.D.
Name2: Clifford B. Fedler, Ph.D.
Title: Senior Director, Institute for Forensic Science
Title2: Associate Dean, Graduate School
E-mail: kathy.Sperry@ttu.edu
E-mail2: clifford.fedler@ttu.edu
Phone: (806) 743-7901
Phone2: (806) 742-2801

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

A recent study submitted by the National Academy of Sciences (2009) cites the critical need for forensic science practitioners and upon institutions of higher education to “develop graduate education programs designed to cut across organizational, programmatic, and disciplinary boundaries” (U. S. Department of Justice [DOJ], 2009).

According to the Bureau of Justice Statistics 2005 census 389 publicly funded forensic crime laboratories were operating in the United States. Of these 210 were state or regional crime laboratories, 84 county laboratories, 33 federal laboratories, and 62 municipal laboratories. These laboratories received evidence from approximately 2.7 million criminal cases in 2005. These facilities are staffed by professionals with a broad range of education and expertise. The range of education includes individuals with a forensic or related Ph.D. to technicians with on the job training. The capacity and quality of current forensic science systems have lead to the focus of increased scrutiny by Congress, the courts, and the media especially with a growing

number of exonerations resulting from DNA analysis. Emerging scientific advances that could benefit forensic investigation elicit concerns about resources, capacity, and specifically training of forensic professionals (DOJ, 2009). These concerns contribute to the need for highly educated and trained individuals in forensic science.

Currently, in the state of Texas, the only other schools that offer a Master's Degree in Forensic Science are Sam Houston State University and the University of North Texas Health Sciences Center.

The field of forensic science encompasses a broad range of disciplines. Each discipline exhibit a wide range of variability with regard to methodologies, techniques, practices, protocols, research, error rates, and published materials. Even though the disciplines themselves are distinct, the field itself has traditionally been seen as a single entity thereby resulting in a shortage of forensic practitioners and criminalists and the lack of a "true" multidisciplinary model to educate them.

The Forensic Science graduate program will promote a method that is designed to cut across organizational, programmatic, and disciplinary boundaries. The program will integrate Arts and Sciences, the Law School, The Institute of Environmental and Human Health, College of Human Sciences, College of Education, and College of Engineering to name a few.

Short Term- The *Occupational Outlook Handbook*, projects a 31percent increase or 17,000 forensic science jobs in 2016 (U.S. Department of Labor, 2008-09). Almirall and Furton (2003) suggest it is possible to begin a career as a crime scene technician with only an associate's degree, but higher degrees are often preferred and future trends favor a minimum of a graduate degree in almost all areas of forensic science (DOJ, 2009)

Long Term- The National Academy of Sciences (2009) presented recommendations to Congress that forensic science is lacking in research capacity and the number of scientists being trained in this task (DOJ, 2009). This recommendation will lead to a significant increase in forensic researchers. After the tragic events of 9/11, Congress questioned the role of forensic science in Homeland Security. The application of forensic science disciplines has come to support intelligence, investigations, and operations amidst the prevention, interdiction, disruption, attribution, and prosecution of terrorism. This continued trend will also contribute to future forensic science positions.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

As new media attention has focused on the field of crime scene investigation and forensic sciences, students have come to realize the potential for careers in forensics.

Short term-This program has been operating under the auspice of the Texas Tech University Graduate School's Interdisciplinary Studies program since fall 2007 when 2 students enrolled in the program. Since that time the program has increased enrollment by 175% to begin fall 2010 with 37 students. As of August 2010 the program will have graduated 14 students.

Long term- Since the 2008 academic year the program has increased by approx. 10 students per year. We anticipate a similar rate of growth in student enrollment to continue for the next five years based upon the recent historical data. As the result of a Red Book submission in FY02 the Institute for Forensic Science received an initial Congressional earmark from the National Institute of Justice (NIJ) for \$248,375. The Red Book is an internal document of new strategic areas of interests/projects, research, and current institutional strategies within the Texas Tech System. Each year, those initiatives that are selected as the most meritorious are put forth for possible congressional support. The same award was supported by the FY03 Red Book with a continuation of the previous award for \$989,444. The National Institute of Justice recognized the potential of the Institute and the initial concept that had been purposed in the original application for developing a graduate program in forensic science. NIJ recognized the need for new and innovative graduate education programs and awarded \$989,444 to the Institute for Forensic Science funding to remodel our existing facility to develop a state of the art class room designed for multiple types of instruction that are specific to many facets' of forensic applications.

A Red Book proposal was submitted last year (FY10/11) for funding for taphonomy research for the academic program. This was not funded, but funding is still being pursued with the support of the provost's office. Other research grants in forensic science are being pursued on a continued basis. NIJ funds criminal justice-focused social science, forensic science and technology research, development and evaluation projects, as well as laboratory enhancements and research fellowships, through a competitive solicitation process. Solicitations are generally released the first quarter of the calendar year.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

YEAR	1	2	3	4	5
Headcount	45	55	65	75	85
FTSE	40	50	60	70	80

II. Quality

- A. Degree Requirements – Use this table to show the degree requirements of the program. (*Modify the table as needed; if necessary, replicate the table for more than one option.*)

Category <i>Forensic Scientist</i>	Semester Credit Hours	Clock Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	N/A	
Required Courses	15-17	
Required Law Elective	2-3	
Free Electives	13-16	
Required Capstone (<i>Internship, Thesis, or Report</i>)	6	118
TOTAL	39	

Category <i>Forensic Examiner</i>	Semester Credit Hours	Clock Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	N/A	
Required Courses	12	
Required Law Elective	2-3	
Free Electives	18-19	
Required Capstone (<i>Internship, Thesis, or Report</i>)	6	118
TOTAL	39	

The Master of Science degree program in Forensic Science is intended for students who wish to pursue a graduate degree in one of two areas of concentration. The first area of concentration is the Forensic Scientist track, focusing on the hard sciences of forensics. It enables the students, who desire to work in a crime laboratory environment, to take relevant courses to prepare themselves for such work upon graduation. The second area is that of the Forensic Examiner track, focusing on the behavioral and social sciences of forensics. This is designed for those students who desire to work in some area of criminal justice or law enforcement. Either track requires that work be taken in at least three different subject areas and that up to 12 hours be presented in any one area. Also, no more than 18 hours maybe taken within a single college, except Arts and Sciences. Students may pursue the Thesis,

Report, or Internship for 6 hours of capstone credit (33 hours of graduate course work plus 6 hours for a terminal project).

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

The core curriculum of the Forensic Science program is based upon the track. The Forensic Scientist track consists of 15-17 hours of required courses. An additional 21-27 hours of electives selected from a list of recommended courses (also includes the 6-8 hours for the capstone projects) completes the track. The Forensic Examiner track consists of 12 hours of required courses. An additional 26-29 hours of electives (also includes the 6-8 hours for the capstone projects) completes the track. The Forensic Science Master's program allows students to study in a multidisciplinary environment. This includes topics in biochemistry, chemistry, toxicology, biology, family studies, criminology, law, or international securities and studies.

Prefix and Number	Required Courses Forensic Scientist	SCH
Chem 5314 or ENTX 6351/ENTX 6251(lab)	Advanced Analytical Chemistry or Analytical Toxicology with lab	3/5
	Statistics related to the field of Science	3
	Research Methods within the field of Science	3
IS 5350	Crime Scene Investigation	3
IS 5351	Serial Offenders	3
Law	Any law course taught at Texas Tech University by the collaborating faculty listed below.	2-3
IS 6000, IS 6031 or IS 6330	Capstone Option (Thesis, Internship or Report)	6
Prefix and Number	Elective Courses	SCH
	Any graduate course, taught at Texas Tech University by the collaborating faculty below, can be taken as electives upon approval of the program faculty advisor.	19-22

Prefix and Number	Required Courses Forensic Examiner	SCH
IS 5350	Crime Scene Investigation	3
IS 5351	Serial Offenders	3
	Statistics within the fields of behavioral/social science	3
	Research Methods within the fields of behavioral/social science	3
Law	Any law course taught at Texas Tech University by the collaborating faculty listed below.	2-3
IS 6000, IS 6031 or IS 6330	Capstone Option (Thesis, Internship or Report)	6
Prefix and Number	Elective Courses	SCH
	Any graduate course, taught at Texas Tech University by the collaborating faculty below, can be taken as electives upon approval of the program faculty advisor.	24-25

C. Faculty – Use these tables to provide information about Core and Support faculty. Asterisk before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
*Sperry, Kathy Adjunct	PhD. in Psychology Texas Tech University	IS 5000, 5351, 6000, 6031, 6330	25%
*Childers, James Adjunct	MS in Interdisciplinary Studies(Business) Texas Tech University	IS 5350	25%
*Fedler, Clifford Associate Dean	Ph.D. Agricultural Engineering University of Illinois	NA	10%
Cox, Stephan Asst. Professor	PhD in Environmental and Human Health Texas Tech University	ENTX 6100, 6385	0%
Moore-Kucera, Jennifer Asst. Professor	PhD. in Plant and Soil Sciences Oregon State University	TBA	0%
Morgan, Robert Assoc. Professor	PhD. in Psychology Oklahoma State University	TBA	0%
Paine, Robert Professor	PhD. in Sociology, Anthropology, and Social Work. Oklahoma State University	ANTH 5313	0%

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Abidi, N. Asst. Professor	PhD. in Plant and Soil Sciences Montpellier, France.	P&S 6000	0%
Anderson, Todd Assoc. Professor	PhD. in Environmental and Human Health University of Tennessee	ENTX 6351	0%
Blackburn, Jeff Adjunct	JD University of Houston	LAW 7212	0%
Canas, Jaclyn Asst. Professor	PhD. in Environmental and Human Health Texas Tech University	ENTX 6251	0%
Deslippe, Richard Assoc. Professor	PhD. in Biology University of Alberta	ZOOL 5421	0%
Fisher, Judith Professor	PhD. in Human Development and Family Studies University of Colorado	HDFS 5341, 5351	0%
Fitzpatrick, Jacki Assoc. Professor	PhD. in Human Development and Family Studies Auburn University	HDFS 5380, 5321	0%
Gao, M.D., Weimin Asst. Professor	PhD. in Environmental and Human Health Neijing University	ENTX 6326	0%
Godard-Codding, Celine Asst. Professor	PhD. in Environment and Human Health Texas Tech University	ENTX 6325	0%
Gollahon, Lauren Assoc. Professor	PhD. in Biological Sciences Texas A&M University	BIOL 6408, 7000	0%
Grimson, Mark Research Asst.	Biological Sciences	BIOL 6408	0%
Hamilton, Donna Instructor	PhD. in Biological Sciences Texas Tech University	BIOL 6301, 6100	0%
Knaff, David Horn Professor	PhD. in Chemistry and Biochemistry Yale University	BIOTEC 5338	0%
Mulligan, Kevin Assoc. Professor	PhD. in Geospatial Technology Texas A&M University	GEOG 5300, 5302	0%
Presley, Steve Assoc. Professor	PhD. in Geospatial Technology Oklahoma State University	ENTX 6312	0%
Pyeatt, Larry Asst. Professor	PhD. in Computer Science Colorado State University	Computer Forensics	0%
Ramirez, Luiz Asst. Professor	PhD. in Sociology, Anthropology, and Social Work University of New Hampshire	SOC 5335, 5336	0%
Ramkumar, Seshadri Assoc. Professor	PhD. in Textiles and Fiber Science	ENTX 6314	0%

