

Faculty Senate Minutes
1:00 – 1:45 P.M.
Nov. 18, 2011

Members Present

Aram Hajian
Catherine Buon
Melissa Brown
Irshat Madyarov
Varduhi Petrosyan
Eric Guevorkian
Byron Crape
Syuzanna Vasilyan
Doug Shumavon
Karen Aghababyan
Garegin Gevorgyan

Members Absent

Gagik Gabrielyan
Vahan Bournazian*
Tom Samuelian*

Guests

None

* Indicates excused absence

FACULTY SENATE AGENDA

- Quorum Call
- Approval of minutes of October 27, 2011
- Approval of the Agenda
- Committee Reports
 - FS Executive Committee
 - Curriculum Committee
 - Ethics and Grievance Committee
- General Assembly

MINUTES

- **Quorum Call**
Quorum present

- **Approval of the minutes of October 27, 2011**
Aram Hajian moved that the Minutes be approved as amended, and Syuzanna Vasilyan seconded the motion. The minutes were approved by majority of votes with three abstentions.

- **Approval of the agenda**
Varduhi Petrosyan moved that the agenda be approved and Aram Hajian seconded the motion. The agenda was approved by consensus.

- **Committee Reports**
 - FS Executive Committee

FS Executive Committee met to discuss the agendas for the FS meeting and General Assembly.

 - Curriculum Committee (CC)

CC discussed and approved of three course modification proposals from PSIA:
 - European Neighborhood Policies (Appendix A)
 - Security Policy Course (Appendix B)
 - Master's essay/Internship report (Appendix C)
Aram Hajian moved that the proposal for the European Neighborhood Policies be approved, and Varduhi Petrosyan seconded the motion. The proposal has been approved by consensus.

Catherine Buon moved that the proposal for the Security Policy Course be approved, and Aram Haijan seconded the motion. The amendments have been approved by consensus.

Karen Aghababyan moved that the proposal for the Capstone project Master's Essay/Internship Report be approved, and Garegin Gevorgyan seconded the motion. The amendments have been approved by consensus.

 - Ethics and Grievance Committee
Nothing to report.

Final

- Committee on the Extension Program (CEP)
Byron Crape was asked to join the search committee for the new Director of the Extension Program. The CEP committee will meet within the next several days to discuss recommendations from CEP and Faculty Senate.

Action item: Faculty senate members to send in their recommendations and ideas to Byron Crape.

- **General Assembly**

Date: Dec. 2, Friday, 1:00 PM

Place: a circular room in PAB (308E?)

Agenda:

- Updates from the Administration led by President Boghosian
 - Updates about the undergraduate program
 - Faculty contracts
- WASC updates and discussion – led by Tom Samuelian and Sharistan Melkonian.

Doug Shumavon moved that the agenda for the General Assembly be approved, and Byron Crape seconded the motion. The agenda has been approved by consensus.

Meeting was adjourned 1:45 PM

Minutes respectfully submitted by Irshat Madyarov

Final

**Appendices
Appendix A**

Course Proposal and Modification Form

Academic Program: **Political Science and International Affairs**

Course No. PS 322 Course Name: **European Neighborhood Policy**

Check if New: X

Nature of Change:

Administrative:

Substantive: X

Degree requirement change:

For further information change classification, refer to the Course Proposal and Modification Process.

The Sponsoring Department should attach a Report and any supporting documents with the following information:

(1) Proposed Change (for new or modified courses attach a description):

(2) Rationale for Change:

(3) Procedural History (Describe key steps and dates in consultative process within the Sponsoring Program for the proposed change).

Decision of the Curriculum Committee for further action:

	Approved?		Date
	Yes	No	
If approval of Curriculum Committee required:*	X		15 Nov 2011
If Faculty Senate Approval required:			

Upon completion of action by the Curriculum Committee, deposit this form with the Provost.

