

Memorandum

To: General Faculty

Date: November 6, 2009

Regarding: Agenda, Faculty Senate Meeting, November 13th at 3:00 pm in
TLC 1-303

The agenda for the November 13th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the October 9th, 2009 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)

Action Items: ([See Addendum II](#))

- A) College of Arts and Sciences
 - 1) Department of Art
 - a) ART 4078
Request: Add
Action: Approved
 - 2) Department of Biology
 - a) BS Degree w/ Major in Biology
Request: Modify
Action: Approved
 - 3) Department of Computer Science
 - a) Bachelor of Science in Computer Science
Request: Modify
Action: Approved
 - 4) Department of English
 - a) Minor in Literature

- Request: Modify
Action: Approved
- b) Film Minor
Request: Modify
Action: Approved
- c) ENGL 2060
Request: Add
Action: Approved
- d) ENGL 2300
Request: Delete
Action: Approved
- e) ENGL 3000
Request: Add
Action: Approved
- f) PHIL 2130
Request: Add
Action: Approved
- 5) Department of Geosciences
 - a) GEOG 4800
Request: Add
Action: Approved
- 6) Department of Mass Communications and Theatre Arts
 - a) Theatre Program
Request: Modify
Action: Approved
 - b) FILM 3200
Request: Add
Action: Approved
 - c) THEA 1291
Request: Add
Action: Approved
 - d) THEA 2390
Request: Add
Action: Approved
 - e) THEA 3291

- Request: Add
Action: Approved
- f) THEA 3415
Request: Add
Action: Approved
- 7) Department of Physics
 - a) Secondary Education Certification Plan D
Request: Modify
Action: Approved
- B) College of Education
 - 1) Curriculum and Instruction
 - a) ECED 2271
Request: Delete
Action: Approved
 - b) ECED 3263
Request: Delete
Action: Approved
 - c) ECED 3264
Request: Delete
Action: Approved
 - d) MGED 2271
Request: Delete
Action: Approved
 - e) PTED 4239
Request: Delete
Action: Approved
 - f) PTED 4240
Request: Delete
Action: Approved
 - g) PTED 4241
Request: Delete
Action: Approved
 - h) PTED 4242
Request: Delete
Action: Approved

- i) PTED 4271
Request: Delete
Action: Approved
- j) PTED 4285
Request: Delete
Action: Approved
- k) PTED 4286/87/88
Request: Delete
Action: Approved
- l) PTED 4289
Request: Delete
Action: Approved
- m) SEED 2271
Request: Delete
Action: Approved
- n) SEED 4238
Request: Delete
Action: Approved
- 2) Media & Instructional Technology
 - a) MEDT 2401
Request: Modify
Action: Approved
- C) Richards College of Business
 - 1) Management
 - a) MGNT 3613
Request: Delete
Action: Approved
 - b) MGNT 3630
Request: Add
Action: Approved
 - c) MGNT 3635
Request: Add
Action: Approved
 - d) MGNT 4355
Request: Add
Action: Approved

Information Items:

- A) College of Arts and Sciences
 - 1) Department of English
 - a) ENGL 4384
Request: Modify
Action: Approved
 - 2) Department of Mass Communications and Theatre Arts
 - a) THEA 4415
Request: Modify
Action: Approved

Committee IX: Graduate Studies (Chair, Skip Clark) **(See Addendum III)**

Action Items:

- A) College of Education
 - 1) Department of Curriculum and Instruction
 - a) ECED 7282
Request: Delete
Action: Approved
 - b) ECED 7294/95/96
Request: Delete
Action: Approved
 - c) MGED 6212
Request: Delete
Action: Approved
 - d) MGED 7254
Request: Delete
Action: Approved
 - e) MGED 7287
Request: Delete
Action: Approved
 - f) MGED 7294/95/96
Request: Delete
Action: Approved

- g) MGED 8282
Request: Delete
Action: Approved
 - h) MGED 8283
Request: Delete
Action: Approved
 - i) SEED 7254
Request: Delete
Action: Approved
 - j) SEED 7282
Request: Delete
Action: Approved
 - k) READ 7260
Request: Delete
Action: Approved
 - l) READ 7282
Request: Delete
Action: Approved
 - m) SEED 7287
Request: Delete
Action: Approved
 - n) SEED 7294/95/96
Request: Delete
Action: Approved
 - o) SEED 8282
Request: Delete
Action: Approved
 - p) SEED 8283
Request: Delete
Action: Approved
- 2) Department of Educational Leadership and Professional Studies
- a) EDLE 6388
Request: Delete
Action: Approved

b) EDLE 6389
Request: Delete
Action: Approved

c) EDLE 6390
Request: Delete
Action: Approved

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
October 9, 2009
Draft Minutes**

Call to Order The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. Chair pro-tem Chris Huff called the meeting to order at 3:05 p.m.

Roll Call: Austin, Boldt, Bray (substituting for Beylin), Cook, Crean, Defoor, Donohoe, Elman, Gunnels, Hazari, Hancock, Hasbun, Hatfield, Hodges, Hooper, Huff, Luken, McCord, Morris (substituting for Packard), Mybaye, Ogletree, Remshagen (substituting for Baumstark), Shook, Snipes, Later arriving: Epps, Payne. Absent: Ashford, Chowns, Rollins.

Approval of Agenda. The agenda was corrected as follows: 1) Elman noted there was an incorrect course number (3280) in the information item attachment for committee I (Undergraduate Academic Programs); 2) Action items A.4.b-c from committee I (Undergraduate Academic Programs) were stricken as having already been approved at the previous (September) Senate meeting.

Approval of Minutes. The minutes of the September 11, 2009 meeting of the Faculty Senate were approved with no changes by voice vote.

Committee I: Undergraduate Academic Programs (Shelly Elman, Chair)

Action Item A.1 was presented to the Senate. It proposed the following changes, which were approved on a voice vote.

- a) Modify Minor in Computer Science
- b) Delete CS 2000
- c) Add CS 2100
- d) Delete CS 2311
- e) Delete CS 2600
- f) Add CS 3201
- g) Add CS 3202
- h) Delete CS 3312
- i) Delete CS 4410
- j) Delete CS 4980

Action Item A.2 was presented to the Senate. It proposed the following change which was approved on a voice vote.

- a) Modify BA in Foreign Languages and Literatures, Spanish Track

Action Item A.3 was presented to the Senate. It proposed the following change which was approved on a voice vote.

- a) Modify Description of Psychology Program

Action Item A.4 was presented to the Senate. It proposed the following changes which were approved on a voice vote.

- a) Add CRIM 4211
- b) Add SOCI 3283
- c) Add SOCI 4325

Information Item A was presented to the Senate, listing modifications the Committee had approved to the following courses.

CS 1301
CS 3110
CS 3151
CS 3211
CS 3270
CS 3280
MATH 2008
SPAN 4004
SPAN 4006
SPAN 4007
SPAN 4012
SPAN 4013
SPAN 4040
SPAN 4170
SPAN 4200
SPAN 4205
SPAN 4210
SPAN 4240
SPAN 4250
SPAN 4280
SPAN 4785

A brief discussion ensued concerning the unenforced requirement that undergraduates declare a major by the time they attain 60 credits. It was proposed that Committee II (Academic Policies and Procedures) consider changes to it.

Committee II: Academic Policies and Procedures (Janet Donohoe, Chair)

Action Item A was presented to the Senate. Considerable discussion ensued, and the Senate formed itself into a committee of the whole in order to consider amendments. The following were proposed:

- a) insert into line 4 after “he or she” and before “should provide”: “or the department in which the faculty member works”.

This proposed amendment was approved by voice vote.

- b) insert into line 5 after “may include”: “but are not limited to”.

This proposed amendment was approved 13-10.

- c) replace from lines 2-3 the phrase “faculty are responsible for communicating” with the phrase: “faculty and students are jointly responsible for making good faith reasonable efforts at communicating”.

This proposed amendment as defeated on a voice vote.

Following discussion, the document as amended was approved on a voice vote, to be added to the Faculty Handbook, as new Section 201.06, as follows:

In the event of prolonged and/or widespread absences of students and/or faculty on campus, due to epidemic illness, natural disaster, or other such emergency situation, faculty are responsible for communicating with students regarding alternative means of meeting the learning objectives of the course. If the faculty member is absent for a prolonged period, he or she or the department in which the faculty member works should provide for alternative means of delivery of course material. Such means may include but are not limited to distance learning options, make-up class periods, or electronic submission of assignments. In cases of prolonged student absences, faculty should relax attendance requirements and allow students to make up work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose, with the methods of the make-up at the discretion of the instructor. In extreme cases of prolonged absence of either faculty or students, students may be given an “I” for the course.

Information Item A was presented to the Senate: the academic calendar for 2010-2011.