	University of Leeds, England		
Rasty, Jahan Professor	PhD. in Mechanical Engineering Louisiana State University	ME 6331	0%
Riefman, Alan Professor	PhD. in Human Development and Family Studies University of Michigan	HDFS 5349	0%
Roberts, Alden Professor	PhD. Sociology, Anthropology, and Social Work Purdue University	SOC 5394	0%
San Francisco, Susan	PhD. Comparative Endocrinology Boston University	BIOTEC 5338	0%
Smithy, Martha Assoc. Professor	PhD. in Sociology, Anthropology, and Social Work A & M University	SOC 5332	0%
Sutton, Victoria V. Horn Professor	PhD. in Environmental Sciences, University of Texas at Dallas, JD, American University	Law	0%
Tripathy, Jatindra	PhD. in Biotechnology and Genomics Texas Tech University	BTEC 5338	0%
Wherry, Jeffrey Rockwell Professor	PhD. in Human Development and Family Studies University of Southern Mississippi	HDFS 6373	0%
Williams, Amanda Instructor	PhD. in Educational Psychology Texas Tech University	EPSY 5380	0%
Williams, Laron Asst. Professor	PhD. in Political Science Texas A&M University	POLS 5369	0%

- D. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The present library holdings in this field, though not extensive, are adequate to begin the proposed program. The library has the core collection necessary for studies in the program. This collection includes books, reference materials, journals and trade magazines, indexes, and electronic databases. All library materials are conveniently available to students on campus. The University Library delivers full service to future distance students, including delivery of library and interlibrary loan materials.

All faculty and students have access to materials owned by other institutions through interlibrary loan. Books borrowed via Interlibrary loan are delivered by the Library to academic offices, and articles are scanned and sent directly to the desktop computers of faculty and students. The University Library

subsidizes all costs charged by other libraries for loans so this service is provided without charges to students or faculty.

TTU library is a member of the following Interlibrary Loan consortia: The Greater Western Library Alliance, TexShare with a courier system that expedites the delivery of books and electronic delivery system through ARIEL, AMIGOS Regional Consortia, and LVIS (Libraries Very Interested in Sharing). TexShare is a cooperative library program that is financed by the state legislature and involves academic and public libraries. This program currently includes reciprocal borrowing agreements, access to selected electronic databases, staff development and training offerings, and priority interlibrary loan service that features a statewide courier system. The Greater Western Library Alliance consists of 30 large research libraries in the Midwest and Western states. Priority interlibrary loans are one of the benefits of this consortium. TTU is a member of the Center of Research Libraries, which provides access to many scholarly resources. Texas Tech University is also a member of the Association of Research Libraries, which includes the 122 largest academic libraries in the U.S. and Canada.

Based on estimates provided, resources are adequate to begin the program. However, over the next four years additional material should be added. Library staff and forensic faculty members will work together to select additional library materials.

- E. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No new equipment has been added in anticipation of the program. However, annual purchases of new instructional technology to support the instructional and research activities of the faculty and graduate students have been made.

No new equipment expenditures are anticipated using state funds specifically for this program.

No facilities have been added or modified to institute this program. Physical facilities at the Institute for Forensic Science are in acceptable condition and efforts have recently been made to improve the quality of the facilities. The computer technology in the classroom has been updated as funds have become available. The digital video editing technology exceeds industry standards. Faculty members have private offices with up-to-date computers with Internet access, and printers.

No new alterations or renovations are needed in the existing facilities for this program. No new facilities will be required for this program. Future expansion for additional research is feasible, at a minimal cost, once the current county office vacates their portion of the premises.

- F. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation. The Forensic Science Education Program Accreditation Commission (FEPAC) through the American Academy of Forensic created a process of accrediting undergraduate and graduate forensic science programs using the Technical Working for Education and Training in Forensic Science TWGED, 2004. This program will seek accreditation through FEPAC beginning in January, 2011.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$499,340	Reallocated Funds	\$0
Facilities and Equipment (Utilities & Maintenance) ⁵	\$95,914	Anticipated New Formula Funding ³	\$1,269,000
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$62,500	Other ⁴	\$272,445
Total Costs	\$657,754	Total Funding	\$1,964,454

1. This cost represents the time (25%) the staff from the Institute for Forensic Science are allocated to operating the program from FOP 16A128 B00095 for 5 years.
2. Estimate of 10 new course sections required plus cost associated with accreditation.
3. Indicate formula funding for students new to the institution because of the program; **formula funding should be included only for years three through five of the program** and should reflect enrollment projections for years three through five. Courses taken within the two tracks are allocated 50:50 from the sciences (formula code 02) and the social services (formula code 09) for the Fy2010-2011 funding year projected as the same for years three to five only assuming 18 SCH/year.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included, based on 18 SCH/year.
5. This cost represents 25% of the rental and operating cost of the building.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date

References

- Almirall, R. & Furton, K. G. (2003). Trends in forensic science education: Expansion and increased accountability. *Analytical and Bioanalytical Chemistry*, 376, 1156-1159.
- U. S. Department of Labor, Bureau of labor Statistics. (2008-09 ed.). *Occupational outlook handbook*. Retrieved from www.bls.gov/oco/ocos115.htm#projections_data.
- U. S. Department of Justice, National Criminal Justice Resource Services. (2009). *Strengthening forensic science in the United States: A path forward* (228091). Washington, DC: Author.

Appendices

Appendix A:

COURSE DESCRIPTIONS for Related Courses

ANTH 5313. Human Skeletal Biology and Forensic Anthropology (3:3:0). Analysis of human skeletal remains for legal purposes. Methods of identification, techniques of recovery and examination, facial reconstruction, report writing, limits of inference, expert testimony.

BIOL 5302. Advanced Cell Biology (3:3:0). Prerequisite: 8 hours of biology, 8 hours of chemistry, plus at least one semester of organic chemistry; or consent of instructor. Structure and function of cells with introduction to modern techniques for cell study. Course is offered to graduate students with no formal training in cell biology.

BIOL 6301. Advanced Topics in Biology (3). Prerequisite: Consent of instructor. Special areas of current interest not commonly included in other courses. Content normally different each time offered. May be repeated for additional credit.

BIOL 6309 Advanced Topics in Quantitative Biology (3:3:0). Prerequisite: Consent of instructor. Studies of current applications of mathematics, statistics, and computing to the biological sciences. Content normally different each time offered. May be repeated for additional credit.

BIOL 6408. Research Techniques in Electron Microscopy (4:1:6). Prerequisite: BA or BS in a scientific field. Introduction to operation of electron microscopes emphasizing independent work with organic or inorganic sample preparation and analysis for transmission or scanning electron microscopes.

BTEC 5338. Methods in Biotechnology (3:1:6). Prerequisites: CHEM 3310 or 3311 and CHEM 3314. Methodology for identification and manipulation of genes, for protein expression and purification, and for enzyme assays.

CHEM 5334. Principles of Biochemistry (3:3:0). Prerequisite: Consent of instructor. . A one-semester course geared towards graduate students in animal sciences, food technology, plant and soil sciences, biotechnology and biology. Not appropriate for graduate students in the department.

COMS 5315. Nonverbal Communication (3:3:0). Examines communicative functions of nonverbal message behavior. Considers a variety of behavioral domains and interaction contexts from both theoretical and practical perspectives.

EDSP 5351. Emergent Language and Literacy for Students Who Are Deaf or Hard of Hearing (3:3:0). Development of communication, language, and emergent literacy in students who are deaf or hard of hearing. Addresses all modes of communication, including speech, ASL, and MCE.

EDSP 5382. Communication Skills for Individuals With Visual Impairments (3:3:0). Knowledge and skills in reading and writing the literary Braille code, Nemeth

mathematics code, and format. Overview of other codes and basic signing skills for nonverbal communication.

ENTX 6100. Graduate Seminar (1:1:0). Prerequisite: Graduate standing or consent of instructor. A participatory seminar where graduate students condense, review, and present research findings on focused topics. Subject matter varies by semester. May be repeated for credit.

ENTX 6251. Analytical Toxicology Laboratory (2:0:2). Corequisite: ENTX 6351 or consent of instructor. Extraction, cleanup, and quantitative analysis of environmental chemicals and their degradates. Reinforces and applies theories taught in ENTX 6351.

ENTX 6300. Advanced Topics in Environmental Toxicology (3:3:0). Special areas of current interest not generally covered in other courses. Content normally different each time offered. May be repeated for credit.

ENTX 6312. Biological Threats in the Environment (3:3:0). Prerequisite: Undergraduate biological background or consent of instructor. Detailed examination of characteristics, surveillance, and control of naturally-occurring zoonoses and diseases exploitable as biological weapon agents

ENTX 6314. Chemical Warfare and Protective Countermeasures (3:3:0). Coverage of chemical warfare agents, their protective measures, and technologies. Suitable for science and engineering majors.

ENTX 6325. Principles of Toxicology I (3:3:0). Prerequisite: Graduate standing in the department or consent of instructor. First half of two semester course. Examines the foundations of toxicological sciences. Covers principles, disposition, and first half of toxicity mechanisms.

ENTX 6326. Principles of Toxicology II (3:3:0). Prerequisite: ENTX 6325. Second half of two semester course. Covers remaining mechanisms, toxic agents, and applied toxicology.

ENTX 6351. Analytical Toxicology Lecture (3:3:0). Prerequisite: ENTX 6445 or consent of instructor. Theory of isolation, detection, identification, and quantification of toxic substances and their transformation products in environmental and biological samples.

ENTX 6385. Statistical Applications in Environmental Toxicology (3:3:0). Designed for students who wish to understand the interrelationships of statistical distributions and particular statistical approaches to environmental toxicology data analysis.

ENTX 7000. Research (V1-12).