*If not approved by Curriculum Committee, the Curriculum Committee will provide a written rationale for its decision.

COURSE PROPOSAL AND MODIFICATION FORM

Supporting Report for PS 322 – European Neighborhood Policy

This course addresses the growth of the European community and looks at the development of the ENP toward North Africa and the eastern countries of the former Soviet Union. It engages students by looking at European reform, economic and social cooperation and development, trade-related issues, market and regulatory reform, cooperation in justice, freedom and security issues among others.

This course fills a void in the curriculum on Europe and its impact on its neighbors.

Throughout the past several months there have been discussions about gaps in the curriculum. Teaching this course in the Winter Quarter 2012 provides an opportunity to address this issue and fill the gap.



AMERICAN UNIVERSITY OF ARMENIA

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AUA is a U.S.-accredited graduate institution affiliated with the University of California

Course Syllabus

“The European Neighborhood Policy (ENP)”

(4 credits)

Winter, 2012

PS 322

Dr. Syuzanna Vasilyan
Assistant Professor
School of Political Science and International Affairs (PSIA)

E-mail: svasilyan@aua.am

Office hours: Friday – 10am-1pm

Essentials

- The courses “International Relations” and “European Integration” are pre-requisites for this course.
- Students with special needs are asked to approach the Professor beforehand.
- Those receiving lower than a “C” for the course will be given a chance to take a test (see <http://www.aua.am/students/Handbook.pdf>).
- Students have to demonstrate respect and ethical conduct in class (see http://www.aua.am/students/STUDENT_CODE_OF_ETHICS.pdf).
- The students are required to familiarize themselves with the AUA library resources and have adequate computer skills.

Overview

The European Neighborhood Policy (ENP) was developed by the European Union (EU) in 2006. While work in progress, like the EU project itself, the policy carries a charge, which makes it stand out from among the policies of other global actors.

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Firstly, the ENP is first-of-a-kind policy, which has tried to bring together the peripheries of today's EU (comprising twenty seven member-states), namely the Arab-speaking countries of North Africa and the Middle East, as well as Israel, and the eastern countries of the former Soviet Union under the same umbrella. Meanwhile, the Union has as of 2008 and 2009, respectively, differentiated between the south and the east by launching the Union for the Mediterranean (UfM) and the Eastern Partnership (EaP).

Secondly, the ENP is a comprehensive external relations undertaking covering all the spheres of public life by fostering political dialogue and reform, economic and social cooperation and development, trade-related issues, market and regulatory reform, cooperation in justice, freedom and security issues, transport, energy, information society, environment, research and development, as well as people-to-people contacts, civil society, education, public health of the partnering countries. In the meantime, the Union works with the neighbors to ensure stability, security and peace.

Thirdly, the ENP has become a new subject-matter of inquiry. It has stimulated research on its implications, developments, as well as repercussions thereby enriching the field of EU studies and making it an interesting case-study for International Relations (IR) scholars. It provides ample room for potential scholarly investigation, which should bridge European Studies and IR. In this manner, previously studied regions, such as the Middle East, North Africa, former Soviet Union have regained their importance through the strands of development, conflict resolution, democracy promotion, regionalization and transition literature, which have, in their turn, been given a new vibe.

Finally, the ENP has challenged political thinking by casting a new light on geopolitics, making to reconsider the previous geographic arrangements, opening new avenues for political cooperation and facilitating new approaches to efficient policy-making.

Thereby the ENP stands out as most enticing for future scholars, policy-makers and practitioners. This course will intend to reveal, ponder and assess it in a scholarly fashion.

Structure

The first part of the course will dwell on the concepts 'European', 'neighborhood' and 'policy'. It will aim at uncovering the policy both inductively and deductively through a plethora of theoretical lenses; helping to understand the link between enlargement and neighborhood policies by referring to the geographic and political factors; analyzing the institutional architecture of the EU and partner countries. Moreover, it will look at the EU's other geographic neighbors covered by EEA/EFTA and Balkan countries. Hereby the focus will be laid upon the EU's relations with them as targeting a different *finalite*.

