# Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** Agriculture  
   **Department:** Agronomy and Soils

2. **Course Prefix and Number:** AGRN 5010/6010
   **3. Effective Term:** SP 2013

4. **Course Title:** Analysis of Plant, Soil, and Animal Data  
   **Abbreviated Title:** (30 characters or less)

5. **Requested Action:**  
   - Renumber a Course
   - Add a Course
   - Revise a Course
   **Current Course Number:**  
   **Proposed Course Number:**
   **Type of Revision:**

6. **Course Credit:**  
   **Contact/Group Hours:**  
   **Scheduled Type:** (e.g.: Lab, Lecture, Practicum, Directed Study)
   **Weekly or Per Term?**  
   **Credit Hours**  
   **Anticipated Enrollment**
   **Maximum Hours** (Repeatability): 3  
   **Lecture**  
   **3**  
   **3**  
   **20**

7. **Grading Type:**  
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. **Prerequisites/Corequisites:**  
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.  
   **MATH 1130 or STAT 2510**

9. **Restrictions:**  
   List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Principles of data analysis based on real examples will be discussed. Topics include measures of central tendency, dispersion, confidence intervals, sampling issues, probability distributions, etc.

11. **May Count Either:**  
    (Indicate if this particular course cannot be counted for credit in addition to another)
    **Program Type**  
    **Program Title**
    **Requirement or Elective?**
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    (required or optional?)
    **Elective**

12. **Affected Program(s):**  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    **Program Type**
    **Program Title**
    **Requirement or Elective?**
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    (required or optional?)
    **Elective**

13. **Overlapping or Duplication of Other Units’ Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification: Research units in the biological sciences have a need for a data analysis course that is tailored to the needs of our students. We currently teach a course (AGRN 7080 - Experimental methods, taught by Dr. van Santen) for which students are quite often unprepared. What is missing in the current statistics course offering is an upper level undergraduate/beginning level graduate course (5000/6000 level). The proposed course will more adequately prepare students to take both STAT 7000 and AGRN 7080. In addition, Dr. van Santen will be using a new text that is directed more toward biological applications, and is of the opinion that it is one of the best of its type ever published and is excited to be using it. Other departments that deal with biological data have expressed their interest and support for this proposed course.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: The only resources required is classroom space.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: Students will demonstrate the ability to critically assess experimental conduct, data analysis, and draw conclusions from such experiments.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline: see attached syllabus

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects: see attached syllabus

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale: see attached syllabus

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: see attached syllabus

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (VTT).
1. **Course Title:** Analysis of Plant, Soil, and Animal Data

2. **Credit Hours/ Prerequisites, if applicable:** (3) Lec. 3. Pr. MATH 1130 or STAT 2510

   Number of hours of lecture: 37.5/semester
   Number of contact hours: 37.5/semester

3. **Texts or Major Resources:**

4. **Course Description:** Principles of data analysis based on real examples will be discussed. Topics include measures of central tendency, dispersion, confidence intervals, sampling issues, probability distributions, hypothesis testing, comparing means, and basic experimental design procedures.

5. **Course Objectives:**
   - Familiarize students with issues of sampling and effective display of data
   - Familiarize students with basic concepts of probability distributions
   - Familiarize students with basic data analysis techniques for discrete data
   - Familiarize students with basic analysis techniques for continuous data
   - Familiarize students with basic experimental design and analysis

6. **Course Content:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class day</th>
<th>Topic</th>
<th>Textbook Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Statistics and Samples</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Displaying data</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Describing data</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Estimating with uncertainty</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Probability</td>
<td>5</td>
</tr>
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<td>6</td>
<td>Probability</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>Respond to specific questions from previous lectures</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td><strong>Midterm 1</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>Hypothesis testing</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>Analyzing proportions</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>Fitting probability models to frequency data</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>Contingency analysis</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>Respond to specific questions from previous lectures</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td><strong>Midterm 2</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>The normal distribution</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>Inference for a normal distribution</td>
<td>11</td>
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<tr>
<td>9</td>
<td>17</td>
<td>Comparing two means</td>
<td>12</td>
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<tr>
<td>9</td>
<td>18</td>
<td>Handling violations of assumptions</td>
<td>13</td>
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<tr>
<td>10</td>
<td>19</td>
<td>Respond to specific questions from previous lectures</td>
<td>4</td>
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<tr>
<td>10</td>
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<td>11</td>
<td>21</td>
<td>Designing experiments</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>22</td>
<td>Designing experiments</td>
<td>14</td>
</tr>
</tbody>
</table>
7. **Course Requirements/Evaluation:**

Undergraduate (5000 level) and graduate (6000 level) will have to fulfill similar general requirements (homework, midterms, and final) but graduate students will have additional reading assignments from the primary literature in their specific field of study. Specific requirements are outlined below.