Committee IX: Graduate Studies (Skip Clark, Chair)

Action Item A.1 was presented to the Senate by Lukens, in the absence of chair Clark. It included the following changes which were approved on a voice vote.

- a) Modify Program – Accelerated Masters Program – Criminology
- b) Modify Program – Accelerated Masters Program - Sociology

ad hoc Budget Committee (David Boldt, Chair)

Information Item A was presented to the Senate by Huff, in the absence of chair Boldt.

- a) the committee has elected Boldt chair
- b) the committee is planning to hold open budget meetings for faculty and staff
- c) student fees will be a forthcoming topic

5. Old Business

No old business was proposed.

6. New Business

The following topics were brought before the Senate:

- a) Huff noted the need to call a special meeting of the general faculty to consider the proposed by-law changes. Following discussion of schedules, and possible electronic balloting procedures, Huff announced that he would look into Wednesday, October 21 at 4:00 as the date/time for the meeting.
- b) The question was raised about possible Senate action regarding changing retirement options (i.e., into TRS). Huff announced that the state legislature had refused to approve such options.

7. Announcements

The following announcements were brought before the Senate:

- a) Huff announced that the state AAUP meeting will be held at the UWG campus on October 24.
- b) The faculty A-Day coordinator announced that the annual faculty/staff fund drive for A-day continues through October 22, and donations will continue to be accepted until then.

8. Adjournment

Without objection the meeting was declared adjourned at 4:44 p.m.

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

Art	College of Arts and Sciences	Shunn, Kevin
Department	College	Originator

Action

 Add
 Modify
 Delete

Modifications

 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

ART	4078	Junior Review
Prefix	Number	Course Title

All BA and BFA candidates in good standing must enroll and successfully complete Art 4078 during the second semester of the junior year or after the completion of 75 credit hours and Art 3301, 3601 or 3602, 3701, 3801, and 3901. (See department website for specific requirements for Art 4078). The department will review juniors based on their portfolio, writings, presentation and transcript progress. Art faculty will assess the candidate's review materials, skill base and knowledge gained at this time. Successful candidates will be allowed to enroll into their respective capstone courses (Art 4298 Senior Capstone Art History I, or Art 4998 Senior Capstone Experience I). Unsuccessful candidates may repeat Art 4078 up to two additional times. If a BFA or BA in Art History candidate receives an unsuccessful review on their third attempt, their degree status will be moved back to the BA (Studio) or may be subject for removal from the art program. (Be mindful of the minor and foreign language requirements FORL 2001, 2002). Art 4078 must be taken during a semester when the student is enrolled in 12 credit hours.

Course Catalog Description

0	0	0	Spring - 2009	Spring and Fall	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Art 3301, 3601 or 3602, 3701, 3801 and 3901

Corequisites

Rationale

In order to complete the program modifications approved during FY09 and to fulfill accreditation requirements, the Department of Art submits the following: As part of the four-stage evaluation process we require an additional course: Art 4078 Junior Review. Art 4078 the third component of a four-part evaluation process for all art majors, takes place during the semester immediately following the completion of 75 credit hours and Art 3301, 3601 or 3602, 3701, 3801 and 3901. The intended outcome for the review is to assist in the mentoring process of each candidate and assure that they meet departmental standards and are properly prepared to continue on to the Senior Capstone sequence and graduation. This review applies to all art majors pursuing the B.A. in Studio Art, B.A. in Art History, the B.F.A. in Art, or the B.F.A. in Art Education degrees. Successful completion of Art 4078 is a prerequisite for ART 4298 (Senior Capstone Art History I) or ART 4998 Senior Capstone Experience I.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

Comments

See attached

TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

ART 4078 Junior Review

Rationale:

In order to complete the program modifications approved during FY09 and to fulfill accreditation requirements, the Department of Art submits the following:

As part of the four-stage evaluation process we require an additional course: Art 4078 Junior Review. Art 4078 the third component of a four-part evaluation process for all art majors, takes place during the semester immediately following the completion of 75 credit hours and Art 3301, 3601 or 3602, 3701, 3801 and 3901. The intended outcome for the review is to assist in the mentoring process of each candidate and assure that they meet departmental standards and are properly prepared to continue on to the Senior Capstone sequence and graduation. This review applies to all art majors pursuing the B.A. in Studio Art, B.A. in Art History, the B.F.A. in Art, or the B.F.A. in Art Education degrees. Successful completion of Art 4078 is a prerequisite for ART 4298 (Senior Capstone Art History I) or ART 4998 Senior Capstone Experience I.

Art 4078 is a non-credit course and requires no formal instruction; therefore the course has no syllabus. In lieu of a syllabus the students will be provided a list of review materials required for their portfolio and assistance from program advisors and their thesis committee on the proper preparations of those review materials.

Art 4078 Junior Review must be taken in a semester where the student is enrolled full-time. At no time shall any student be enrolled in Art 4078 only. Art 4078 will not be offered during summer sessions.

Candidates for the B.A. in Art History, the B.F.A. in Art, or the B.F.A. in Art Education, who do not meet departmental standards and receive an unsatisfactory review, will be considered on probation within their respective programs until the successful completion of Art 4078; however these candidates may only enroll in Art 4078 for a total of three times. If a candidate receives an unsatisfactory review at that time they will be returned to the B.A. in Art (Studio) degree option or could (student must be mindful of the minor and foreign language requirements).

BA in Art (studio) majors must satisfactorily complete Art 4078 to move into the capstone sequences Art 4998 & 4999.

Each candidate will need to provide review materials exhibiting the potential for the candidate's success within the chosen field of study.

The Junior Review evaluation process requires a candidate to present a review portfolio application of their creative or scholarly research; a cover letter that outlines candidate's creative practices and professional aspirations; portfolio of 20 images of work or in the case of Art History majors, examples of writings on scholarly research to amount to 20 pages in total (to be comprised of as many smaller documents as desired); a copy of current transcripts; and a letter of recommendation.

The Department of Art faculty will evaluate all candidates on the following criteria:

- Maintaining a minimum 3.0 GPA in Art
- Maintaining a minimum overall GPA of 2.5
- Demonstration of overall artistic merit as seen in;
 - Demonstration of appropriate progress in artistic and technical growth in course work and the end-of-semester reviews
 - Consideration of quality of and works submitted in review portfolio
- Demonstration of Visual and verbal communication: critical and creative thinking skills
 - Communication of a professional images through appearance, quality and presentation of creative works
 - Preparation of works
- Demonstration of quality of writings
- Demonstration of satisfactory progress towards the completion of University Core courses and departmental course requirements

- Review of Transcripts
- Demonstration of appropriate professional behavior in courses and in the production and presentation of creative works
- Recognition and description of historical context of art
- Composition/design ability
- Technical skills
- Participation in Departmental events and exhibitions

Successful completion of the course requires a two-thirds majority approval from art faculty evaluators charged with the Review Process. With regard to the grading system, candidates will be evaluated as either being approved, (PASS) provisionally approved, (PASS, with conditions) or declined (FAIL).

Candidates making satisfactory progress in all of the above areas will be granted continuing status. Students with unsatisfactory works in one or more areas may either pass and be granted probationary status or fail and in which case candidates may be removed from the BFA and BA Art History program and placed back on the BA in Art (studio) program.

A student removed from a BFA or the BA Art History program will be returned to the BA in Art (Studio) degree program. Students may remain on probationary status for no more than two semesters total and probationary status may be granted three times during the student's time at UWG.

A grade of "D" or lower in any Art course may not be utilized to fulfill departmental requirements.

Note: If a candidate decides to voluntarily withdraw from the BFA program, he or she will not be automatically readmitted at a later date; however, the candidate may reapply to any Art degree program. Students who wish to transfer degree options or switch concentration must submit a formal application to the desired program for acceptance.

Students who apply to more than one program may be accepted as a dual Major within the four separate degree offerings (e.g. a BFA in Art and a BA in Art History, or a BFA in Art Education and a BFA in Art. The BFA in Art followed by a concentration is the one exception as no student will be considered a dual major within the same degree offering (e.g. BFA in Art Photography) and BFA on Art Graphic Design). Any student who is accepted into a dual major must submit separate Junior Review materials, one for each given degree program.

Catalog Description:

Junior Review

All BA and BFA candidates in good standing must enroll and successfully complete Art 4078 during the second semester of the junior year or after the completion of 75 credit hours and Art 3301, 3601 or 3602, 3701, 3801, and 3901. (See department website for specific requirements for Art 4078). The department will review juniors based on their portfolio, writings, presentation and transcript progress. Art faculty will assess the candidate's review materials, skill base and knowledge gained at this time. Successful candidates will be allowed to enroll into their respective capstone courses (Art 4298 Senior Capstone Art History I, or Art 4998 Senior Capstone Experience I). Unsuccessful candidates may repeat Art 4078 up to two additional times. If a BFA or BA in Art History candidate receives an unsuccessful review on their third attempt, their degree status will be moved back to the BA (Studio) or may be subject for removal from the art program. (Be mindful of the minor and foreign language requirements FORL 2001, 2002). Art 4078 must be taken during a semester when the student is enrolled in 12 credit hours.