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The second part will look into Maghreb, Mashreq, Middle East and Eastern European 'regions' in order to expound on the concept of 'region', as well as consider the differences among them and the variations in the Union's approach towards these 'partners'. In addition, it will delve into the EU-US relations in the southern and eastern dimensions, as well as the Union's cooperation with other inter-governmental organizations (IGOs) in the 'neighborhood'.

The third part will tackle the policy domains, notably, democracy, rule of law and human rights, internal market and trade, agriculture, sanitary and phytosanitary issues, as well as justice, freedom and security. These sessions will represent lectures by EU advisors to Armenia many of whom gained expertise working in other neighboring countries and/or EU member states, which joined the Union after 2004 or developing countries. The final session will be a convention dealing with energy, social, environmental and security issues.

Objectives and Outcomes

The course will aim at

- disclosing the rationale of the ENP;
- tracing the tactics/strategy of the policy;
- detecting the nature of the EU as a global player *via* its external policy 'priority';
- providing both theoretical and hands-on knowledge as far as the ENP is concerned.

As a result, the students will be capable of

- analytically and critically evaluating the ENP and the Union's policies (policy domains) with respect to separate neighboring countries;
- positioning the ENP within the existing conceptual/theoretical frameworks (micro, mid-range, grand theories);
- delineating the policy, comparing it, situating within various strands of policy-related literature;
- writing both research and policy papers.

Methods and Assessment

The Professor will act as a lecturer, discussant and/or moderator during the sessions. The students are required to read all the assigned material, as well as consult additional resources, as applicable. Participation (not just the quantity but also the quality of interventions, as well as ethical behavior) will comprise 20% of the grade. For the final convention the students will be divided into thematic panels and make presentations on the

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assigned sectors of the ENP. Plagiarism and more than two absences without a justified reason will lead to automatic failure of the course.

In the process of the course the students will have to write a policy paper by focusing on a particular neighboring country (the topics will be assigned during the first session on the basis of preferences expressed by the students; should there be more students willing to write/present on a particular country, lottery will be drawn) amounting to 2000 words and deliver a 20-minutes-long presentation. The latter should be policy-driven and policy-oriented and reflect the most recent developments in the relations between the EU and the particular neighboring country. The paper and the presentation will comprise 20% of the grade each. The papers should be sent to the Professor and the fellow students on Saturday by 12pm for the Tuesday session and on Monday by 12pm for the Thursday session so as to enable everybody to read the papers beforehand and partake in a constructive classroom discussion.

The final paper – comprising 4000 words – should be a research paper whereby the policy is tied to a conceptual/theoretical framework. This paper should take two or more countries and compare them or focus on a region. It will comprise 40% of the grade. The class will rely both on classical and various innovative interactive formats.

The students will be a) expected to follow EuroNews on a regular basis and b) required to read the documents found on the website of the ENP/European Commission/EU at http://ec.europa.eu/world/enp/documents_en.htm. Most importantly, specialized resources can be found 1) in academic journals, 2) on think tank websites, 3) *qua* analytical media outlets, respectively:

- 1) European Foreign Affairs Review, Journal of Common Market Studies, Journal of European Public Policy, European Union Politics, European Journal of Political Research, West European Politics;
- 2) ARENA, Centre For European Policy Studies (CEPS), European Policy Centre (EPC) Centre for European Reform (CER), Chatham House, EuroMesco;
- 3) EurActive, EUObserver, EuropeanVoice, Europe's World, E!Sharp.