**5000 level:**

Attendance of lectures is strongly encouraged but not required for a grade. Course assignments consist of graded homework assignments (25 @ 2 points each), which are handed out one class day and turned in the next. Each assignment consists of a single small problem designed to solidify the concept presented in class that day. Homework constitutes 50% of the course grade. Most homework assignments require only pencil and paper. A few problems late in the semester can be solved using a spreadsheet such as Microsoft EXCEL. There also will be three midterm examinations (10 points each) and one non-cumulative final exam (20 points) for a total of 100 points. The grading policy for undergraduate credit is summarized in the table below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>N</th>
<th>Points</th>
<th>TTL</th>
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<tbody>
<tr>
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<td>50</td>
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<td>Midterms</td>
<td>3</td>
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</tr>
<tr>
<td>Final</td>
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<td>20</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td></td>
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<td>71</td>
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<td>C</td>
</tr>
<tr>
<td>61</td>
<td>70</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 61</td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

**6000 level:**

Attendance of lectures is strongly encouraged but not required for a grade. Course assignments consist of graded homework assignments (25 @ 2 point each), which are handed out one class day and turned in the next. Each assignment consists of a single small problem designed to solidify the concept presented in class that day. Homework constitutes 40% of the course grade. Most homework assignments require only pencil and paper. A few problems late in the semester can be solved using a spreadsheet such as Microsoft EXCEL. Graduate students also will read and summarize papers from the primary literature (5 @ 5 points each). There also will be three midterm examinations (10 points each) and one non-cumulative final exam (20 points) for a total of 125 points. The grading policy for graduate credit is summarized in the table below.

<table>
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<tr>
<th>Assignment</th>
<th>N</th>
<th>Points</th>
<th>TTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Midterms</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Final</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>125</td>
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</table>

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
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<tbody>
<tr>
<td>114</td>
<td>125</td>
<td>A</td>
</tr>
<tr>
<td>101</td>
<td>113</td>
<td>B</td>
</tr>
<tr>
<td>89</td>
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<td>C</td>
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<td>73</td>
<td>88</td>
<td>D</td>
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<tr>
<td>&lt; 73</td>
<td></td>
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</tbody>
</table>

8. **Course Policy Statements:**

**Excused Absences**
Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy
Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specified by instructor).

9. Academic Honesty Statements:

The Auburn University Oath of Honor:
"In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn Family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation.

Plagiarism and Academic Dishonesty:
Plagiarism is the act of presenting directly or indirectly someone else's work as your own. Plagiarism is a major type of academic dishonesty and will not be tolerated. Similarly, cheating on tests in any way is an intolerable form of academic misconduct. The University's policy for academic misconduct in the Learner Code of Conduct will be followed for this course (see the Tiger Cub - http://www.auburn.edu/tigercub/handbook.html). If there are any questions regarding its contents students are expected to contact the instructor.

University Policies not covered in this Syllabus:
The Tiger Cub Student Handbook (http://www.auburn.edu/tigercub/handbook.html) contains all policies and procedures for Auburn University students. This would include items such as the definition of excused absences, procedures for make-up exams, processes to be followed in cases of academic dishonesty, or any other procedural student/faculty issues at Auburn University. Any policy or procedure inadvertently left off this syllabus will be conducted following Tiger Cub guidelines.

10. Students with Disabilities Statement:
Auburn University is committed to providing accommodations and services to learners with documented disabilities. Any learner with a qualified disability which requires accommodations should contact The Program for Learners with Disabilities, 1244 Haley Center, Auburn University, AL 36849, 334-844-2096 (phone), 334-844-2099 (FAX), scw0005@auburn.edu. More information is available on their website at www.auburn.edu/disability. The office will fax or mail the required forms to learners to apply for services. Learners who have questions about their ability to participate in this course should contact the above office in advance to ensure proper accommodations.
11. **Justification for Graduate Credit**

   a. There currently is no course on the books that provides graduate students with introduction to applied statistical data analysis. This course will prepare them for 7000 level courses.

   b. Graduate students will have to read and summarize five papers from the primary literature, which will be selected based on their relevance to statistical analysis of research data. These papers will be selected to fit the research interest of each student.

   c. Evaluation criteria for graduate students are described as in a subsection of section 7 above.

   d. Instructor holds a Level II graduate faculty appointment.
David B. Weaver, Chair
Curriculum Committee
Department of Agronomy & Soils
201 Funchess Hall
CAMPUS

Dear Dr. Weaver:

This is in regard to the proposal to establish a new course, AGRN 5010/6010, *Analysis of Plant, Soil, and Animal Data*, that would be offered by the Department of Agronomy & Soils beginning in Spring 2013 semester.