ART 4078 Junior Review

0/0/0

Prerequisite: ART 3301, 3601, 3701, 3801, 3901, and completion of 75 credit hours,

This course is designed for all art majors and is a pass or fail course. In the semester following the successful completion of 75 credit hours and Art 3301, 3601, 3701, 3801, and 3901 all art majors must submit a portfolio of creative research and/or scholarly writing example for review by art faculty. Students will be reviewed on the quality of work submitted and the potential for progression into the Capstone sequence of courses at the senior level. This course may be repeated up to three times. (See Department of Art website or Art Office for packet of required materials for Junior Review.

Candidates should discuss individual approaches and goals for the junior review with their advisor and faculty identified for their thesis committee, who will assist in the development of a successful review. Before meeting with the advisors and committee, candidates should prepare: preliminary review schedule, review materials and a copy of student's program sheets (available in the Department of Art Office). During the advising appointments, the candidates should discuss program requirements; proposed course selections and their proposed approach to the review process with their advisor and committee. Any additional concerns and plans assisting in the progression towards graduation should also be discussed. Student must remain in good academic standing, maintaining a minimum overall G.P.A. of 2.5 or above and a minimum G.P.A of 3.0 in all art related courses.

- NOTE -Any student whose overall G.P.A. or departmental G.P.A. falls below the minimum is subject to probation or dismissal from the BFA programs and BA in Art History. Removal of probationary status requires: a student to have a G.P.A. of 2.5 or departmental G.P.A. of 3.0, to successfully pass the Junior Review and to have a grade of C or better in any Art course.
- Candidates who are unable to maintain departmental requirements or standards may be subject to dismissal from their respective program.

Junior Review

Candidates must submit the following as part of their application for Junior Review

- Properly prepared and presented portfolio of 20 images of creative research or 20 pages of scholarly writing (Must provide at least 1 example of work developed from each introductory art course)**
(Progressive examples of work that exhibit adequate skill and appropriate knowledge gained) Works from previous portfolio submissions will not be accepted. Art practices are designed to foster continuous efforts in creating and developing one's individual research, and works submitted for prior reviews will not be accepted. Candidates will submit materials that best represent their skill base and knowledge gained since previous reviews.
- One page writing on an individual's research ideas and/or concept development.**
Including artist and artist works supporting your creative and conceptual developments.
- Official Transcripts.**
- Personal Presentation to art faculty during scheduled, oral presentations or a presentation of portfolio works, with Discussion and defense of works.**

Review of the materials is based on the candidate's progress, skill base and knowledge gained and potential success in Senior Capstone courses. Unsuccessful candidate may repeat Art 4078 up to two additional times. If a candidate receives an unsuccessful review on the third attempt they may be removed from a BFA or the BA in Art History program and returned to the BA in Art (studio) degree program (Students must be mindful of the foreign language requirement FORL 2001, 2002). BA in Art (studio) candidates must successfully pass the Junior Review to be allowed to enroll in Art 4998.

Junior Review Assessment Form

Applicant's name _____

Degree and Major program _____

Year _____

Review Attempt _____

For official use only

NA

Very Strong to Weak

5 4 3 2 1
/ / / / /

1. **Verbal Communication**..... / / / / /
Candidate is able to describe content of their work using appropriate language and terminology specific to their discipline, while adequately discussing the process and assessment of the outcomes of specific works.

2. **Presentation of professional image through appearance, stage presence or portfolio presentation**..... / / / / /
Candidate presents a professional image appropriate to the field of study through their personal presentation and or by the quality of their overall portfolio.

3. **Historical context**..... / / / / /
Candidate recognizes and describes major historical periods, styles and Artists related to the above, which have influence, and creative and critical theory as it relates to his or her own work.

4. **Visual communication: critical and creative thinking skills**..... / / / / /
Candidate demonstrates critical thinking by incorporating theories and practices in art and design production adequate for innovative individual expression within their discipline, and demonstrates creative problem-solving skills needed for the development of one's own visual language.

5. **Composition/design ability**
 2-D..... / / / / /
 3-D..... / / / / /
 Color Use..... / / / / /

6. **Technical skills**
 Drawing..... / / / / /
 Ceramics..... / / / / /
 Painting..... / / / / /
 Photography..... / / / / /
 Printmaking..... / / / / /
 Sculpture..... / / / / /
 Discipline specific applications..... / / / / /

7. **Preparation of work**..... / / / / /
Candidate prepared review materials in a professional manner consistent with the chosen discipline.

8. **Overall artistic merit**..... / / / / /

Additional comments or recommendations:

Faculty Member _____

Course or Program Addition, Deletion or Modification Request

Department: Biology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title BS Degree with Major in Biology Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input checked="" type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other Requirements	

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

BS Degree with Major in Biology

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attachment

Prerequisite(s) _____

Present or Projected Enrollment: 500 (Students per year)

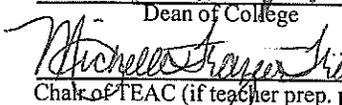
Effective Date*: Summer / 2010

*For a new course, one full term must pass between approval and effective date.

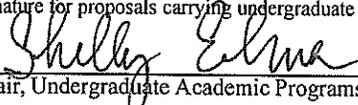
Term/Year

Grading System: Letter Grade Pass/Fail Other Multiple

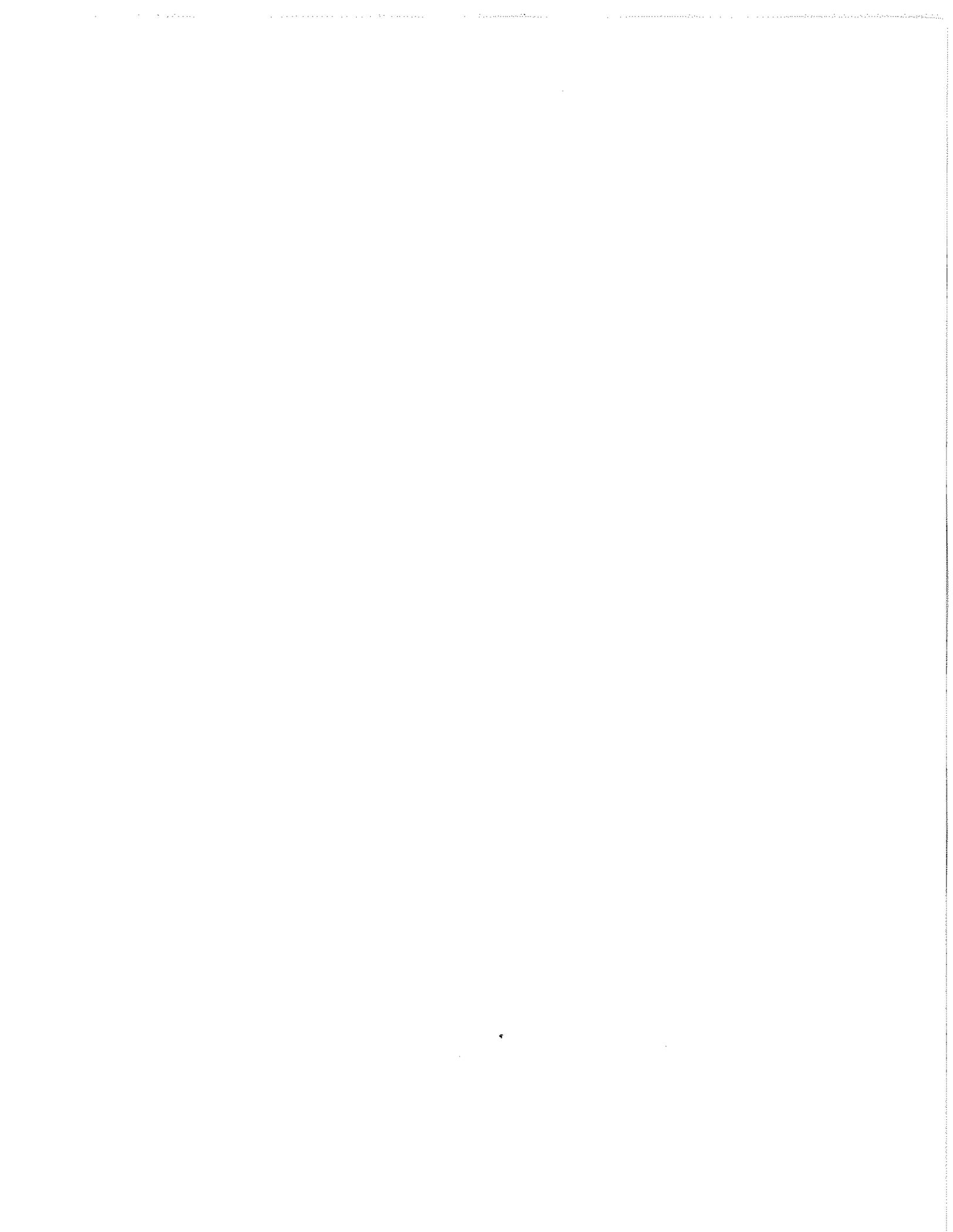
Approval:

	<u>9/30/09</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/1/09</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
	<u>10-7-09</u>		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____



**PROPOSED CHANGES TO PROGRAM
BS DEGREE WITH A MAJOR IN BIOLOGY**

A. Proposed Changes to Program Title (BS Degree with a Major in Biology)

none

B. Proposed Changes to Catalog Description

**B.S. DEGREE WITH A MAJOR IN BIOLOGY
GENERAL BIOLOGY TRACK**

Hours

Core Areas A, B, C, D, & E (see pages 128-134)

42

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F

18

MATH 1113	1 of 4	
BIOL 2107, 2108 + Labs	8	
CHEM 1211K and 1212K	8	
BIOL 1101	1	
1000/2000 level Academic Electives	10	

Requirements for the Major:

60

Lower division requirements Supporting Courses for the Major 6

MATH 1113 (if not in Area F)	1 of 4	
CHEM 2411 + L (if not in Area F)	4	
CHEM 1211K and 1212K (if not in Area F)	8	
BIOL 1110 (if not in Area F)	3	

Upper division Requirements for Major (21 hours BIOL 2000/4000)

39

BIOL 4503 or CHEM 3422 + L	3-4	
BIOL 4984 or 4150	1	
Organismal Requirement ¹ Biology ¹	3-4	
Prokaryotic Requirement ¹ Biology ¹	3-4	
Ecological/Evolutionary Requirement ¹ Biology ¹	3-4	
Physiological Requirement ¹ Biology ¹	3-4	
Cell and Molecular Requirement ¹ Biology ¹	3-4	
Chemistry Requirement ¹	3-4	
Upper Division Biology Electives	0-205	

Upper Division Courses Electives

140-20-18

Supporting Courses for the Major 6MATH 1113 or Calculus (if not in Area F) 1 of 4CHEM 2411 + L (if not in Area F) 4CHEM 1211K and 1212K (if not in Area F) 8BIOL 1110 (if not in Area F) 3

Electives 0-15

Total 120

**B.S. DEGREE WITH A MAJOR IN BIOLOGY
PRE-PROFESSIONAL TRACK****Hours**

Core Areas A, B, C, D, & E (see pages 128-134) 42

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F 18

MATH 1113 1 of 4

BIOL 2107, 2108 + Labs 8

1000/2000 level Academic CHEM 1211K and 1212K 8

BIOL 1101 1

Electives 10

Requirements for the Major 60Supporting Courses for the Major 6MATH 1113 (if not in Area F) 1 of 4CHEM 1211K and 1212K (if not in Area F) 8CHEM 2411 + L (if not in Area F) 4BIOL 1110 (if not in Area F) 3Upper division requirements for Major Requirements for the Major (21 hours BIOL 2000/4000)

39

BIOL 4984 1

BIOL 4503 or CHEM 3422 + L 3-4

BIOL 4984 1

Organismal Biology¹ Requirement¹ 3-4Prokaryotic Requirement¹ Biology¹ 3-4Ecological/Evolutionary Requirement¹ Biology¹ 3-4Physiological Requirement¹ Biology¹ 3-4Cell and Molecular Requirement¹ Biology¹ 3-4

Clinical Requirement ¹ Biology ¹	3-4
Chemistry Requirement ¹	3-4
Upper Division Biology Elective	0-217
Upper Division Elective	11100-17

Supporting Courses for the Major	6
MATH 1113 (if not in Area F)	1 of 4
CHEM 1211K and 1212K (if not in Area F)	8
CHEM 2411 + L (if not in Area F)	4
BIOL 1110 (if not in Area F)	3

Electives 1750-15

Total

120

B.S. DEGREE WITH A MAJOR IN BIOLOGY SECONDARY EDUCATION TRACK

Core Areas A, B, C, D, & E (see pages 128-134) 42

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

CHEM 1211K and CHEM 1212K are required under Area D

Core Area F	18
MATH 1113	1 of 4
BIOL 2107 and 2108 + L	8
1000/2000 level Academic CEPD 2102	3
SEED 2271	2
CHEM 2411 + L	4
Electives	10

Supporting Courses Requirements for the Major: 607

MATH 1113 (if not in Area F)	1 of 4
CHEM 2411 + L (if not in Area F)	4
BIOL 1110 (if not in Area F)	3
EDUC 2110 (if not used in Area F)	3
EDUC 2120 (if not used in Area F)	3
EDUC 2130 (if not used in Area F)	3
BIOL 1101 Freshman Biol. Seminar	1
Requirements for the Major (21 hours BIOL 2000/4000):	439-4652
BIOL 4503 or CHEM 3422	3
BIOL 4984	1
Organismal Requirement ¹ Biology ¹	3-4
Prokaryotic Requirement ¹ Biology ¹	3-4
Ecological/Evolutionary Requirement ¹ Biology ¹	3-4

Physiological Requirement ¹ Biology ¹	3-4
Cell and Molecular Requirement ¹ Biology ¹	3-4
Chemistry Requirement (without lab) ¹	3
Upper Division <u>Biology</u> Elective	0-40-5
<hr/>	
Pre-Teacher Ed requirements	
MEDT 3401	3
SPED 2706	3
SPED 3715	3
<hr/>	
Teacher Ed requirements	
CEPD 4101	3
SEED 4271	3
SEED 4286	9
SEED 4289	3
SEED 4242	4
<hr/>	
Supporting Courses for the Major:	13
MATH 1113 (if not in Area F)	1 of 4
CHEM 2411 + L (if not in Area F)	4
BIOL 1110 (if not in Area F)	3
EDUC 2110 (if not used in Area F)	3
EDUC 2120 (if not used in Area F)	3
EDUC 2130 (if not used in Area F)	3
MEDT 3401	3
SPED 3715	3
<hr/>	
Electives	3-81-4
<hr/>	
Total	120

¹Subtopic Biology Courses

For both the B.A. and the B.S. degrees in biology, certain upper-division sub-discipline areas of biology are required in the curriculum. The information below should assist students in identifying specific courses that meet these sub-discipline requirements. The second number in the four-number system for the courses indicates the most appropriate sub-discipline for that course. For instance, a prokaryotic biology course would have a "3" in the second position (i.e., X3XX would designate a prokaryotic course); however, some courses address more than one discipline.

Courses that meet the subdiscipline requirements are compiled in Table A.

Table A

<u>Sub-Discipline</u>	<u>Courses that meet the Requirement</u>
Organismal <u>Requirement</u> Biology	Any course with a X2XX number <u>BIOL 3221, 3223, 3226, 3231, 3232, 4241, 4242, 4245, 4441</u>
Prokaryotic <u>Requirement</u> Biology	Any course with a X3XX number <u>BIOL 3310</u>
Ecological/Evolutionary <u>Requirement</u> Biology	Any course with a X4XX number, OR <u>BIOL 4321</u> <u>BIOL 3135, 3235</u>
Physiological <u>Requirement</u> Biology	Any course with a X5XX number, OR <u>BIOL 4315</u> <u>BIOL 3513, 4539</u>
Cell and Molecular <u>Requirement</u> Biology	Any course with a X6XX number, OR <u>BIOL 4315</u> <u>BIOL 3134</u>
Clinical <u>Requirement</u> Biology	Any course with a X7XX number, OR <u>BIOL 4325</u> <u>BIOL 4325, 4727, 4729, 4730, 4731, 4732, 4733, 4734</u>
Chemical <u>Requirement</u> *	<u>BIOL 4503; CHEM 3422+L, 3310+L, 4711</u>

*Lab not required for Secondary Education Track

C. Rationale for the Changes Proposed

The goal is to have the BS in Biology serve all Biology Majors equivalently given three advising tracks, including the Secondary Education Track, which leads to teacher certification. Recent changes to the requirements for teacher certification have mandated the addition of EDUC 2110, 2120, and 2130 to the Secondary Education Track of the BS in Biology. BOR policy requires that these three courses be included in AREA F only as electives. To address the requirement for EDUC courses without raising the total credit hours for graduation, we propose altering AREA F to include 10 hours of electives. The courses that had been in AREA F, MATH 1113, CHEM 1211K, and CHEM 1212K, are now “Supporting Courses for the Major” (see Tables 1-3, below), which become part of a suite of courses that are required to graduate and may be used in to fulfill AREA F requirements as needed (Tables 1-3, below).