Outline

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Part 1: The European Neighborhood

Session 1: Introduction - general and specific expectations of the Professor and expressions of interest by the students regarding the papers and presentations

Session 2: ENP – from Policy to Theory and Vice Versa

Olsen

Lavenex

Lavenex et al

Schimmelfennig

Session 3: Enlargement-ENP - From Policy to "Policy"

Dodini and Fantini

Lippert

Kelley

Smith

Session 4: European Free Trade Area (EFTA) - Norway, Iceland and Switzerland

Sverdrup

Emerson

Egeberg

Session 5: Candidates - Croatia, Former Yugoslav Republic of Macedonia (FYROM), Montenegro and Turkey

Freyburg

Islam

Schimmelfennig

Session 6: Potential Candidates - Albania, Bosnia and Herzegovina, Serbia and Kosovo

Klasnja

Hoffman

Juncos

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Session 7: Russia

Zaslavskaia

Averre

Haukkala

Part 2: The European Neighborhood Policy

Session 8: Maghreb - Algeria, Libya, Morocco and Tunisia

Tanner

Pace

Tocci and Cassarino

Session 9: Mashreq - Egypt, Jordan, Lebanon and Syria

Momani

Seberg

Comelli

Session 10: Middle East: Israel and Occupied Palestinian Territory

Del Sarto and Schumacher

Pardo

Huber

Session 11: Eastern Europe - Belarus, Moldova, Ukraine

Gatev

Delcour

Bosse

Session 12: Eastern Europe - South Caucasus (Armenia, Azerbaijan, Georgia)

Vasilyan – security

Vasilyan – conflicts

Vasilyan – external legitimacy

Session 13: EU – US in the Neighborhood

Barkey

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Diez

Vasilyan

Session 14: EU – IGOs (CoE, OSCE, UN, NATO, etc.) in the Neighborhood

Gheballi

Bailes et al

Part 3: Policy Domains presented by EU Advisors

Session 15: Internal Market and Trade

Gstohl

De Ville and Reynaert

Manners

Session 16: Agriculture, Sanitary and Phytosanitary Issues

Tovias

Grant

Session 17: Justice and Home Affairs

Wichman

Pop

Collyer

Session 18: Democracy, Rule of Law and Human Rights

Youngs

Van Elsuwege

Freyburg et al.

Session 19: Lecture by an Armenian-European Policy and Legal Advice Centre (AEPLAC) official on Armenia's Compliance with the EU Policies

Session 20: Convention on Energy, Social, Environmental Issues and Security

Energy – Wood, Lunds Universitet

Social – Tomassini, Lannon e al

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Environmental – Costa

Security – Grevi

Overarching - Emerson et al.

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Appendix B
Course Proposal and Modification Form

Academic Program: **Political Science and International Affairs**

Course No. PS 324

Course Name: Security Policy

Check if New: X

Nature of Change:

Administrative:

Substantive: X

Degree requirement change:

For further information change classification, refer to the Course Proposal and Modification Process.

The Sponsoring Department should attach a Report and any supporting documents with the following information:

(1) Proposed Change (for new or modified courses attach a description):

(2) Rationale for Change:

(3) Procedural History (Describe key steps and dates in consultative process within the Sponsoring Program for the proposed change).

Decision of the Curriculum Committee for further action:

	Approved?	
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	Yes	No	Date
If approval of Curriculum Committee required:*	X		15 Nov 2011
If Faculty Senate Approval required:			

Upon completion of action by the Curriculum Committee, deposit this form with the Provost.

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COURSE PROPOSAL AND MODIFICATION FORM

Supporting Report for PS 324 – Security Policy

This course addresses security policy and related issues. It covers decision making in national security issues, strategic planning and implementation of security policies. It explores implications of globalization and human rights on security matters and the interdependence of foreign and security policies.

This course fills a void in the curriculum on security issues.

Throughout the past several months there have been discussions about gaps in the curriculum. Teaching this course in the Winter Quarter 2012 provides an opportunity to address this issue and fill the gap.