EPSY 5379. Introduction to Educational Research (3:3:0). Introduction to the nature of research and its relationship to educational thought and practice. Focus on preparing research consumer

EPSY 5380. Introduction to Educational Statistics (3:3:0). An introductory course in statistics with major emphasis on univariate measures for analyzing educational data.

GEOG 5300. Geographic Information Systems (3:2:3). Review of basic cartographic principles and the use of geographic information systems for thematic mapping and spatial analysis. Laboratory emphasizes experience with GIS software.

GEOG 5302. Advanced Geographic Information Systems (3:2:3). Prerequisite: GEOG 5300 or equivalent. An advanced course in geographic information systems. Major topics include data acquisition, database management, and spatial analysis techniques. Laboratory emphasizes experience with professional GIS software.

HDFS 5313. Psychosocial Development (3:3:0). In-depth study of social, emotional, and psychological growth with emphasis on the development of personal and interpersonal competency.

HDFS 5320. Interpersonal and Family Dynamics (3:3:0). Group processes; factors influencing personal and family adjustment.

HDFS 5321. Family Theory (3:3:0). A comprehensive exploration of theory in family studies. The role of theory in empirical investigation; conceptual frameworks; strategies of theory building; examination of systems theory and a spectrum of other models useful in the interdisciplinary study of individual, couple, and family behavior.

HDFS 5349. Quantitative Methods I in Human Development and Family Studies (3:3:0). An introduction to the quantitative methods and statistics necessary to conduct research with children and families through a developmental perspective.

HDFS 5380. Relationship Development (3:3:0). Theory and research related to the formation of initial impressions of others and the development of interpersonal relationships.

HDFS 6373. Advanced Topics in Family Studies (3:3:0). Current topics in family studies. May be repeated for credit under various topics.

IS 5000. Graduate Directed Studies (V1-12). Prerequisite: Consent of Coordinator. Advanced studies in developing cultural understanding. Projects to be assessed by faculty committee.

IS 5350. Crime Scene Investigation (3:3:0). Develop a background in issues relevant to forensic science and be exposed to the principles of forensic science by understanding the concepts of identifying, preserving, collecting, and examining the elements that make up the broad base of forensics as it relates to solving criminal- and terrorist-related activity. Discussion of professional and legal ethics will also be included.

IS 5351. Serial Crime (3:3:0). Develop an understanding of the constructs of deviant behavior and how they relate to criminal activity and the impact that deviant behavior has on victims and society as a whole. Case studies and related research topics in these areas will be covered

IS 6000. Master's Thesis (V1-6).

IS 6031. Internship in Forensic Science (V1-6). Supervised internship in an aspect of forensic science designed to provide the student with practical experience in the field.

IS 6330. Master's Report in Forensic Science (3). Supervised research project to provide the student an opportunity to develop specific experience in the field.

LAW 7212. Innocence Project Clinic (2). Prerequisite or corequisite: LAW 6339, Criminal Procedure. Innocence project is a group of attorneys, professors, and students working to free innocent prisoners. With the help of Texas Tech University School of Law faculty and students, IP attorneys provide free legal help to inmates who have been wrongly convicted of crimes in Texas, cannot afford counsel and who no longer have a right to appointed counsel, have already completed the appeals process, have a substantial amount of prison time remaining to be served, and have a cognizable claim of actual innocence. Students in the project are responsible for screening prisoner cases and performing all aspects of investigation into the claims of actual innocence.

ME 6331. Theoretical Studies (3:3:0). Prerequisite: Consent of instructor. Theoretical study of advanced topics selected on the basis of the departmental advisor's recommendation. May be repeated for credit in different areas

POLS 5369. International Security Studies (3:3:0). Examines how states maintain their security in a dangerous world.

SPAN 5341. Intensive Spanish for Graduate Research I (3:3:0). Spanish readings with related grammar to acquaint graduates with Spanish as a research skill; equivalent to two years of normal coursework. Not intended to meet major or minor degree requirements.

SOC 5325. Seminar in Deviant Behavior (3:3:0). Critical review of current theory and research in deviance.

SOC 5332. The Research Organization (3:3:0). Participation in campus-based organized research project. Required at least once of research assistants; open to other students.

SOC 5334. Quantitative Methods in Sociology (3:3:0). Decision making skills (from test selection to inferences from data) for quantitative analysis in sociology

SOC 5335. Seminar in Family Violence (3:3:0). Advanced examination of definitions, prevalence, and theories of family violence. Focuses on impact of variation in definitions of family violence and societal responses to family violence.

SOC 5336. Seminar in Family Change (3:3:0). Analysis of how the family institution has changed, in relation to other institutions and society in general. Family is treated as both a dependent and independent variable.

SOC 5394. Seminar in Sociological Research Methods (3:3:0). An examination of the research process including problem formation, case selection, data collection, and data organization.

Appendix B:

SPACE USAGE

The physical space that currently houses the Institute for Forensic Science was remodeled with approved funding from the U.S. Department of Justice in 2006. The space includes a training center, research space, practical application or hands-on space, and staff offices. The square footage that the Institute occupies is 4,540 (see plat and site photos below).

The training center was designed and equipped specifically to provide law enforcement training, graduate classes and research activities. The training center has the capability to remotely access other Texas Tech satellite sites that could support the existing infrastructure currently at the Institute. This capability could be used to develop future distance education courses and professional certification programs in forensic science. Certification programs are considered a component of the industry standards for many disciplines within forensic science. The center itself is used both for on-site training for law enforcement and classroom instruction for students in the Master's degree program. The research space is being utilized for graduate student training and other activities that require hands on instruction. Future research and other new projects that were outlined by the Institute in the FY11 Red Book submission were not carried forward during this congressional budget cycle. The Institute does plan to request consideration for inclusion in the FY12 Red Book submission proposal. The United States Department of Justice (DOJ) approved the funding for the space to be used for each of the functions listed below. Graduate courses IS 5350, IS 5351, and ME 6331 are currently being taught at the Institute building. Law enforcement training is also being conducted and trainings are currently scheduled through May 2011. The following narrative describes the rooms, the functions and how they are utilized for forensic graduate courses (Crime Scene Investigation IS 5350, Serial Crime IS 5351, and Forensic Engineering ME 6331) and law enforcement training.

See the corresponding plat for the following room description.

Room 121:

- A multimedia training center, capable of seating 32 students, equipped with state of the art podium, computer, DVD player, VCR player, document camera, audio/visual live broadcast connectivity capability. Also included is an electrically lowering wall screen, 21" monitor, an electronic Smart Board™, with capability to connect a laptop to the system, and direct connection to Health Net Central Control for trouble shooting issues. The center also includes dimmers for front and rear room lights, automatic on-off switch for lights, lighting specially designed for a projector image. The center is equipped a state-of-the-art podium designed specifically for the equipment described above.

- Activities include, but are not limited to, classroom instruction for students in the Master in Forensic Science degree program and training for Law Enforcement and criminal justice professionals.
- Graduate students utilize the equipment for case studies and presentations throughout the semester. The training center allows students the opportunity to practice public speaking and courtroom testimony.
- The purpose for selecting the above described equipment was to allow the student to become familiar with this type of media equipment which is now standard in many courtroom settings.
- The center also functions as a regional training site for law enforcement and criminal justice professionals from West Texas, Eastern New Mexico, and Oklahoma. Highly specialized training for these agencies is possible due to the unique design of the training center and previous federal funding.

Room 121A:

- Storage for 12 specially configured laptop computers for computer forensic training and other audio visual equipment.

Room147:

- Area to be used for a biometric fingerprint identification lab. Lab functions as a web based computer center for biometric fingerprint identification training for graduate students and law enforcement. This space will be specifically outlined in future grant proposals for use as a biometric computer lab.
- Upon final completion of the computer lab graduate students will be trained in the most current techniques and applications of biometrics and fingerprint analysis.
- Law enforcement personnel will be trained in the use of biometric fingerprint identification using the most current industry standards.
- Currently being used to house files from pasted trainings and correspondence. Also furniture, and file cabinets, for future endeavors.
- Storage of 5 anthropological recovery kits for use during human remains training. This course is conducted semiannual and attended by graduate students and law enforcement.

Room 146:

- Area for conducting mock crime scene scenarios for law enforcement and graduate student education, to include blood spatter demonstrations and evidence examinations.

Room 145:

- Area is used for the examinations of latent fingerprints, biological fluids, hairs and fibers that are examined using a full spectrum alternate light source.
- Graduate students and law enforcement are currently receiving hands on application of these techniques and use of the equipment as part of the "Crime Scene Investigation" courses.

Room 144:

- A microscope consisting of a comparison scope for firearms ballistics and tool mark examination.
- Work table with lighted magnifying glass.

Room 143:

- Area for examination of glass fragments and simulated blood spatter examination.
- Work space for developing physical matches of evidence.
- Work space for graduate research assistants is also available in this area.

Room 142:

- Large table for student exercises with shoe/tire impressions, fingerprint evidence, and evidence collection.

Room 141:

- Five specialized polycom double monitors for wide area network systems are stored in this area.

Room 138:

- Large flat work surface for group projects. Finger print development, examination, and identification.
- Examination of developed fingerprints using alternate light sources.
- A microscope capable of digital photography of object and it can be viewed via a computer screen.