Included in the suite of courses that fulfill AREA F requirements are the three EDUC courses, CHEM 2411, CHEM 2411L, and BIOL 1110. Moving CHEM 2411+L from “Required Courses for the Major” to “Supporting Courses for the Major” (Tables 1-3, below) will simplify the process by which Biology Majors can earn a Minor in Chemistry. BIOL 1110 is new course proposal (Biological Diversity), which is being

considered separately. Given all of the required courses and the proposed modifications in AREA F, a student is able to graduate with 120 total hours in all three of the Tracks in the BS in Biology (Tables 1-3, below).

Changes proposed for “Subtopic Biology Courses” (see above) replace a cumbersome and limiting numbering system with explicit course designations. For example, what had been a BIOL x2xx Organismal Biology course will become simply an Organismal requirement to be fulfilled with any of the courses explicitly described in the catalog (see Part B above entitled “Subtopic Biology Courses” and Table A). Students who had been confused by the old numbering system will be better served. In addition, the Biology Department will be able to change the requirements for a Subtopic without renumbering courses.

The creation of a new subtopic is proposed in order to better reflect current practice with regard to accepting credit for upper division chemistry courses. At present, students must complete either BIOL 4503 Biochemistry or CHEM 3422 Organic Chemistry II to meet program requirements, but Biology routinely accepts CHEM 3310+L Analytical Chemistry, and CHEM 4711 Biochemistry as substitutes. To simplify the process, we propose a new sub-discipline category, Chemistry Requirement (see Part B above and Part D below), which will include BIOL 4503, CHEM 3422, CHEM 3310, and CHEM 4711. Any one of these courses will fulfill the requirement. These changes will benefit the progression of Biology Majors, who are quite diverse in career choices.

D. Summary of Changes

Table 1
Summary Proposed Changes
BS Biology General Biology Track

Existing Curriculum	Proposed Curriculum
<p style="text-align: center;"><u>Core Area F</u></p>	
MATH 1113 (Pre-Calc) 1 of 4	BIOL 2107 + L 4
BIOL 2107 + L 4	BIOL 2108 + L 4
BIOL 2108 + L 4	1000/2000 level Academic Electives 10
CHEM 1211K (Princip. of Chem I) 4	
CHEM 1212K (Princip. of Chem II) 4	
BIOL 1101 Freshman Biol. Seminar 1	
<p style="text-align: center;"><u>Requirements for Major</u></p>	
CHEM 2411 + L (Organic Chem. I) 4	
BIOL 4503 Biol Perspect in Biochem - OR - CHEM 3422 + L (Organic Chem. II) 3-4	
BIOL x2xx Organismal Biology 3-4	
BIOL x3xx Prokaryotic Biology 3-4	
BIOL x4xx Ecological/Evolutionary Biology 3-4	
BIOL x5xx Physiological Biology 3-4	
BIOL x6xx Cell and Molecular Biology 3-4	
BIOL 4984 Senior Biology Seminar 1	
<p style="text-align: center;"><u>Electives</u></p>	
Upper Division Electives 14-20	
Free Electives: 17	
<p style="text-align: center;"><u>Core Area F</u></p>	
	BIOL 2107 + L 4
	BIOL 2108 + L 4
	1000/2000 level Academic Electives 10
<p style="text-align: center;"><u>Supporting Courses for the Major</u></p>	
	MATH 1113 (Pre-Calc) (if not in Area F) 1 of 4
	CHEM 1211K (Princip. of Chem I) (if not in Area F) 4
	CHEM 1212K (Princip. of Chem II) (if not in Area F) 4
	CHEM 2411 + L (Organic Chem. I) (if not in Area F) 4
	BIOL 1110 (if not in Area F) 3
<p style="text-align: center;"><u>Requirements for Major</u></p>	
	Organismal Requirement 3-4
	Prokaryotic Requirement 3-4
	Ecological/Evolutionary Requirement 3-4
	Physiological Requirement 3-4
	Cell and Molecular Requirement 3-4
	Chemistry Requirement 3-4
	Senior Biology Seminar 1
<p style="text-align: center;"><u>Electives</u></p>	
	Upper Division Electives 0-18
	Free Electives: 15

Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.

Table 2
Summary Proposed Changes
BS Biology Pre-professional Track

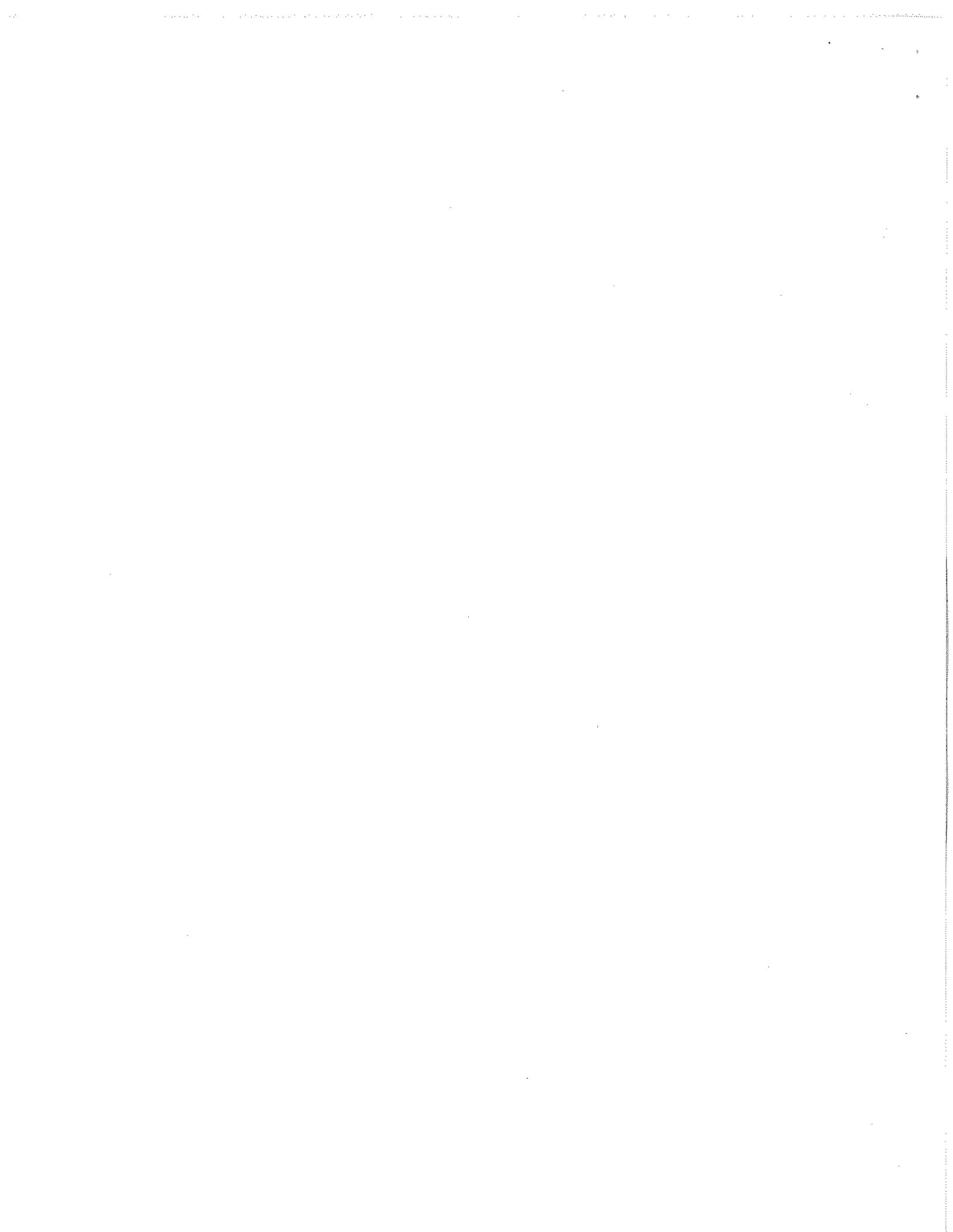
Existing Curriculum	Proposed Curriculum
<p><u>Core Area F</u></p> <p>MATH 1113 (Pre-Calc) 1 of 4</p> <p>BIOL 2107 + L 4</p> <p>BIOL 2108 + L 4</p> <p>CHEM 1211K (Princip. of Chem I) 4</p> <p>CHEM 1212K (Princip. of Chem II) 4</p> <p>BIOL 1101 Freshman Biol. Seminar 1</p> <p><u>Requirements for Major</u></p> <p>CHEM 2411 + L (Organic Chem. I) 4</p> <p>BIOL 4503 Biol Perspect in Biochem - OR - CHEM 3422 + L (Organic Chem. II) 3-4</p> <p>BIOL x2xx Organismal Biology 3-4</p> <p>BIOL x3xx Prokaryotic Biology 3-4</p> <p>BIOL x4xx Ecological/Evolutionary Biology 3-4</p> <p>BIOL x5xx Physiological Biology 3-4</p> <p>BIOL x6xx Cell and Molecular Biology 3-4</p> <p>BOL x7xx Clinical Biology 3</p> <p>BIOL 4984 Senior Biology Seminar 1</p> <p><u>Electives</u></p> <p>Upper Division Electives 11-17</p> <p>Free Electives: 17</p>	<p><u>Core Area F</u></p> <p>BIOL 2107 + L 4</p> <p>BIOL 2108 + L 4</p> <p>1000/2000 level Academic Electives 10</p> <p><u>Supporting Courses for the Major</u></p> <p>MATH 1113 (Pre-Calc) (if not in Area F) 1 of 4</p> <p>CHEM 1211K (Princip. of Chem I) (if not in Area F) 4</p> <p>CHEM 1212K (Princip. of Chem II) (if not in Area F) 4</p> <p>CHEM 2411 + L (Organic Chem. I) (if not in Area F) 4</p> <p>BIOL 1110 (if not in Area F) 3</p> <p><u>Requirements for Major</u></p> <p>Prokaryotic Requirement 3-4</p> <p>Ecological/Evolutionary Requirement 3-4</p> <p>Physiological Requirement 3-4</p> <p>Cell and Molecular Requirement 3-4</p> <p>Clinical Requirement 3</p> <p>Chemistry Requirement 3-4</p> <p>Senior Biology Seminar 1</p> <p>Electives</p> <p>Upper Division Electives 0-17</p> <p>Free Electives: 15</p>
<p>Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.</p>	