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AMERICAN UNIVERSITY OF ARMENIA

POLITICAL SCIENCE AND INTERNATIONAL AFFAIRS

PS ____

Winter 2012

Instructor: Dr. Vahram Ter-Matevosyan

Office: 135W (PAB 1st floor)

Class hours: Tuesdays & Thursdays 11:00-12:50

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Office hours: Thursdays 14:00 - 15:00

Credits: 4

Tel: 51-26-73

E-mail: termatevosyan@aua.am

PS ____ SECURITY POLICY

SYLLABUS

Course overview:

This course addresses a number of security related issues, including decision making in the national security matters, strategic planning and implementation of security related politics on the executive and different agency levels, implications of globalization and human rights on security related issues, interdependence of foreign and security policies. The course will also reflect upon Armenia's experience of national security policy planning and implementation. The course will be taught at the 114W PAB. The course is composed of lectures and seminars. Reading materials will be available both in electronic and hard-copy versions.

Course Objectives:

By the completion of this course students will be competent to:

- Distinguish between national security and state security dimensions
- Differentiate among different stages of identification, planning, implementation and management of security related political projects and initiatives
- Learn how governments address national security issues
- Learn how national interests and security policy translate into action;
- Consider the political nature of such processes in the national security community,
- Analyze issues and communicate the analytic drivers of policy options for the decision-makers
- Understand key components of Armenian policymaking in security related issues and Learn American experience of security politics
- Understand the key trends, developments and potentials for resolution of security related issues.
- Identify various threats to security that emanate from the dilemmas of the interstate system, the state itself, and then turn to a discussion of the insecurity caused by sub-state and non-state actors, as well as analyze the methods used by states to counter these threats.
- Familiarize with the most important issues and debates in the national security;
- Learn to produce a policy paper.

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Course organization and requirements:

You are required to prepare thoroughly for class discussions through careful reading of the required texts. The class will be divided into groups. All other assignments assume that you will be reading carefully the assigned texts below. For each week, you will be asked to read scholarly material, which (with the exception of the first week) should be completed by the class in which they are to be discussed. No assignment is as important for your progress in this class as reading. We will also be engaged in critical discussion in each class so please keep up with the readings.

a) Attendance (15 % of grade)

Attendance at lectures is required and roll is taken at the beginning of every class. Lectures will not reiterate the readings; they will be devoted to providing contextual information essential for assessing the readings, and for preparing exam. Four absences would automatically cut 10 % of grade. More than five absences would automatically mean a failure in the course.

b) Participation (10 % of grade)

Weekly presentations are intended to clarify and consolidate the previously taught material. During our seminars and class discussions you should pose and attempt to answer the analytic questions, using, or even disputing, the appropriate evidence from the lectures as well as from the readings required for the course. Those who attend regularly but who do not participate in class discussion can expect to get no more than an average grade. Without active participation your education will be severely impaired, so please take your fellow classmates and your own development seriously by participating actively.

c) Paper and Quiz (35 % of grade)

You will be asked to write 1 home-take paper of 5 to 6 pages long (15 %) and 2 quiz-tests (10 % each). The paper and the quiz will respond to/reflect main topics outlined in this syllabus. The due date for the paper is Feb. 2nd and the dates for the quiz-tests are Februaru 21st and March 2nd. Late submission of mid-term paper will NOT BE ACCEPTED unless you have an excuse from the Dean's Office.

d) Final Exam (40 % of grade)

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Course structure:

January 10 - *Introduction to the course: Conceptual dimensions*

Stephen Walt, The Renaissance of Security Studies, *International Studies Quarterly*, v.35/2, 1991, pp. 211-240

January 12 - *Defining Security*

Required reading

David Baldwin, Security Studies and the End of the Cold War, *World Politics*, v.48/1, 1995, pp. 117-141

Richard Betts, Should Strategic Studies Survive?, *World Politics*, v. 50/10, 1997, pp. 7-34

Roland Paris, *Human Security: Paradigm Shift or Hot Air?*, *International Security*, v. 26/2, 2001