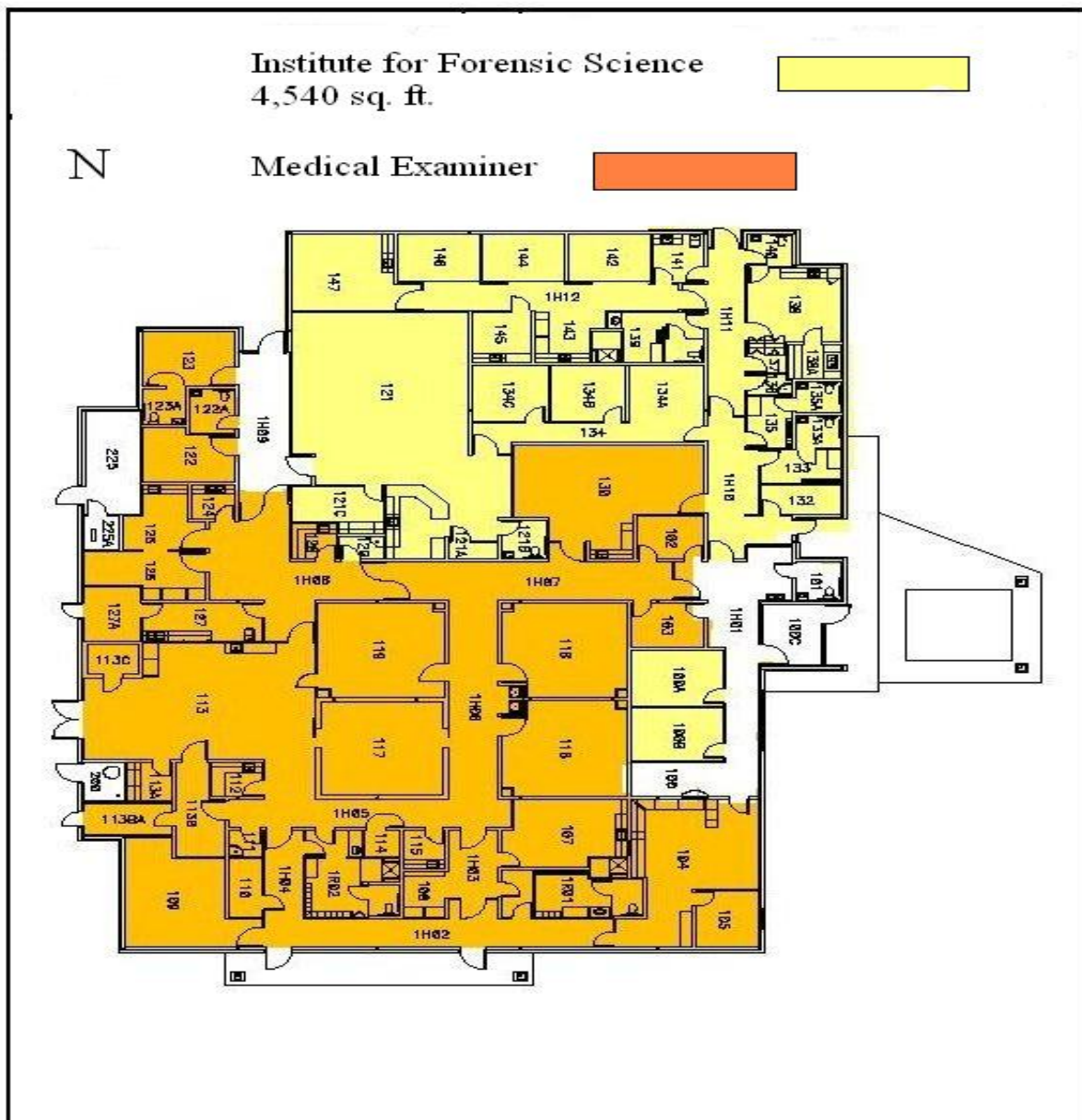
Room 138A:

- Area to develop latent finger prints using dry magnetic, non-carbon, florescent, and other powder reagents on a variety of surfaces (porous, non-porous, wood, paper, and metal).
- Area for use and examination for trace metal detection test using UV light.
- Storage of evidence collection materials.

Rooms 100A, 100B, 121C, 134A, 134B, and 134C:

- Staff offices

*Note: None of the below space is designed for use as a wet laboratory. (Space in yellow)



Appendix C:
CURRENT FACILITY





Classroom

Appendix D:

STUDENT LEARNING OUTCOMES AND ASSESSMENT

Degree Title: Master of Science in **Forensic Science**

Purpose of degree program: This degree is designed for students with broad interest in several fields of forensic science or for those whose career goals do not match fully with a single identifiable academic unit or department. Emphasis is placed on continued intellectual and cultural development as forensic related courses are combined to adjust to a constantly changing society in which new career interests may extend over several traditional specializations.

Forensic Scientist

Item	EXPECTED LEARNING OUTCOMES	METHODS OF ASSESSMENT
1)	Students will be able to demonstrate their advanced knowledge in three or more different fields of study.	In their capstone experiences (thesis, report or internship), students will have their advanced knowledge of laboratory sciences, forensic sciences, and research methodologies judged by their faculty committees (grounded in the Rubric for Outcomes Assessment of Student Learning).
2)	Students will be able to integrate three or more fields of study.	In their capstone experiences (thesis, report or internship), students will have their integration of advanced laboratory sciences, forensic sciences, and research methodologies judged by their three-person faculty committees, its basis being in the Rubric for Outcomes Assessment of Student Learning.
3)	Students will demonstrate mastery of written communication.	In their capstone experiences (thesis, report or internship), students will have their mastery of written communication of forensic sciences research or project activities assessed by their faculty committees (grounded in the Rubric for Outcomes Assessment of Student Learning).
4)	Students will demonstrate effective oral communication.	In their capstone experiences (thesis, report or internship), students will have their mastery of oral communication of forensic science research or project activities assessed by their faculty committees (grounded in the Rubric for Outcomes Assessment of Student Learning).

		Learning).
5)	Students will demonstrate the ability to think critically on issues related to their chosen fields of study.	Students' critical thinking related to advanced laboratory sciences, forensic sciences, and research methodologies as reflected in their capstone experiences (thesis, report or internship) will be assessed and reported by their committee members (grounded in the Rubric for Outcomes Assessment of Student Learning) and/or evaluations from the internship site supervisor.

Forensic Examiner

Item	EXPECTED LEARNING OUTCOMES	METHODS OF ASSESSMENT
1)	Students will be able to demonstrate their advanced knowledge in three or more different fields of study.	In their capstone experiences (thesis, report or internship), students will have their advanced knowledge of forensic sciences, behavioral and/or social sciences, and research methodologies judged by their faculty committees (grounded in the Rubric for Outcomes Assessment of Student Learning).
2)	Students will be able to integrate three or more fields of study.	In their capstone experiences (thesis, report or internship), students will have their integration of forensic sciences, behavioral and/or social sciences, and research methodologies judged by their three-person faculty committees, with its basis being in the Rubric for Outcomes Assessment of Student Learning.
3)	Students will demonstrate mastery of written communication.	In their capstone experiences (thesis, report or internship), students will have their mastery of written communication relating to forensic sciences, behavioral and/or social sciences, and research methodologies assessed by their faculty committees (grounded in the Rubric for Outcomes Assessment of Student Learning).

4)	Students will demonstrate effective oral communication.	In their capstone experiences (thesis, report or internship), students will have their mastery of oral communication related to forensic sciences, behavioral and/or social sciences, and research methodologies assessed by their faculty committees (grounded in the Rubric for Outcomes Assessment of Student Learning).
5)	Students will demonstrate the ability to think critically on issues related to their chosen fields of study.	Students' critical thinking related to forensic sciences, behavioral and/or social sciences, and research methodologies as reflected in their capstone experiences (thesis, report or internship) will be assessed and reported by their committee members (grounded in the Rubric for Outcomes Assessment of Student Learning) and/or evaluations from the internship site supervisor.

**RUBRIC FOR OUTCOMES ASSESSMENT OF STUDENT LEARNING
 Both Scientist and Examiner track**

For each student, complete the following assessment instrument and return this form to the Graduate School.

This Assessment is based on one of the following activities (check one):

- Thesis
- Report
- Internship

<p>1) Knowledge of Fields</p> <p>Indicate Field(s) of Study:</p> <p>The student demonstrated knowledge of the above field(s): [Check one]</p> <p><input type="checkbox"/> Not at all</p> <p><input type="checkbox"/> Marginally</p> <p><input type="checkbox"/> Acceptably</p> <p><input type="checkbox"/> Very Well</p> <p><input type="checkbox"/> Excellently</p>
--

2) Integration of Fields

(i.e., has the student been able to explain how the various fields or courses that she/he has taken are somehow related or share common qualities)

The student demonstrated knowledge of the above field(s): [Check one]

- Not at all
- Marginally
- Acceptably
- Very Well
- Excellently

3) Writing Ability:

The student demonstrated writing ability: [Check one]

- Not at all
- Marginally
- Acceptably
- Very Well
- Excellently

4) Oral Communication:

The student demonstrated effective oral communication: [Check one]

- Not at all
- Marginally
- Acceptably
- Very Well
- Excellently

5) Critical Thinking:

The student demonstrated effective critical thinking: [Check one]

- Not at all
- Marginally
- Acceptably
- Very Well
- Excellently

Faculty Member's Signature

Appendix E:

PREVIOUS GRADUATE INFORMATION

	Name	Degree	Grad Date	Job
1	Ashley Ebling	Forensic Scientist	Aug 2009	South Plains Forensic Pathology
2	Crystal Allen	Forensic Scientist	Aug 2009	Louisiana State Crime Lab, DNA Analyst
3	Brittany Villarreal	Forensic Examiner	Aug 2009	Randall Co. Adult Probation & Parole
4	Kira Hassler	Forensic Scientist	Dec 2009	Sam Houston Crime Lab
5	Whitney McClendon	Forensic Examiner	Dec 2009	Obtaining a second Masters in Sociology
6	Theresa Salazar	Forensic Scientist	May 2010	<i>Seeking employment</i>
7	Juliet Kinyua	Forensic Scientist	May 2010	Obtaining TTU Ph.D. (Toxicology)
8	Brittney Gabriel	Forensic Examiner	Aug 2010	<i>Applied with Garland PD & Texas Department of Public Safety</i>
9	Brandon Mount	Forensic Scientist	Aug 2010	<i>Applied with multiple Private & State Crime Labs</i>
10	James Ruiz	Forensic Examiner	Aug 2010	<i>Applied with Secret Service</i>
11	Amanda Malone	Forensic Examiner	Aug 2010	<i>Seeking employment</i>
12	Johnny Quilimaco	Forensic Examiner	Aug 2010	<i>Applied with US State Department</i>
13	Kristen Kaminski	Forensic Examiner	May 2010	Bair Forensic Software, contractors for DOD
14	Janette Cortez	Forensic Scientist	May 2010	<i>Seeking employment</i>
December 2010 Graduates				
15	Angela Sims	Forensic Scientist	Dec 2010	Accepted into TTU Ph.D. program (Toxicology)
16	Nirvani Mujumdar	Forensic Scientist	Dec 2010	Accepted to Florida Central Univ Ph.D. program (Forensic Chemistry)

- **NOTE:** Nine of the 14 graduates completed the program in May or August 2010. Some of the new graduates have not corresponded with us since graduation and we are trying to contact them to determine their employment status. Several are pursuing federal employment which, as we are sure you are aware, is a long process. The state of the economy may have had a slowing effect on the job market as well. However, the previous four students have secured employment within 30 days after graduation and one continued at Tech to complete a double Masters.