Table 3
Summary Proposed Changes
BS Biology Secondary Education Track

Existing Curriculum	Proposed Curriculum
Core Area F:	<u>Core Area F</u>
MATH 1113 1	BIOL 2107 and 2108 + Labs 8
BIOL 2107 and 2108 + Labs 8	1000/2000 level Electives 10
CEPD 2102 (Devel. Psych) 2	
SEED 2271 (Intro. To Sec. Ed.) 3	<u>Supporting Courses for the Major</u>
CHEM 2411 + L (Organic Chem. I) 4	MATH 1113 (if not in Area F) 1 of 4
	CHEM 2411 + L (if not in Area F) 4
Teacher Ed Requirements:	BIOL 1110 (if not in Area F) 3
CEPD 4101 3	EDUC 2110 (if not in Area F) 3
SEED 4271 3	EDUC 2120 (if not in Area F) 3
SEED 4286 9	EDUC 2130 (if not in Area F) 3
SEED 4289 3	MEDT 3401 3
SEED 4242 4	SPED 3715 3
Requirements for the Major:	<u>Requirements for Major</u>
BIOL 1101 Freshman Biol. Seminar 1	Biology Requirements:
BIOL 4503 or CHEM 3422 3	Prokaryotic Requirement 3-4
BIOL 4984	Ecological/Evolutionary Requirement 3-4
Senior Biology Seminar 1	Physiological Requirement 3-4
Organismal Biology ¹ 3-4	Cell and Molecular Requirement 3-4
Prokaryotic Biology ¹ 3-4	Chemistry Requirement (without lab) 3
Ecological/Evolutionary Biology ¹ 3-4	Upper Division Biology Elective 0-5
Physiologic Biology ¹ 3-4	Teacher Ed Requirements:
Cell and Molecular Biology ¹ 4	CEPD 4101 3
Upper Division Elective 0-4	SEED 4271 3
Pre-Teacher Ed requirements:	SEED 4286 9
MEDT 3401 3	SEED 4289 3
SPED 2706 3	SEED 4242 4
Electives 3-8	Electives 1-4
TOTAL 120	TOTAL 120

E. Addendum

F. New Faculty Resources Required for Implementation None



**PROPOSED CHANGES TO PROGRAM
BS DEGREE WITH A MAJOR IN BIOLOGY**

A. Proposed Changes to Program Title (BS Degree with a Major in Biology)

none

B. Proposed Changes to Catalog Description

**B.S. DEGREE WITH A MAJOR IN BIOLOGY
GENERAL BIOLOGY TRACK**

Core Areas A, B, C, D, & E (see pages 128-134)

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F

BIOL 2107, 2108 + Labs	8
1000/2000 level Academic Electives	10

Requirements for Major (21 hours BIOL 2000/4000)

BIOL 4984	1
Organismal Requirement ¹	3-4
Prokaryotic Requirement ¹	3-4
Ecological/Evolutionary Requirement ¹	3-4
Physiological Requirement ¹	3-4
Cell and Molecular Requirement ¹	3-4
Chemistry Requirement ¹	3-4
Upper Division Biology Electives	0-20
Upper Division Electives	0-18

Supporting Courses for the Major

MATH 1113 or Calculus (if not in Area F)	1 of 4
CHEM 2411 + L (if not in Area F)	4
CHEM 1211K and 1212K (if not in Area F)	8
BIOL 1110 (if not in Area F)	3

Electives

0-15

Total

120

**B.S. DEGREE WITH A MAJOR IN BIOLOGY
PRE-PROFESSIONAL TRACK**

Hours
42

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COAS 8/28/08 3:27 PM Deleted: . CHEM 1211K and 1212K . 8 . BIOL 1101 . 1
COAS 8/29/08 2:00 PM Deleted: Requirements for the Major: . 60 .
COAS 8/29/08 11:47 AM Deleted: Lower division requirements
COAS 8/29/08 11:47 AM Deleted: Supporting Courses for the Major . 6 . MATH 1113 (if not in Area F) . 1 of 4 . CHEM 2411 + L (if not in Area F) . 4 . CHEM 1211K and 1212K (if not in Area F) . 8 . BIOL 1110 (if not in Area F) . 3 .
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COAS 10/24/08 2:28 PM Deleted: BIOL 4503 or CHEM 3422 + L . 3-4 .
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Core Areas A, B, C, D, & E (see pages 128-134)

Hours
42

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

Two lab sciences required under Area D, which may not overlap in course number or content with courses taken elsewhere in the degree program.

Due to the stringent requirements for admission to professional schools, students are urged to consult advisors in choosing elective courses in the core curriculum and major.

Core Area F	18
MATH 1113	1 of 4
BIOL 2107, 2108 + Labs	8
1000/2000 level Academic Electives	10

Requirements for the Major (21 hours BIOL 2000/4000)	39
BIOL 4984	1
Organismal Requirement ¹	3-4
Prokaryotic Requirement ¹	3-4
Ecological/Evolutionary Requirement ¹	3-4
Physiological Requirement ¹	3-4
Cell and Molecular Requirement ¹	3-4
Clinical Requirement ¹	3-4
Chemistry Requirement ¹	3-4
Upper Division Biology Elective	0-17
Upper Division Elective	0-17

Supporting Courses for the Major	6
MATH 1113 (if not in Area F)	1 of 4
CHEM 1211K and 1212K (if not in Area F)	8
CHEM 2411 + L (if not in Area F)	4
BIOL 1110 (if not in Area F)	3

Electives 0-15

Total 120

**B.S. DEGREE WITH A MAJOR IN BIOLOGY
SECONDARY EDUCATION TRACK**

Core Areas A, B, C, D, & E (see pages 128-134) 42

Specific core curriculum requirements for the B.S. in Biology are:

MATH 1113 required under Area A

CHEM 1211K and CHEM 1212K are required under Area D

Core Area F	18
BIOL 2107 and 2108 + L	8
1000/2000 level Academic Electives	10

Requirements for the Major (21 hours BIOL 2000/4000)	43-46
BIOL 4984	1

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Deleted: BIOL 4503 or CHEM 3422 . 3 [9]

Organismal Requirement ¹	3-4
Prokaryotic Requirement ¹	3-4
Ecological/Evolutionary Requirement ¹	3-4
Physiological Requirement ¹	3-4
Cell and Molecular Requirement ¹	3-4
Chemistry Requirement (without lab) ¹	3
Upper Division Biology Elective	0-5
CEPD 4101	3
SEED 4271	3
SEED 4286	9
SEED 4289	3
SEED 4242	4
Supporting Courses for the Major:	
MATH 1113 (if not in Area F)	1 of 4
CHEM 2411 + L (if not in Area F)	4
BIOL 1110 (if not in Area F)	3
EDUC 2110 (if not used in Area F)	3
EDUC 2120 (if not used in Area F)	3
EDUC 2130 (if not used in Area F)	3
MEDT 3401	3
SPED 3715	3

Electives 1-4

Total 120

¹Subtopic Biology Courses

Courses that meet the subdiscipline requirements are compiled in Table A.