Jessica Tuchman Mathews, "Redefining Security," *Foreign Affairs*, v.68/2, 1989, pp. 162-177

Recommended

Bernard Brodie, *Strategy as Science*, *World Politics*, v.1, 1949

Barry Buzan, New Patterns of Global Security in the 21st Century, *International Affairs*, v. 67/3, 1991

Steven Miller, International Security at Twenty-five: From One World to Another, *International Security*, v.26/1, 2001

January 17 - *National Security Identity and Security Culture*

Peter Katsentsein, *Culture of National Security*, pp. 8-43

January 24 - *Strategic Thinking & Strategic Planning*

Lawrence Freedman, *The Transformation of Strategic Affairs* 595, Adelphi Paper 379, 2006,

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January 26 - *National Security Documents*

Theodore C. Sorensen, Rethinking National Security, *Foreign Affairs*, v.69/3, 1990, pp. 1-18

Article Bakshi, Jyotsna(2000)

'Russia's national security concepts and military doctrines: Continuity and change', *Strategic Analysis*, 24: 7, 1267 — 1284

Israel's National Security and the Myth of Exceptionalism Author(s): Gil Merom Source: *Political Science Quarterly*, Vol. 114, No. 3 (Autumn, 1999), pp. 409-434

Comparative analysis of National Security Documents of South Caucasian States

NS Concepts of Georgia & Azerbaijan, NS Strategy of Armenia

Vahram Ter-Matevosyan, NS Concepts of Georgia & Azerbaijan, *Journal of East European and Black Sea Studies*, v. 12, 2011

January 31 - *Review of National Security Documents*

Sapolsky, Gholz & Talmadge, *US Defense Politics: Origins of Security Policy*, pp. 43-60

Վահրամ Տեր-Մաթևոսյան, Ազգային անվտանգության ռազմավարության վերանայման հեռանկարները, <<Հայկական բանակ>> գիտական-ակադեմիական հանդես, 2010, հ. 15, թիվ 3/65, էջ 70-77

February 2

Quiz test

February 7 - *Decision-making and organizational theories in Security Politics: Comparing US and Armenian cases*

Gabriel Marcella, National Security and the Interagency Process: Forward into the 21st Century, *Organizing For National Security*, ed. Douglas T. Stuart, 2000, pp. 163-195

Constantine Menges, Improving National Security Decision-making, *Organizing For National Security*, ed. Douglas T. Stuart, 2000, pp. 195-209,

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Vahram Ter-Matevosyan, Reforming Armenia's National Security Politics, unpublished policy research paper, NUPI, 2010

February 9 - *Military Doctrine and Planning*:

A. Millet and W Murray, The Effectiveness of Military Organizations, In Millet and Murray, eds., *Military Effectiveness*, v. 1, Boston: Allen and Unwin, 1988

C. Williams, *Holding the Line: US Defense Alternatives for the 21st Century*, Boston: MIT Press, 2001

T. Dupuy, *The Evolution of Weapons and Warfare*, New York: DaCapo, 1984

Stephen Biddle, Victory Misunderstood: What the Gulf War tells us about Conflict in the Future, *International Security*, v. 21/2, 1996

February 14 - *National Security Council*

Interfurth & Johnson, *Fateful Decisions: Inside the National Security Council*, 2004

George and Rishikof, *The National Security Enterprise: Navigating the Labyrinth*, 2011

February 16 - *Human Rights and National Security*

Coel & Dempsey, *Terrorism and the Constitution: Sacrificing Civil Liberties in the Name of National Security*, 2006, pp. 173-218

February 21

Quiz test

February 23 - *National security & homeland security/defense*

Sapolsky, Gholz & Talmadge, *US Defense Politics: Origins of Security Policy*, pp. 145 – 157

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Buzan & Waeber, *Regions and Powers: The Structure of International Security*, pp. 397-436

February 28 - *Security and the International System: The Changing Environment*

Donald M. Snow, *National Security for a New Era: Globalization and Geopolitics*. New York: Pearson Education, Inc, 2007, 2nd , edition, pp. 1- 156.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. Washington, D.C.: CQ Press, 2006, 289 p.