Appendix F:

PROGRAM LEVEL - CURRICULUM MAPS

Texas Tech University Program Level – Scientist Curriculum Map																
Date:	9/25/2010		SELECTED <i>PROGRAM LEARNING OUTCOMES</i>													
Degree Title:		Students will be able to demonstrate their advanced knowledge in three or more different fields of study.			Students will be able to integrate three or more fields of study.			Students will demonstrate mastery of written communication.			Students will demonstrate effective oral communication.			Students will demonstrate the ability to think critically on issues related to their chosen field of study.		
M.S. in Forensic Science																
Courses in Degree Program (Scientist)		[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)
BTEC 5338		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
ENTX 6351/6251 (lab)		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
ENTX 6385/6100 (lab)		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
IS 5331		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
IS 5350		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
IS 5351		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
IS 6000		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
IS 6031		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
IS 6330		X	R	F	X	R	F	X	R	F	X	R	F	X	R	F
SOC 5394		M	R	F	M	R	F	M	R	F	M	R	F	M	R	F

Texas Tech University Program Level – Examiner Curriculum Map																
Date:	9/25/2010		SELECTED PROGRAM LEARNING OUTCOMES													
Degree Title:		Students will be able to demonstrate their advanced knowledge In three or more different fields of study.			Students will be able to integrate three or more fields of study.			Students will demonstrate mastery of written communication.			Students will demonstrate effective oral communication.			Students will demonstrate the ability to think critically on issues related to their chosen field of study.		
M.S. in Forensic Science		[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X,M)	[ii] Level (I, R, A)	[iii] Feedback (F)
Courses in Degree Program (Examiner)																
HDFS 5349		M	R	F	M	R	F	M	R	F	M	R	F	M	R	F
IS 5331		E	R	F	E	R	F	E	R	F	E	R	F	E	R	F
IS 5350		E	R	F	E	R	F	E	R	F	E	R	F	E	R	F
IS 5351		E	R	F	E	R	F	E	R	F	E	R	F	E	R	F
IS 6000		E	I	F	E	I	F	E	I	F	E	I	F	E	I	F
IS 6031		E	I	F	E	I	F	E	I	F	E	I	F	E	I	F
IS 6330		E	I	F	E	I	F	E	I	F	E	I	F	E	I	F
SOC 5394		M	R	F	M	R	F	M	R	F	M	R	F	M	R	F

LEGEND:

[I] OUTCOME STATEMENT:

The program outcome is
(x) EXPLICITLY (score of 2) or
(m) IMPLICITLY (score of 1)
reflected in the course syllabus as being one of the learning outcomes for this course.

[II] LEVEL OF CONTENT DELIVERY:

(I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect of a complex program outcome is addressed in the given course (score of 1).

(R) REINFORCED- Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately (score of 2).

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Bachelor's and Master's Degrees

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(A) ADVANCED - Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts (score of 3).

[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:

(F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal Feedback (score of 1).

Appendix G:

PROPOSAL BUDGET ESTIMATES

Year	1	2	3	4	5
Headcount	45	55	65	75	80
FTSE	40	50	60	70	75

Formula code 02 for MS level (science)= \$503.12
 Formula code 09 for MS level (social services)= \$184.70

Graduate Tuition/fees rate used (based on 9 SCH):

Designated Tuition	\$1,012.50
Energy fee	\$40.00
ID fee	\$5.00
Student Service fee	\$138.00
Student Union fee	\$98.00
Rec Center fee	\$75.00
IT fee	\$198.00
Medical Service fee	\$75.00
Library fee	\$162.00
Cultural Activities fee	\$9.00
Transport fee	\$48.00
Athletic fee	\$52.00
SBS fee	\$81.00
Total	\$1,993.50

Institute for Forensic Science Salary
 budget for one year:
 \$399,472.00

Operating costs, one year:
 \$ 76,731.00
 (FOP 16A128 – B00095)

Estimated cost for new course
 section:
 \$ 5,000.00

Estimate for Accreditation costs:
 \$12,500.00

Five-year Costs		Five-year Funding	
Personnel ¹	\$499,340	Reallocated Funds	\$595,254
Facilities & Equipment (5)	\$95,914	Anticipated new formula funding ³	\$634,514
Library, Supplies, Materials	\$0	Special Item Funding	\$0
Other ²	\$62,500	Other(4)	\$272,445
Total Costs	\$657,754	Total Funding	\$1,502,213

1. This cost represents the time (25%) the staff from the Institute for Forensic Science is allocated to operating the program from FOP 16A128- B00095 for 5 years.
2. Estimate of 10 new course sections required plus cost associate with accreditation.
3. Indicate formula funding for students new to the institution because of the program; **formula funding should be included only for years three through five of the program** and should reflect enrollment projections for years three through five. Courses taken within the two tracks are allocated 50:50 from the sciences (formula code 02) and the social services (formula code 09) for the Fy2010-2011 funding year projected as the same for years three to five only assuming 18 SCH/year.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included, based on 18 SCH/yr.
5. This cost represents 25% of the rental and operating cost of the building.



TEXAS TECH UNIVERSITY

Classical & Modern Languages & Literatures

ITALIAN 3315

ITALIAN FILM-MAKERS:

THE CINEMA OF FEDERICO FELLINI

1. Basic Information

Instructor: Dr. Victoria Surliuga

Office address: Foreign Languages Building, Room 212

Tel.: (806) 742-3145 x 263

E-mail (preferred contact information): victoria.surliuga@ttu.edu

Website: <http://www.languages.ttu.edu/italian>

Office Hours: Tue. and Th. From 2:00 to 3:30

2. Course Description:

This course will be conducted in English.

Catalog description:

An analysis of the development and main themes of major Italian film-makers such as Fellini, Antonioni, Wertmuller, Avati, and Moretti. Taught in English.

Visual and Performing Arts Objective:

The objective of the visual and performing arts in a core curriculum is to expand the student's knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation for arts as fundamental to the health and survival of any society.

This course fulfills the Texas Tech University core curriculum requirement in Visual and Performing Arts.

Course description:

Italian Film-Makers analyzes the aesthetics that define specific authorial voices in Italian cinema. This course introduces students to the history and development of Italian cinema and visual expressions in Italy since World War II. Students will analyze the impact of cinema as visual art on the cultural history of the Italian nation. The analysis of stardom will play a significant role as the collaboration of actors and directors has been crucial to the aesthetics of the major Italian film-makers. Screenings and discussions will address the development of specific authorial aesthetics, as

for instance the *Felliniesque*, and in post-World War II debates that established pivotal trends such as Neorealism, Italian comedy, and modern realism.

More specifically, *Italian Film-Makers* will focus on Federico Fellini as one of the most well-known directors of all time, whose style and aesthetics is directly associated with the history of the Italian visual arts. Students will be introduced to a true modern icon of European cinema, and this course will cover the development of Federico Fellini's movies from his beginnings under Neorealism to his late years under Jungian influences.

This course will include screenings, close study, analysis and discussions of Fellini movies. Each screening is preceded by a lecture and followed by discussion. While readings and lectures aim at presenting the films within their historical, social and aesthetic contexts, the discussion encourages the students to express their own appreciation of the work and respond critically to it.

Visual and Performing Arts Core Competency: Students graduating from Texas Tech University should be able to: construct, present, and defend critical and aesthetic judgments of works in the creative arts.

3. Expected Learning Outcomes & their Assessments:

- Identify and describe a body of works (individually and collectively) in the creative arts.
Assessment: in-class tests.
- Explain and differentiate creative works as expressions of values within cultural and historical contexts.
Assessment: in-class tests and class participation.
- Analyze and summarize aesthetic principles that structure creative works.
Assessment: final paper.
- Students will be able to identify the aesthetics of specific Italian film-makers, such as the *Felliniesque*, and the influences on other directors.
Assessment: in-class tests and final paper.
- Students will be able to identify how post-World War II Italian cinema shaped the aesthetics of Neorealism and Italian contemporary cinematic arts.
Assessment: in-class tests and class participation.
- Students will analyze the cinematic lexicon of major Italian film-makers such as Fellini and evaluate their contributions to the Italian visual and performing arts.
Assessment: final paper.

4. Prerequisites: None.

5. Class meeting times and location: TBA.

6. Texts and supplies:

Required Textbook: Peter Bondanella. *The Films of Federico Fellini*. Cambridge: Cambridge University Press, 2002. Xeroxed material will provided by the instructor.

Videos on reserve: Films will be kept on reserve at the TTU Main Library at the Reserve Desk and you will be able to view them in the Library only.

Course Requirements and Policies

7. Course Requirements:

Grade distribution: 50% 5 in-class tests (10% each)
30% final paper
20% attendance, screenings and active class participation

8. Grading: Grading criteria for specific required assignments are indicated in #7 above. The course grade will be determined as follows: A= 90-100; B = 80-90; C = 70-80; D = 60-70 (passing, but not necessarily satisfying degree requirements); F = below 60.

Class Attendance and preparation: *Regular attendance, participation in class, and preparation for class are expected. Students are expected to read the material before coming to class.*

Attendance: Attendance will be taken regularly. You should inform the instructor, (in advance if possible) when you have an excused absence.

Illness: Verification of illness is not required for the occasional illness resulting in a missed class, but you do need to inform me and are expected to be honest in such reports. Verification is needed for prolonged or repeated absences due to illness.

Absences due to religious observance: *The Bulletin of Texas Tech* states that a student who is absent from classes for the observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class in writing. (p. 81).

Absence due to officially approved trips: *The Bulletin of Texas Tech* states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed. (p. 81).

Absence Policy: The time you spend in class is an extremely important part of your overall success in this class. It is essential for you to be in class every day that it meets, to prepare for each class and to participate in all activities and class work. Please note that attendance and the quality / quantity of your participation are part of your final course grade: attendance constitutes 30% of your grade.

Should you need to miss class, you will be allowed up to 2 unexcused absences throughout the entire spring semester.

The only excuses for absences and for participation grades for this course are well-documented (in writing) absences due for instance to chronic illness, hospitalization, court appearances, funerals, out of town job interviews, official university travel and attendance at scheduled religious observances covered by Texas House Bill 256. Any absence due to family gatherings, weddings and/or like events will count as missed classes and will be part of your overall absence count. Documented absences for occasional illnesses will be excused with respect to the participation grade, but not for the overall absence count. Please note that an automatic F will be given for more than 6 unjustified absences. If you miss a class, it is your responsibility to get the homework assignment from either the instructor or from a fellow student.

If you are 15 minutes or more late to class, you will be counted as absent for the day unless you can provide a written justification that follows the standards outlined above in regards to absences.

Make-up policies: *In-class tests* cannot be made-up, unless you bring to class a note from your doctor or official documentation that justifies your absence. Only with a valid written note justifying your absence, I will negotiate make-ups on an individual basis.