CGAS 10/21/08 2300 PM
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CGAS 10/21/08 2300 PM
Deleted: Biology¹
CGAS 10/21/08 2300 PM
Deleted: Biology¹
CGAS 10/21/08 2300 PM
Deleted: Biology¹
CGAS 10/21/08 2300 PM
Deleted: Biology¹
CGAS 10/21/08 2300 PM
Deleted: 0-4
CGAS 10/21/08 2300 PM
Deleted: Pre-Teacher Ed requirements . .
CGAS 10/21/08 2300 PM
Deleted: MEDT 3401 . 3 .
CGAS 10/21/08 2300 PM
Deleted: SPED 2706 . 3 .
CGAS 10/21/08 2300 PM
Deleted: SPED 3715 . 3 .
CGAS 8/25/08 4100 PM
Deleted: Teacher Ed requirements . .
CGAS 8/25/08 4100 PM
Deleted: 3-8

CGAS 8/25/08 4100 PM
Deleted: For both the B.A. and the B.S. degrees in biology, certain upper division .

Table A

<u>Sub-Discipline</u>	<u>Courses that meet the Requirement</u>
<u>Organismal Requirement</u>	<u>BIOL 3221, 3223, 3226, 3231, 3232, 4241, 4242, 4245, 4411</u>
<u>Prokaryotic Requirement</u>	<u>BIOL 3310</u>
<u>Ecological/Evolutionary Requirement</u>	<u>BIOL 3135, 3235</u>
<u>Physiological Requirement</u>	<u>BIOL 3513, 4539</u>
<u>Cell and Molecular Requirement</u>	<u>BIOL 3134</u>
<u>Clinical Requirement</u>	<u>BIOL 4325, 4727, 4729, 4730, 4731, 4732, 4733, 4734</u>
<u>Chemical Requirement*</u>	<u>BIOL 4503; CHEM 3422+L, 3310+L, 4711</u>

*Lab not required for Secondary Education Track

C. Rationale for the Changes Proposed

The goal is to have the BS in Biology serve all Biology Majors equivalently given three advising tracks, including the Secondary Education Track, which leads to teacher certification. Recent changes to the requirements for teacher certification have mandated the addition of EDUC 2110, 2120, and 2130 to the Secondary Education Track of the BS in Biology. BOR policy requires that these three courses be included in AREA F only as electives. To address the requirement for EDUC courses without raising the total credit hours for graduation, we propose altering AREA F to include 10 hours of electives. The courses that had been in AREA F, MATH 1113, CHEM 1211K, and CHEM 1212K, are now "Supporting Courses for the Major" (see Tables 1-3, below), which become part of a suite of courses that are required to graduate and may be used in to fulfill AREA F requirements as needed (Tables 1-3, below).

Included in the suite of courses that fulfill AREA F requirements are the three EDUC courses, CHEM 2411, CHEM 2411L, and BIOL 1110. Moving CHEM 2411+L from "Required Courses for the Major" to "Supporting Courses for the Major" (Tables 1-3, below) will simplify the process by which Biology Majors can earn a Minor in Chemistry. BIOL 1110 is new course proposal (Biological Diversity), which is being considered separately. Given all of the required courses and the proposed modifications in AREA F, a student is able to graduate with 120 total hours in all three of the Tracks in the BS in Biology (Tables 1-3, below).

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COAS 10/24/08 2130 FHM	Deleted: Biology
COAS 10/24/08 2130 FHM	Deleted: Any course with a X3XX number
COAS 10/24/08 2130 FHM	Deleted: Any course with a X4XX number, OR BIOL 4321
COAS 10/24/08 2130 FHM	Deleted: Biology
COAS 10/24/08 2130 FHM	Deleted: Biology
COAS 10/24/08 2130 FHM	Deleted: Any course with a X5XX number, OR BIOL 4315
COAS 10/24/08 2130 FHM	Deleted: Biology
COAS 10/24/08 2130 FHM	Deleted: Any course with a X6XX number, OR BIOL 4315
COAS 10/24/08 2130 FHM	Formatted Table
COAS 10/24/08 2130 FHM	Deleted: Biology
COAS 10/24/08 2130 FHM	Deleted: Any course with a X7XX number, OR BIOL 4325

Changes proposed for “Subtopic Biology Courses” (see above) replace a cumbersome and limiting numbering system with explicit course designations. For example, what had been a BIOL x2xx Organismal Biology course will become simply an Organismal requirement to be fulfilled with any of the courses explicitly described in the catalog (see Part B above entitled “Subtopic Biology Courses” and Table A). Students who had been confused by the old numbering system will be better served. In addition, the Biology Department will be able to change the requirements for a Subtopic without renumbering courses.

The creation of a new subtopic is proposed in order to better reflect current practice with regard to accepting credit for upper division chemistry courses. At present, students must complete either BIOL 4503 Biochemistry or CHEM 3422 Organic Chemistry II to meet program requirements, but Biology routinely accepts CHEM 3310+L Analytical Chemistry, and CHEM 4711 Biochemistry as substitutes. To simplify the process, we propose a new sub-discipline category, Chemistry Requirement (see Part B above and Part D below), which will include BIOL 4503, CHEM 3422, CHEM 3310, and CHEM 4711. Any one of these courses will fulfill the requirement. These changes will benefit the progression of Biology Majors, who are quite diverse in career choices.

D. Summary of Changes

Table 1 Summary Proposed Changes BS Biology General Biology Track	
Existing Curriculum	Proposed Curriculum
Core Area F	
MATH 1113 (Pre-Calc) 1 of 4	BIOL 2107 + L 4
BIOL 2107 + L 4	BIOL 2108 + L 4
BIOL 2108 + L 4	1000/2000 level Academic Electives 10
CHEM 1211K (Princip. of Chem I) 4	
CHEM 1212K (Princip. of Chem II) 4	
BIOL 1101 Freshman Biol. Seminar 1	
Requirements for Major	
CHEM 2411 + L (Organic Chem. I) 4	
BIOL 4503 Biol Perspect in Biochem - OR - CHEM 3422 + L (Organic Chem. II) 3-4	
BIOL x2xx Organismal Biology 3-4	
BIOL x3xx Prokaryotic Biology 3-4	
BIOL x4xx Ecological/Evolutionary Biology 3-4	
BIOL x5xx Physiological Biology 3-4	
BIOL x6xx Cell and Molecular Biology 3-4	
BIOL 4984 Senior Biology Seminar 1	
Electives	
Upper Division Electives 14-20	
Free Electives: 17	
Supporting Courses for the Major	
	MATH 1113 (Pre-Calc) (if not in Area F) 1 of 4
	CHEM 1211K (Princip. of Chem I) (if not in Area F) 4
	CHEM 1212K (Princip. of Chem II) (if not in Area F) 4
	CHEM 2411 + L (Organic Chem. I) (if not in Area F) 4
	BIOL 1110 (if not in Area F) 3
Requirements for Major	
	Organismal Requirement 3-4
	Prokaryotic Requirement 3-4
	Ecological/Evolutionary Requirement 3-4
	Physiological Requirement 3-4
	Cell and Molecular Requirement 3-4
	Chemistry Requirement 3-4
	Senior Biology Seminar 1
	Electives
	Upper Division Electives 0-18
	Free Electives: 15

Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.

Table 2
Summary Proposed Changes
BS Biology Pre-professional Track

Existing Curriculum	Proposed Curriculum
<u>Core Area F</u>	<u>Core Area F</u>
MATH 1113 (Pre-Calc) 1 of 4	BIOL 2107 + L 4
BIOL 2107 + L 4	BIOL 2108 + L 4
BIOL 2108 + L 4	1000/2000 level Academic Electives 10
CHEM 1211K (Princip. of Chem I) 4	
CHEM 1212K (Princip. of Chem II) 4	<u>Supporting Courses for the Major</u>
BIOL 1101 Freshman Biol. Seminar 1	MATH 1113 (Pre-Calc) (if not in Area F) 1 of 4
	CHEM 1211K (Princip. of Chem I) (if not in Area F) 4
<u>Requirements for Major</u>	CHEM 1212K (Princip. of Chem II) (if not in Area F) 4
CHEM 2411 + L (Organic Chem. I) 4	CHEM 2411 + L (Organic Chem. I) (if not in Area F) 4
	BIOL 1110 (if not in Area F) 3
BIOL 4503 Biol Perspect in Biochem - OR - CHEM 3422 + L (Organic Chem. II) 3-4	<u>Requirements for Major</u>
	Prokaryotic Requirement 3-4
BIOL x2xx Organismal Biology 3-4	Ecological/Evolutionary Requirement 3-4
BIOL x3xx Prokaryotic Biology 3-4	Physiological Requirement 3-4
BIOL x4xx Ecological/Evolutionary Biology 3-4	Cell and Molecular Requirement 3-4
BIOL x5xx Physiological Biology 3-4	Clinical Requirement 3
BIOL x6xx Cell and Molecular Biology 3-4	Chemistry Requirement 3-4
BOL x7xx Clinical Biology 3	Senior Biology Seminar 1
BIOL 4984 Senior Biology Seminar 1	Electives
	Upper Division Electives 0-17
	Free Electives: 15
<u>Electives</u>	
Upper Division Electives 11-17	
Free Electives: 17	

Minimum graduation requirements include 120 hours overall, 39 hours of upper division courses, and 21 hours of upper division BIOL courses.