Stan A. Taylor, "The Role of Intelligence in National Security," in Alan Collins, ed., *Contemporary Security Studies*. New York: Oxford University Press, 2007, pp.248-269.

March 1

Quiz test

March 6 - *Writing policy papers*

Young – *Writing Effective Public Policy Papers: A Guide to Policy Advisers in Central and Eastern Europe*

March 8 - *Globalization and security*

Robert G. Patman, *Globalization, The End Of The Cold War, And The Doctrine Of National Security*, pp. 3-30

March 14 - *Civil-Military Relations*

Samuel Huntington, *The Soldier and the State*, Harvard: Harvard University Press, 1957

Morris Janowitz, *The Professional Soldier*, New York: Free Press, 1960,

Michael Desch, *Civilian Control of the Military*, Baltimore: Johns Hopkins University Press, 1999

Final

March 16 - *Future of national security*

**Analyzing Future Complex National Security Challenges within the
Joint, Interagency, Intergovernmental and Multinational
Environment, Proteus Futures Workshop: 22–24 August, 2006**

March 23

Final exam

Final

Appendix C
Course Proposal and Modification Form

Academic Program: PSIA

Course No. PS 362/3 Course Name: Master's Essay/Internship Report Check if New:

Nature of Change:

Administrative: X

Substantive: X

Degree requirement change:

For further information change classification, refer to the Course Proposal and Modification Process.

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(1) Proposed Change (for new or modified courses attach a description):

(2) Rationale for Change:

(3) Procedural History (Describe key steps and dates in consultative process within the Sponsoring Program for the proposed change).

Decision of the Curriculum Committee for further action:

	Approved?	
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Final

	Yes	No	Date
If approval of Curriculum Committee required:*	X		Nov 16 2011
If Faculty Senate Approval required:			

Upon completion of action by the Curriculum Committee, deposit this form with the Provost.

*If not approved by Curriculum Committee, the Curriculum Committee will provide a written rationale for its decision.

Report for above: to split PS362 (Internship – currently 6 hours) or PS363 (Master’s Essays - currently 6 hours) into a 2 unit course (Capstone Design - PS361) and reducing the Internship and Masters Essays courses to 4 units (PS362 and PS 363).

PSIA is going to pilot offering this six hour, ungraded course (the capstone, either PS362 for Internship and PS363 for Master’s Essays) over two-terms. Historically credits been offered only in the Spring Quarter. This results from the investigation and discussions surrounding the self study. The department faculty feels this is a necessary improvement.

This year the course will be split with a two-hour segment offered in the Winter Quarter and the remainder of the requirement offered in the Spring Quarter. The 2 unit course will be called Capstone Design (PS 361) and the remaining 4 units will be known as either the Capstone for Internships (PS362) or the Capstone for Master’s Essays (PS 363).

Rationale:

There have been two difficulties with the capstone. First, the quality is in need of improvement and second, the final products tend to be submitted very late. Students need to work at development of a research design before beginning their research project (either the internship or the essay). This course will identify specific deliverables leading to the actual data collection. These will include identifying the research problem, a research question, a literature review; in short a research proposal.

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Getting started a quarter earlier will allow students to understand their tasks and address the second problem of late assignments. As a part of the Student Learning Assessment for PSIA, this will be tested in 2012 and will be formalized in 2012-13 (it will be expanded to a two-semester effort when the university switches to a semester system). It also is being considered to be a graded course rather than a pass/fail course.

Please note that this proposal is not adding additional units to the program; it is merely redistributing as follows: from six units in the spring quarter to two units in the winter quarter and four units in the second quarter – for which ever option the students choose (internship or essay).