Preparation for class: The *Bulletin of Texas Tech* states that students are expected to spend approximately two hours in preparation for each hour of lecture.

9. Academic Honesty: It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. Complete honesty is required of students in the preparation and presentations of any and all phases of course work, as their own. This applies to quizzes of whatever length as well as to final examinations, daily reports, term papers, or any other homework or completed assignment. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension. “Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. The university's official policy can be found at <http://www.depts.ttu.edu/opmanual/OP34.12.pdf>.

10. Civility in the Classroom: The TTU publication, “Civility in the Classroom,” found at <http://www.depts.ttu.edu/studentaffairs/CampusCrime/documents/CivilityInTheClassroom.pdf>, urges that course Syllabuses include the following statement: “Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor; students are prohibited from engaging in any other form of distraction. Inappropriate behaviour in the classroom shall result, minimally, in a request to leave class.” Examples of inappropriate behavior include cellular phones and beepers, hostile or excessively aggressive behavior towards other students or the instructor, excessive tardiness, leaving class early, making offensive remarks, prolonged chattering, reading newspapers during class, sleeping, talking out of turn, arriving late to class, dominating

discussions, overt inattentiveness, etc. (Some of these, such as tardiness or leaving early may be unavoidable because of long distances between classes or to work, etc. If you have such a scheduling problem, please meet with the instructor to discuss how to deal with it in a non-disruptive manner.)

11. Students with Disabilities: Any student who, because of a disability, may require special arrangements in order to meet course requirement should contact the instructor as soon as possible to make any necessary accommodations. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services Office at 335 West Hall, or at 806 742 2405. Disability status is confidential and should be discussed in private with the instructor once you have completed the appropriate Student Disability Services verification procedures. Please avoid any announcement in class or other public setting that you wish to discuss disability access—please ask to meet with me in private. That way we can ensure your disability privacy is not compromised.

12. Observance of a Religious Holy Day: Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

- "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.
- A student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence [if at all possible]. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.
- A student who is excused under Section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

13. Student Use of Personal Technology: CMLL understands the ubiquitous nature of modern personal technology, which encompasses cell phones, notebook computers, PDA's (personal data assistants), MP3 players and so on. There is also the expectation that such technology will always be used responsibly. Improper use during classes or lectures is contrary to the TTU Civility in the Classroom code. Cell phones, pagers and other devices that might ring or otherwise introduce a distraction **must be muted or turned off**. The making or receiving of phone calls during class is prohibited (except in the cases of emergency). The use of a notebook computer or similar electronic or digital device, for any purpose, including note taking, is subject to the approval of the instructor. No personal electronic device should ever be utilized during quizzes, examinations, or any testing or assessment situation unless specifically authorized by the instructor. Utilizing a personal technology device during class can result in a zero grade for participation, and any usage or attempted usage during any type of testing will result in a failing grade for that test. Repeat offenses may be referred to CMLL Administration. Authorized devices meant to be adaptive or assistive in nature, and which are incorporated as part of a documented disability or medical accommodation, are exempt from this policy.

- (1) **Date: January 13, 2011**
Lesson title: The Magic of Federico Fellini
Objectives: After viewing a series of significant clips from Fellini's films and a short documentary on Fellini's life and productions, you will be introduced to the director's filmography and aesthetics. At the end of this class, you should be able to: • Begin recognizing some of the iconic features in Fellini's films and style. • Understand his unique aesthetics and how it constitutes a sharp, original, and unexpected turning point in the post-Rossellini and De Sica years.
Topics: Fellini's style; Aesthetics; Narrative contents; History of post-WWII Italian cinema.
Assignments: Bondanella, *Introduction/Chapter 1: Federico Fellini: A Life in Cinema*, pp. 1-41.
- (2) **Date: January 18, 2011**
Lesson Title: *Luci Del varietà (1950) – Variety Lights*
Objectives: After reading Bondanella's Introduction and Chapter 1 in your textbook, you should be able to: • Start discussing the different levels of popularity that Fellini experienced in Europe and in Hollywood, making him the recipient of multiple Academy Awards • Understand how Fellini departed from the established political and historical themes brought forth by Neorealism.
Topics: Fellini's popularity in North America; Average critical interest in Italy; Neorealism.
Assignments: Picchiotti, "When in Rome Do as the Romans Do?: Federico Fellini's Problematization of Femininity (The White Sheik)," pp. 92-106.
- (3) **Date: January 25, 2011**
Lesson Title: *Lo Sceicco Bianco (1951) – The White Sheik*
Objectives: After reading Picchiotti's article, you should be able to: • Identify Fellini's oppositional view of femininity • Discuss the representations of Rome and on-location filming.
Topics: Fellini's view of femininity and women's roles; Representations of Rome.
Assignments: Baranski, "Antithesis in Fellini's *I Vitelloni*," pp. 70-86.
- (4) **Date: February 1, 2011**
Lesson Title: *I Vitelloni (1953) – The Young and the Passionate*
Objectives: After reading Baranski's article, you should be able to: • Discuss the clash between illusion and reality • Evaluate the five main characters as stock types representing a reflection of Fellini's biography • Understand the growing importance of the connection between Fellini's iconic scenes and the landscapes of Italian provinces.
Topics: Illusion and reality; Stock types; Iconic scenes; Landscapes.
Assignments: Marcus, "Fellini's *La Strada*: Transcending Neorealism," pp. 87-99.
- (1) **First In-Class Test**
- (5) **Date: February 8, 2011**
Lesson Title: *La Strada (1954) – The Road*
Objectives: After reading Marcus' article, you should be able to: • Identify the departures point in this film from the aesthetics and political mission of Neorealism • Understand the impact of the stock characters of the *Commedia dell'arte* on Fellini's cinematic style • Start becoming familiar with the terminology of Jungian psychology.

Topics: Departure from Neorealism; Jungian psychological types.

Assignments: Bondanella, *Chapter 2: The Cinema of Poetry and the Road beyond Neorealism*, pp. 43-63.

(6) Date: February 15, 2011

Lesson Title: *Il Bidone* (1955) – *The Swindle*

Objectives: After reading Chapter 2 in Bondanella's reader, you should be able to:

- Begin understanding the impact of American cinema on Fellini's definition of stardom and his rationale in using American stars in his films
- The negative consequences of Fellini's increasing popularity in America on the reception of his films by Italian film critics
- Critically respond to Bondanella's creation of *The Trilogy of Redemption*.

Topics: Stardom; Bondanella's *Trilogy of Redemption*.

Assignments: Burke, "Fellini's Early Films: The Development of Consciousness from *Variety Lights* through *The Nights of Cabiria*," pp. 111-121.

(7) Date: February 22, 2011

Lesson Title: *Le Notti di Cabiria* (1957) – *Cabiria's Nights*

Objectives: After reading Burke's article, you should be able to:

- Critically interpret the development of consciousness in Fellini's characters in the early films up to *Cabiria's Nights*
- Understand Jung's theories on *individuation* and its relation to Fellini's characters
- Observe the influence of Giulietta Masina's acting and the beginning of her *meta-character* through the Fellini films in which she had a role.

Topics: Consciousness; Giulietta Masina's *meta-character*.

Assignments: Bondanella, *Chapter 3: La dolce vita: The Art Film Spectacular*, pp. 65-92.

(2) Second In-Class Test

(8) Date: March 1, 2011

Lesson Title: *La Dolce Vita* (1960) – *The Sweet Life*

Objectives: After reading Bondanella's Chapter 3 in your reader, you should be able to:

- Discuss Fellini's view on the Roman Catholic Church and the social impact of its icons
- Further expand your understanding of Fellini's influence in defining the origins of contemporary stardom
- Fellini's impact on gossip journalism through his creation of the *paparazzi*.

Topics: Roman Catholic Church; Origins of contemporary stardom; Paparazzi.

Assignments: Bondanella, *Chapter 4: 8 1/2: The Celebration of Artistic Creativity*, pp. 93-115.

(9) Date: March 8 and 10, 2011

Lesson Title: *8 1/2* (1963)

Objectives: After reading Bondanella's Chapter 4 in your reader, you should be able to:

- View the characteristics of the character played by Marcello Mastroianni as Fellini's alter ego
- Understand issues about artistic creativity
- Critically respond to Martin Scorsese's statement that this film is both Fellini's masterpiece and one of the most influential films ever made.

Topics: Marcello Mastroianni; Creativity; Impact of *8 1/2* on modern cinema.

Assignments: Stubbs, “Mime and Method: The Working Relationship between Fellini and Masina,” pp. 264-270.

(10) **Date: March 22, 2011**

Lesson Title: *Giulietta degli Spiriti (1965) – Juliet of the Spirits*

Objectives: After reading Stubbs’ article, you should be able to: • Further elaborate on the Giulietta Masina’s *meta-character*, which consists in the Masina *character* throughout the Masina sequence of Fellini’s four films: *The Road*, *Cabiria’s Nights*, *Juliet of the Spirits*, *Ginger and Fred* • Discuss her impact as a co-creator of the Fellini films in which she played a leading role • Understand the impact of Method Acting on Italian cinema and how Fellini used it • Further discuss Jungian theories about the unconscious.

Topics: Giulietta Masina; Method Acting; Jungian theories.

Assignments: Bondanella, *Chapter 5: Amarcord: Nostalgia and Politics*, pp. 117-139.

(3) Third In-Class Test

(11) **Date: March 29, 2011**

Lesson Title: *Amarcord (1973) – I Remember*

Objectives: After reading Bondanella’s Chapter 5 in your reader, you should be able to: • Analyze the long-term effects of Fascism on Italian politics, history, and culture • Observe how mediatic culture became prominent in the Italian Modernist tradition through the *apotheosis* first, then the decline, of Fascist dictator Benito Mussolini • Further analyze the role of the Italian provinces in Fellini’s films.

Topics: Italian history; Fascism, Benito Mussolini, and mediatic culture; Italian provinces.

Assignments: Lederman, “Dreams and Vision in Fellini’s *City of Women*,” pp. 114-122.

(12) **Date: April 5, 2011**

Lesson Title: *La Città delle Donne (1980) – City of Women*

Objectives: After reading Lederman’s article, you should be able to: • Discuss Fellini’s representations of gender roles • Discuss Fellini’s view of the binary opposition between men and women. • Identify a sequence of Fellini films played by Marcello Mastroianni, starting with *The Sweet Life*, followed by *City of Women*, *Ginger and Fred*, and *Intervista*. • Discuss the impact of Fellini’s films on Mastroianni’s career and how they contributed to creating a stereotypical view of his *persona* as the ‘Latin lover’ type.

Topics: Gender roles; Marcello Mastroianni.