I have reviewed the proposal in my capacity as our department’s Graduate Program Officer, as has Dr. Wayne Greene in his capacity as our department head. Furthermore, we formally consulted with several faculty in the department who have major teaching responsibilities in subject areas that rely heavily on statistics (e.g., animal breeding, muscle-foods process control, etc.), as well as informally with a number of faculty more heavily involved in research whose programs require that students be able to critically assess statistical methodology and experimental design as reported in the scientific literature, as well as perform statistical analyses appropriate to their own experimental data.

A consensus emerged from our discussions that the proposed AGRN 5010/6010 will fill the void that currently exists by way of an upper-level undergraduate/beginning-level graduate course that more adequately prepares students for courses such as STAT 7000, AGRN 7080, etc. for which students are more often than not ill-prepared. We are especially enthused by the focus on biological applications in the agricultural sciences.

Thank you for the opportunity to register our unconditional and enthusiastic support for the proposal to establish AGRN 5010/6010.

Sincerely,

Russell B. Muntifering
Professor and Graduate Program Officer
Auburn University
Department of Entomology and Plant Pathology
209 Life Sciences
Auburn University, Alabama 36849

November 29, 2011

David B. Weaver
Professor
Department of Agronomy & Soils
Auburn University, AL 36849

Dear Dr. Weaver,

With this letter, the Department of Entomology and Plant Pathology of the College of Agriculture at Auburn University would like to support Dr. Edzard van Santen’s new course AGRN 5010/6010 Analysis of Plant, Soil, and Animal Data.

This course will promote Auburn University’s mission for increasing undergraduate research, mentoring, and writing, goals which are supported by The Office of Undergraduate Research and The Office of University Writing. Our students must be able to apply solutions to problems, practice critical thinking, and communicate effectively.

We believe that AGRN 5010/6010 will augment the above mentioned undergraduate research efforts by encouraging students to analyze their experimental data, interpret the results, and summarize their findings in a precise manner. The split level course will blend senior undergraduate students and beginning graduate students. This combination will benefit students at both educational levels.

AGRN 5010/6010 Analysis of Plant, Soil, and Animal Data will be a supporting class in which our department’s graduate students will learn the application of data analysis. This class will be a practical one in which students will learn to apply statistics through related computer programs such as SAS and Excel. These skills will help our students prepare for careers in both industry and academia.

In summary, the Department of Entomology and Plant Pathology highly recommends the addition of Dr. Edzard van Santen’s Analysis of Plant, Soil, and Animal Data course to the curriculum for both graduate and undergraduate students.

Sincerely,

[Signature]

Arthur G. Appel
Professor and Chair
Department of Entomology and Plant Pathology
Auburn University
Auburn, Alabama 36849-5413
Dr. Smith,

Thank you so much for updating me on the status of Dr. van Santens proposed course, in regard to the STAT committee's decision. As you see from the e-mail of February 1st that I had sent you (attached below) we also asked that your committee consider cross-listing the course. While I fully understand that a new Department Head may wish input in such matters, it will greatly slow our progress towards the development of this course to wait until May. Perhaps your committee could consider our request to allow a cross-listing with STAT before May?

When we finished talking today I mentioned that I would send an e-mail that summarized where we are in this process, and thus this e-mail. I guess things have not really changed from the e-mail of Feb 1st, and so perhaps that can be our current reference. I’ve also attached Dr. van Santens documentation, which does include the revisions as suggested by the University Curriculum Committee. I am not sure I was clear on that in the last e-mail. The attached file contains all of the course changes as suggested by the UCC.

Again, thank you so much for your efforts.

Beth Guerta, Chair
AGRN Curriculum Committee

--- Elizabeth Guerta 2/1/2012 6:16 PM ---
FYI

--- Elizabeth Guerta 2/1/2012 1:37 PM ---
Thank you very much!

Beth

--- Michel Smith <SMITH91@auburn.edu> 2/1/2012 1:31 PM ---
Elizabeth,

I've sent this forward to the statistics committee.

-Michel.

--- Original Message ---
From: Elizabeth Guerta (mailto:guerta@auburn.edu)
Sent: Wednesday, February 01, 2012 6:16 AM
To: Michel Smith
Cc: Werner Bergen, Paul Patterson, Edeard van Santen
Subject: AGRN course request

Dr. Smith,

Yesterday the curriculum committee for the College of Agriculture met, and I updated that committee on the progress of AGRN 5010, the proposed biostats course in Agronomy, to be taught by Dr. van Santen. I had talked with you about the course last week, and sent you some materials. The proposal had been heard by the University Curriculum Committee two months ago, and Dr. Werner Bergen (the CoAg rep to the UCC) had provided Dr. van Santen with the concerns of the UCC about the course. He has addressed those, and also gotten support letters from other departments.

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Click on a photo to see social network updates and email messages from this person.

Connect to social networks to show profile photos and activity updates of your colleagues in Outlook. Click here to add networks.
Good Afternoon All

I am the AGRN individual who has been trying to work on this issue with our proposed course. I am not sure if the relevant e-mails did get attached, and so I have attached the first e-mail of February to this message.

While I understand the concerns of the UCC and the STAT department I feel that AGRN has made several efforts to get resolution on this matter, and we do not seem to be making progress. The suggestion that 3000 and 4000-level STAT courses may be an alternative are less useful, as we are seeking a practical, agricultural-based course for graduate students and undergraduates who will likely go to graduate school. Dr. van Santen is highly experienced in this teaching area, and the letters of support for this course (which were attached in the application process) clearly demonstrate a need for practical, field-based course in the applications of statistics to agricultural data sets. In no way will our students stop taking STAT 7000, which is an excellent and rigorous course in the theory of statistics. I agree with Dr. Smith - our proposed course has Statistics in it. However, it is a practical application of statistics - aimed at agricultural research. I guess my analogy would be the recently developed 'Writing in the Curriculum' model now used by Auburn. Consider this our 'Statistics in the Curriculum', if you will.

I first e-mailed the STAT Department Head on February 1 (attached), and was told that the Statistics Committee would look over the materials before the end of February. On March 1 I called Dr. Smith, and was told in my conversation with him that STAT 4000 was considered a logical replacement by the STAT committee. When I asked about the idea of cross-listing the course (thinking that we could all benefit) I was told that request had not been considered (although my e-mail of Feb 1 clearly shows that it was a request) and that I would have to wait until a new Department Head had arrived to rule on the matter. I was told that would not occur until May. After that March 1 phone call I re-sent all of my previous materials (as Dr. Smith was not sure he had the materials I had originally sent), and as of that e-mailing I have recived no further reply from the Department.

I consider the members of the STATs faculty colleagues. I consider several of them my friends. I would like to see a way to fix this situation, as I think this course is needed, is being taught by a reputable and highly capable faculty member, and that all of our students would benefit. I am asking that we work to find resolution on this issue, and allow us to offer the course.

Thank you

Beth Guertal, Chair
Curriculum Committee, AGRN
(and a person who used to teach a cross listed AGRN/STAT course)

>>> Kevin Snyder <KTS0004@auburn.edu> 03/30/12 4:34 PM >>>

Dr. Hetzger:

The proposal in question includes an e-mail exchange between Dr. Guertal and Dr. Smith, at the beginning of February (final page, supporting documentation, you may need to zoom in a bit to read it all).

The unit alleges that they have received no further communication from the Department of Mathematics and Statistics in the time since.

A representative from the Department of Agronomy and Soils will be present at the meeting, and the committee would welcome any representative from your unit that would like to attend as well.

Please contact me if you have any other concerns.
Thank you.

Kevin T. Snyder  
Coordinator II, Curriculum Management  
209B Samford Hall  
Auburn University  
Auburn, AL 36849  
Phone: 334-844-4974

From: Georg Hetzer  
Sent: Friday, March 30, 2012 4:26 PM  
To: Kevin Snyder  
Subject: AGRN 5010/6010

Kevin,

I was just contacted by Drs. Wit and Smith who object to approving AGRN 5010/6010. I paste the evaluation of the Stat faculty below.

I had hoped that there would be an attempt to find a consensus and wonder why the proposal has been forwarded without a statement from MATH & STAT.

Georg

Larry and Georg,

The statistics faculty have evaluated the syllabus and they uniformly say that this is a statistics course. In support of this is the following:

The content material is the consideration of statistics topics and not the applications of those topics.

I have been told that they want the course to help their students with our STAT 7000 - hence it is an admission that it teaches statistics material. The course material corresponds to some of our 3000 and 4000 level STAT courses. We feel that if a student is not ready for the STAT 7000 course then he/she should take a lower level course with the necessary prerequisite material that is already available in our department.

I have also been told by the Agriculture representative that the course could be cross listed as a STAT course as well as AGRN course and I see this as another admission on their part that the main topics of this course is statistics.

-Michel.