Assignments: Perricone, “And The Ship Sails On: A Reviewing of Fellini,” pp. 78-84.

(13) **Date: April 12, 2011**

Lesson Title: *E la Nave Va (1983) – And the Ship Sails On*

Objectives: After reading Perricone’s article, you should be able to: • Understand how Italian opera was influential in the development of *stardom*, by creating the figure of the operatic *diva*. • Discuss the mutual influence of filmic images and music, and how specific musical scores (composed by Nino Rota) were crucial to Fellini’s work.

Topics: Stardom; Operatic divas; Filmic images and music; Nino Rota.

Assignments: Marcus, “Fellini’s *Ginger and Fred*: Postmodern Simulation Meets Hollywood Romance,” pp. 160-187.

(4) Fourth In-Class Test

- (14) **Date:** April 19, 2011
Lesson Title: *Ginger e Fred (1986) – Federico Fellini's Ginger & Fred*
Objectives: After reading Marcus' article, you should be able to: • Comment on the opposition between the sequences of Fellini films played by Giulietta Masina and those played by Marcello Mastroianni • Discuss the development of the *personae* or stock types that they created respectively • Analyze the Jungian categories of *animus* (Masina) and *anima* (Mastroianni), and evaluate whether they represent Fellini's psyche and biography.
Topics: Masina and Mastroianni; Jungian thought.
Assignments: Bondanella, *Chapter 6: Intervista: A Summation of a Cinematic Career*, pp. 141-161.
- (15) **Date:** April 26, 2011
Lesson Title: *Intervista (1987) – Fellini's Intervista*
Objectives: After reading Bondanella's Chapter 6 in your reader, you should be able to:
• Discuss the difference between Fellini's films made on location and those made in Cinecittà's studios • Comment on Fellini's creation of his own biography through his films • Further comment on Mastroianni sequence and the difference between his parts (and Anita Eckberg's parts) in *The Sweet Life* and *Intervista*.
Topics: Locations; Marcello Mastroianni and Anita Eckberg.
(5) Fifth In-Class Test
- (16) **Date:** May 3, 2011
Discussion.
Final Paper Due

Call Numbers for all Fellini Films on Reserve at the Main Library

Note: We will not be able to screen entirely all films listed. You will have to finish watching them on your own at the Library, and the in-class tests will contain questions about the entire films, not only the parts that we watched in class.

1. *Luci Del varietà (1950) – Variety Lights (97 minutes)*
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .L835 2000
2. *Lo Sceicco Bianco (1951) – The White Sheik (86 minutes)*
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .S3375 2003
3. *I Vitelloni (1953) – The Young and the Passionate (107 minutes)*
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .V5835 1980

4. ***La Strada* (1954) – *The Road* (108 minutes)**
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .S7684 1990z
5. ***Le Notti di Cabiria* (1957) – *Nights of Cabiria* (118 minutes)**
Call No.: UNIV LIB--Digital Media Studio 582 .N6775 1999
6. ***La Dolce Vita* (1960) – *The Sweet Life* (147 minutes)**
Call No.: UNIV LIB--Digital Media Studio 628 .D65 2004
7. ***8½* (1963) (138 minutes)**
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .E36465 1988
8. ***Giulietta degli Spiriti* (1965) – *Juliet of the Spirits* (137 minutes)**
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .G534 2002
9. ***Amarcord* (1973) – *I Remember* (123 minutes)**
Call No.: UNIV LIB--Digital Media Studio Remote PN1997 .A43 1998
10. ***La Città delle Donne* (1980) – *City of Women* (138 minutes)**
Call No.: UNIV LIB--Digital Media Studio 268 .C57 2001
11. **Fellini's *Intervista* (116 minutes)**
Call No.: UNIV LIB--Digital Media Studio PN1997.2 .I583 2005

CATALOG REFERENCES TO “CORRESPONDENCE”

AGRICULTURAL SCIENCES AND NATURAL RESOURCES

AAEC 3303. Cooperatives (3:3:0). Prerequisite: AAEC 3301. Organization and operation of agricultural and other cooperatives. S or by **correspondence**. (Writing Intensive)

ARCHITECTURE

Distance Education Courses. All **correspondence** and distance education courses require approval from the P2ARC to apply to the degree program.

Course Load. Approval from the P2ARC is required for a course load of more than 18 semester hours (8 hours for a summer term). **Correspondence** courses are included in the student’s course load, as are courses taken concurrently at other institutions. Students who are employed for more than 20 hours each week should limit their semester hour enrollment.

BUSINESS

Correspondence Courses. Free electives, ENGL 1301, 1302, and lower division non-business or non-economics courses may be taken by **correspondence**, up to a maximum of 18 hours. Lower-division business core, upper-division core, and major courses are excluded. A **correspondence** course should not be used for graduation when completed during the student’s last semester.

Course Load. The normal course load for a semester is 15 to 19 hours. The maximum load for a semester is 19 hours (8 hours for a summer term). **Correspondence** courses are included in a student’s course load. The maximum course load for students on probation is 16 hours.

Minors

Minor for Non-Business Students. The requirements for a minor for students in other colleges are as follows:

- Must have a minimum 2.75 Texas Tech GPA to declare a minor.
- All prerequisites must be met prior to taking each course.
- A minimum grade of C is needed to complete minor requirements.
- All junior- and senior-level business courses must be taken at Texas Tech University.
- **Correspondence** courses cannot be used in the minor.

Finance Major Real Estate Concentration

While all real estate courses and most other business courses offered at Texas Tech University can be used to satisfy in part the current education licensing requirements set forth by the Texas Real Estate Commission, they will not completely satisfy all of the current and proposed requirements. Additional courses will be needed that are not currently offered at Texas Tech, although the additional courses are offered via **correspondence** through the Center for Professional Development. For information on licensing requirements, contact the finance area. Finance majors must make a B or better in FIN 3320 on first attempt.

EDUCATION

Curriculum and Instruction

Student Load. The maximum load for a student in the College of Education is 19 semester hours. No student will be permitted to enroll in more than 18 semester hours, including work taken by **correspondence**, without written approval from the department chair or associate dean. During the student teaching semester, the maximum load is 12 semester hours—9 to 12 hours of student teaching plus any corequisite education course. Requests to take more than 12 hours must be approved by the certification officer.

ENGINEERING

Department section:

Distance Education Courses. All distance education coursework taken for a degree program requires written approval from the dean of the Whitacre College of Engineering prior to registration. Distance education courses taken from institutions other than Texas Tech must be certified by University College as being equivalent to **correspondence** courses offered at Texas Tech.

MASS COMMUNICATIONS

Department section:

Course Load. A normal full-time course load is 15–19 hours per semester. In calculating the course load, the assistant dean of undergraduate students will consider all active **correspondence** courses as a part of the course load. Course loads in excess of 19 hours require approval by the assistant dean of the college. The maximum course load for a student on probation is 16 hours.

Final 30 Credit Hours. The final 30 semester credit hours of a degree program must be completed with Texas Tech enrollment. A maximum of 6 of these credit hours may be taken by Texas Tech **correspondence**. Credit for courses taken without prior approval from the assistant dean of undergraduate students may not be applied to degree program requirements.

Correspondence Courses. Approval for courses to be taken by **correspondence** must be obtained in the Advising Center (MC 113). All course prerequisites must be met to be granted enrollment. In all programs no more than 6 hours of **correspondence** coursework may be completed during the final 30 hours of the degree. Students must have junior status to enroll in a 3000- or 4000-level **correspondence** course. Courses counting toward a major or minor in the College of Mass Communications may not be taken by **correspondence**.

UNIVERSITY COLLEGE

Course Load. A normal full-time course load is 15 hours or more per semester. In calculating the course load, the dean will consider all active **correspondence** courses as a part of the course load. Course loads in excess of 19 semester hours require approval by the dean's office. The maximum course load for a student on probation is 16 hours. To receive full-time financial aid, students must be enrolled for a minimum of 12 hours, although some financial aid programs allow students to be enrolled less than full time.

REGISTRAR

Exemptions for Texas Veterans Under the Hazlewood Act. The purpose of the Hazlewood Exemption (Hazlewood Act) is to provide an education benefit to honorably discharged or separated Texas veteran and to eligible dependent children and spouses of Texas veterans. Eligible veterans, their children, and their spouses may receive an exemption from payment of all tuition, dues, fees, and other required charges, including fees for **correspondence** courses, but excluding deposit fees, student service fees, and any fees or charges for books, lodging, board, or clothing for up to 150 semester credit hours. Awards may not be used to pay tuition and relevant fees for continuing education classes unless one of the following applies: (1) the college received state tax support for the classes, or (2) the governing board has specifically approved this benefit. There is an initial application process. and there is a semester-based application process. Contact the Office of the Registrar, Hazlewood Representative for more information.

GRADUATE SCHOOL (General Information / Transfer Credit and Distance Courses)

Graduate credit may be granted for courses taken by distance learning at another university. Distance learning completed through Texas Tech's University College may be considered if the student had been officially admitted to the Graduate School prior to enrolling for the courses. Graduate credit will not be granted for courses taken by **correspondence**.

**November 2010 Academic Council
Summary of Proposed Course Approvals**

No.	College	Action	Prefix & No.	Title	HRS	Fee	Description/Term/CIP/Level
1	AG	ADD	NRM 4311	Wildlife Law	3:3:0	Y	Prerequisite: NRM 2301. Imparts understanding of the laws regulating the recreational and commercial uses of wildlife. Includes their history and purposes. Available only during Intersession. Justification: Class provides required training for students pursuing a career in wildlife law enforcement. It will be taught by an attorney for Texas Parks and Wildlife. Effective Term: Summer I 2011 CIP Code: 22.0101.0008
2	ARCH	DEL	ARCH 5313	Special Studies in the History of Architecture	3:3:0		Prerequisite: ARCH 2311 and 2315. Studies in architectural history involving written and oral analysis of scholarly sources. Topics vary and may include preservation, class, race, and/or gender issues. Justification: Course is no longer taught. Effective Term: Spring 2011 CIP Code: 04.0201.0006
3	ARCH	DEL	ARCH 5326	History of American Architecture: Pre-Columbian to 1900	3:3:0		A survey of American architecture from the Pre-Columbian period to the year 1900. Architecture will be studied in a broad context that will include American art, literature, city planning, politics, and professional practice. Justification: Course is no longer taught. Effective Term: Spring 2011 CIP Code: 04.0201.0006
4	AS	ADD	HIST 3340	War and Memory	3:3:0	Y	Examines how the experience and trauma of war (victory, defeat, heroism, war crimes, loss) are later integrated into a society's sense of identity. Justification: The study of cultural memory is growing in popularity at all levels in the discipline, and the historical study of the social integration of the trauma involved in armed conflict is a significant sub-section. As designed, this course can be taught with any national or chronological focus and will prepare students for more sensitive senior or graduate work. Effective Term: Spring 2011 CIP Code: 54.0199.0101
5	ED	ADD	EDBL 5340	Academic Writing Development for K-12 Second Language Learning Contexts	3:3:0	Y	Theory, research, and development of written school-based genres of bilingual students for K-12 curriculum and assessment design considerations. Justification: This course will be part of the Bilingual Education and Diversity Studies program in which students will be exposed to the principles of writing development of K-12 school-aged student populations by understanding the concepts of language, academic discourse, linguistic metafunctions, and genre. It is important to the program because it provides essential knowledge of recent research and theoretical developments in academic literacy development, which is necessary for professionals working with second language learners and vital to continued research in the discipline. Effective Term: Spring 2011 CIP Code: 13.0201.0004
6	ENGR	CHG hours	CHE 5344	Polymers and Materials Laboratory	3:2:3 to 3:2:4		Synthesis and properties of materials, including polymers, polymerization, transitions, phase separation, mechanical properties, and processing. Justification: This course is approved for 6 hours of credit-bearing lab. The requested change will amend the contact hours to reflect the accurate contact hours and activity type. The proposed hours include 4 contact hours for a credit lab and 2 contact hours for a discussion. The total number of credit hours remains the same. Effective Term: Fall 2011 CIP Code: 14.0701.0006

7	HS	DEL	FCSE 3103	Field Experience in Family and Consumer Sciences I	1:1:0		Supervised observation and teaching in family and consumer sciences. Justification: Course is no longer taught. Effective Term: Spring 2011 CIP Code: 19.0101.0007
8	HS	DEL	FCSE 4103	Field Experience in Family and Consumer Sciences II	1:1:0		Supervised observation and teaching in occupational family and consumer sciences. Justification: Course is no longer taught. Effective Term: Spring 2011 CIP Code: 19.0101.0007
9	HS	ADD	PFP 5115	Seminar in Personal Financial Planning	1:1:0	Y	Prerequisite: PFP major. An introductory course to the graduate PFP major. Topics will include advising, study techniques, involvement in the program and profession, academic integrity, professionalism, student motivation, and networking. Justification: An introductory course in the master's program is needed to cover topics of importance in the major field and field of financial planning that are either not specifically covered in other courses or are embedded in other courses. Addition of this course will streamline the curriculum and successfully transition students into the master's program. Effective Term: Spring 2011 CIP Code: 52.0804.0016
10	HS	ADD	PFP 5326	Advanced Charitable Planning	3:3:0	Y	Review of sophisticated charitable planning techniques with a special emphasis on creative uses of private foundations, donor advised funds, charitable remainder trusts, and advanced charitable estate planning techniques. Justification: The department is adding an emphasis in charitable planning that will ultimately lead to a graduate certificate program in charitable planning. Effective Term: Spring 2011 CIP Code: 52.0804.0016
11	HS	ADD	PFP 5327	Charitable Giving: Theory and Research	3:3:0	Y	Review of research findings and theoretical models of charitable giving from the academic literature. Focuses on determinants and motivations in charitable giving with an emphasis on applying these findings in a professional context for financial advisors and fundraising professionals. Justification: The department is adding an emphasis in charitable planning that will ultimately lead to a graduate certificate program in charitable planning. Effective Term: Spring 2011 CIP Code: 52.0804.0016
12	VPA	CHG prefix and number	ART 1310 to ARTH 1301	Art History Survey I	3:3:0	Y	A survey of painting, sculpture, architecture, and the minor arts from prehistoric times to the 14th century. AP waiver possible. Fulfills multicultural requirement. Fulfills Core Visual and Performing Arts requirement. Justification: Prefix distinguishes art history content from other art courses. Number identifies sequence. Effective Term: Fall 2011 CIP Code: 50.0701.0003
13	VPA	CHG prefix and number	ART 2311 to ARTH 2302	Art History Survey II	3:3:0	Y	A survey of painting, sculpture, architecture, and the minor arts from the 14th through 19th centuries. AP waiver possible. Fulfills multicultural requirement. Fulfills Core Visual and Performing Arts requirement. Justification: Prefix distinguishes art history content from other art courses. Number identifies sequence. Effective Term: Fall 2011 CIP Code: 50.0703.0003
14	VPA	DEL	ART 3310	Greek and Roman Art	3:3:0		Prerequisite: ART 1310 (or 1309), or consent of instructor. An examination of the principal contributions of the classical world in the areas of architecture, sculpture, and painting. Emphases: Greek and Roman. May be repeated for credit. Justification: There is no instructor to teach the course. Effective Term: Spring 2011 CIP Code: 50.0701.0003

15	VPA	CHG prefix and number	ART 3311 to ARTH 3333	Native American Arts	3:3:0	Y	An examination of Native American cultures of the United States as revealed in ancient and contemporary architecture, arts, and crafts. May be repeated for credit in different emphasis. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal designations for various eras to avoid clustering of numbers. Removed from General Education inventory. Effective Term: Fall 2011 CIP Code: 50.0703.0003
16	VPA	CHG prefix, number, prerequisite	ART 3312 to ARTH 3303	Art History Survey III	3:3:0	Y	Prerequisite: ARTH 2302 or consent of instructor. Introduction to artistic movements, events, innovations, and debates of the 20 th and 21 st centuries, as examined in an international cultural frame. (Writing Intensive) Justification: Prefix distinguishes art history content from other art courses. Number identifies sequence. Prerequisite reflects new designation. Effective Term: Fall 2011 CIP Code: 50.0703.0003
17	VPA	CHG prefix, number, prerequisite	ART 3313 to ARTH 3350	Latin American Art	3:3:0	Y	Prerequisite: ARTH 2302, 3303, or consent of instructor. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal designations for various eras to avoid clustering of numbers. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003
18	VPA	CHG prefix, number, prerequisite, description	ART 3314 to ARTH 3364	Art of the United States	3:3:0	Y	Prerequisite: ARTH 2302 (or ART 1309) or consent of instructor. A survey of North American art and architecture during specified eras. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003
19	VPA	DEL	ART 3315	Ancient Near Eastern and Egyptian Art	3:3:0		Prerequisite: ART 1310 (or 1309), or consent of instructor. A discussion of Ancient Near Eastern art and architecture from Neolithic times down to 500 B.C. and the arrival of the Greeks in Persia; Ancient Egyptian art and architecture is covered from predynastic to the conquest of Egypt by Rome in 31 B.C. May be repeated for credit. Justification: There is no instructor to teach the course. Effective Term: Spring 2011 CIP Code: 50.0701.0003
20	VPA	CHG prefix, number, title, prerequisite, description	ART 3316 to ARTH 3366	Current: 19 th Century Art Proposed: 18 th and 19 th Century Art	3:3:0	Y	Prerequisite: ARTH 2302 (or ART 1309) or consent of instructor. Principal developments focusing on European painting, sculpture, and architecture during the 18 th and 19 th centuries. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Title and description reflect scope as taught. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0701.0003
21	VPA	CHG prefix, number, prerequisite, description	ART 3317 to ARTH 3345	Baroque Art	3:3:0	Y	Prerequisite: ARTH 2302 (or ART 1309) or consent of instructor. A view of European art of the Counter Reformation and a consideration of the prevailing pressures that produced this art. Analysis of the devices, effects, and dynamics of the age of change. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Focus areas deleted from description to restore flexibility to description. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003

22	VPA	CHG prefix, number, prerequisite	ART 3319 to ARTH 3380	Photographic Arts of the 19th and 20th Centuries	3:3:0	Y	Prerequisite: ARTH 2302 or consent of the instructor. An examination of the development of photography and its relation to the other visual arts. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003
23	VPA	CHG prefix and number	ART 4310 to ARTH 4308	Seminar in Art History	3:3:0	Y	Prerequisite: 6 hours of art history or consent of instructor. Extensive exploration of a particular period in art history. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Effective Term: Fall 2011 CIP Code: 50.0703.0003
24	VPA	CHG prefix and number	ART 4311 to ARTH 4309	Senior Thesis in Art History	(3)	Y	Prerequisite: Consent of instructor. An individual course of intensive study requiring in-depth reading and substantial written projects. (Writing Intensive) Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Effective Term: Fall 2011 CIP Code: 50.0701.0003
25	VPA	CHG prefix, number, prerequisite, description	ART 4312 to ARTH 4389	Topics in 20th and 21st Century Contemporary Art	3:3:0	Y	Prerequisite: ARTH 3303 or consent of instructor. Major movements in modern and contemporary art, including aesthetic and critical theories. May be repeated when topic differs. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003
26	VPA	CHG prefix, number, prerequisite, description	ART 4313 to ARTH 3320	Medieval Art of Europe	3:3:0	Y	Prerequisite: ARTH 3303 or consent of instructor. Examines the artistic achievements of the medieval era, focusing on art and architecture of the Christian faith and culture. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Prerequisites reflect new designations. Change to level 3 reflects course as taught. Effective Term: Fall 2011 CIP Code: 50.0703.0003
27	VPA	CHG prefix, number, prerequisite	ART 4314 to ARTH 4307	History of the Book as Art	3:3:0		Prerequisite: ARTH 1301 (or ART 1309) or consent of instructor. Historical investigations of books that have been regarded as visual art. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003
28	VPA	CHG prefix, number, prerequisite, description	ART 4315 to ARTH 4335	The Arts of Pre-Columbian America	3:3:0	Y	Prerequisite: ARTH 1301 (or ART 1309) or consent of instructor. An examination of the ideologies and cultures of Meso, Central, and South America as expressed in their arts, cities, iconography, and writing. Critical evaluation of contemporary approaches to these topics. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Deletion of emphases restores flexibility to the description. Prerequisites reflect new designations. Effective Term: Fall 2011 CIP Code: 50.0703.0003
29	VPA	CHG prefix, number, prerequisite, description	ART 4318 to ARTH 4340	The Art of the Renaissance	3:3:0	Y	Prerequisite: ARTH 2302 (or ART 1309) or consent of instructor. A study of aesthetic and intellectual directions in the Age of Humanism. May be repeated for credit. Justification: Prefix distinguishes art history content from other art courses. Num-

							<p>ber corresponds to internal ordering system to avoid clustering of numbers. Deletion of emphases restores flexibility to the description. Prerequisites reflect new designations.</p> <p>Effective Term: Fall 2011</p> <p>CIP Code: 50.0703.0003</p>
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