Table 3
Summary Proposed Changes
BS Biology Secondary Education Track

Existing Curriculum		Proposed Curriculum	
Core Area F:		Core Area F	
MATH 1113	1	BIOL 2107 and 2108 + Labs	8
BIOL 2107 and 2108 + Labs	8	1000/2000 level Electives	10
CEPD 2102 (Devel. Psych)	2		
SEED 2271 (Intro. To Sec. Ed.)	3		
CHEM 2411 + L (Organic Chem. I)	4		
Teacher Ed Requirements:		Supporting Courses for the Major	
CEPD 4101	3	MATH 1113 (if not in Area F)	1 of 4
SEED 4271	3	CHEM 2411 + L (if not in Area F)	4
SEED 4286	9	BIOL 1110 (if not in Area F)	3
SEED 4289	3	EDUC 2110 (if not in Area F)	3
SEED 4242	4	EDUC 2120 (if not in Area F)	3
		EDUC 2130 (if not in Area F)	3
		MEDT 3401	3
		SPED 3715	3
Requirements for the Major:		Requirements for Major	
BIOL 1101 Freshman Biol. Seminar	1	Biology Requirements:	
BIOL 4503 or CHEM 3422	3	Prokaryotic Requirement	3-4
BIOL 4984		Ecological/Evolutionary Requirement	3-4
Senior Biology Seminar	1	Physiological Requirement	3-4
Organismal Biology ¹	3-4	Cell and Molecular Requirement	3-4
Prokaryotic Biology ¹	3-4	Chemistry Requirement (without lab)	3
Ecological/Evolutionary Biology ¹	3-4	Upper Division Biology Elective	0-5
Physiologic Biology ¹	3-4	Teacher Ed Requirements:	
Cell and Molecular Biology ¹	4	CEPD 4101	3
Upper Division Elective	0-4	SEED 4271	3
		SEED 4286	9
		SEED 4289	3
		SEED 4242	4
		Electives	1-4
Pre-Teacher Ed requirements:			
MEDT 3401	3		
SPED 2706	3		
Electives	3-8		
TOTAL	120	TOTAL	120

E. Addendum

F. New Faculty Resources Required for Implementation None

Course or Program Addition, Deletion or Modification Request

RECEIVED
COAS

Department: Computer Science

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2009 AUG 25 AM 9:39

Prefix Course Title Bachelor of Science in Computer Science Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Please see attachment for changes and rationale.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval: _____
 Department Chair Date 8/24/09 Department Chair (if cross listed) Date
 Dean of College Date 8/28/09 Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelby Elmo 9/30/09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date

Program Modification: B.S. in Computer Science

Effective Term: Fall 2010

These changes are dependent upon approval of the following new courses: CS 2100, CS 3201, and CS 3202 (new course requests have been submitted together with this program modification proposal).

Please note, strikethrough text represents a deletion from the current version, and the bold, highlighted text represents an addition (referencing the 2008 – 2009 Undergraduate Catalog, p. 189).

Program body		45
CS 2100	Introduction to Web Development	3
CS 3110	System Architecture	3
CS 3151	Data Structures and Discrete Mathematics I	3
CS 3152	Data Structures and Discrete Mathematics II	3
CS 3201	Program Construction I	3
CS 3202	Program Construction II	3
CS 3211	Software Engineering I	3
CS 3212	Software Engineering II	3
CS 3230	Information Management	3
CS 3270	Intelligent Systems	3
CS 3280	System and Network Administration	3
CS 4225	Parallel and Distributed Systems	3
CS 4410	Survey of Programming Languages	3
CS 4980	Web Technologies	3
CS 4982	Computing Capstone	3
3	2 additional 4000-level CS electives	9 6

Rationale

These changes will allow the Department of Computer Science to:

- Expose students to more breadth of coverage of computer science early in their coursework.
- Reinforce at the beginning of the students' careers important concepts and practices that will help them succeed in advanced classes.
- Give students who tire of the heavy emphasis on programming in the introductory computer science course sequence (CS 1300, 1301, & 1302) the chance to develop different kinds of skills early on.
- Offer a wider variety of courses to take in the first years of the program, relieving the back loading that now occurs.

Course or Program Addition, Deletion or Modification Request

RECEIVED
COAS

Department: ENGLISH--Minor in Literature College: College of Arts & Sciences

2009 SEP 28 PM 1:24

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
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<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

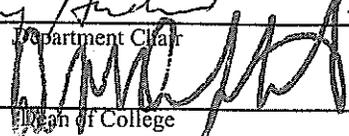
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

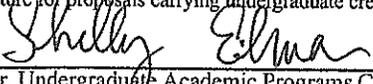
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-28-09</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/5/09</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	_____	_____
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

**Program Modification
Minor in Literature**

Rationale for Program Modification:

These changes are necessitated by the change in the English major which deletes ENGL 2300 in Area F and adds ENGL 3000 to the upper division major requirements.

Proposed Program Changes:

- Delete ENGL 2300 (Practical Criticism: Research and Methods)
- Create a new required course (ENGL 3000: Research and Methodology) which will serve as a gateway course for the major.

Requirements for a Minor in Literature

18 Hours

Students must take a) ~~2300~~; b) one of the following: ENGL 2110, 2120, 2130, 2180, or 2190; b) ENGL 3000; and c) twelve (12) hours chosen from upper-division English courses (ENGL 4106-4188) or ENGL 4300, 4310, or 4385. No course with the same number may be taken twice for credit toward the minor in literature. In addition to these courses, students may also choose one upper-division writing course for credit within the minor in literature (ENGL 3200, 3400, 3405, 4210).

(Added Material/Removed)

Course Proposals: (Submitted online)

Add:

ENGL 3000 (Research and Methodology) (3) Prerequisite: ENGL 1101 and 1102. A gateway course that introduces students to representative critical approaches that they will encounter within the major. Emphasis will be given to research skills, critical methodology, and analytical writing. Required for the major in English. Only six hours of upper-level coursework in English can be taken before completion of this course. Enrollment requires permission of the academic coordinator. Not offered during summer session.

Delete:

~~ENGL 2300 — Practical Criticism~~

Course Template

The following information should be available to students as a part of all syllabi for this course.

Course Information
Number: ENGL 3000
Catalog Name: **Research and Methodology**
Section Number:

Instructor's name:
Office Location:
Office hours:
Phone/email:

Required Texts

- Selected literary and /or film texts for analysis
- *MLA Handbook for Writers*
- Selected readings on critical approaches such as Bressler, *An Introduction to Literary Theory* or the *Johns Hopkins Online Guide to Literary Theory*.

Course Description

- An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Prerequisites: ENGL 1101 and ENGL 1102. No more than six hours of upper-division course work can be taken before completing this course. Departmental permission required for registration.
- A further description that outlines the specific section of the course may be added.

Learning Outcomes

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.
- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlines in the *Modern Language Association Handbook*.
- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods and emphasize issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

General topics and assignments appropriate to those topics

This course trains students in the fundamentals of literary interpretation, emphasizing practical strategies of both textual and contextual analysis. In addition, it offers instruction in literary research methods and provides basic introductions to at least three dominant reading approaches of the discipline, such as formalism, semiotics, reader-response, ethical criticism, historicism, psychoanalytic theory, structuralism, poststructuralism/deconstruction, Marxism, feminism and gender studies, cultural criticism, and postcolonial theory.

Assessment activities

1. The number and kinds of writing assignments may vary (see below) according to the discretion of the professor, provided that each student produces
 - a) at least 3 formal papers (15-20 pages of formal graded prose) over the course of the term, and
 - b) at least one study that applies relevant scholarly research in a comprehensive and persuasive manner.
2. The following general objectives should apply with regard to writing assignments:
 - a. At least one of the papers should engage students in close textual analysis that may engage a theoretical model but should not draw on outside research materials.

b. One of these papers must be a research project. The final documented paper will demonstrate clear knowledge of and ability to use current MLA style.

c. In preparation for the research paper, individual instructors should design preliminary assignments, such as a prospectus, annotated bibliography, peer review discussion, oral presentation or article analysis, so as to help students define a topic and engage with the research in a meaningful way.

3. Individual instructors may also use quizzes and exams, oral presentations, and other assignments to assess students' understanding of terms and theoretical frames and their ability to apply these tools.

Other policies

- Include departmental plagiarism policies
- A copy of the department's approved grading rubric.
- Other policy statements specific to the section. These may include policies about attendance, disruptive behavior, and submission of late work.
- A detailed calendar of readings and assignments should be made available to the class at the first class meeting. A copy should be posted electronically and kept on file in the English department office.

GRADING CRITERIA FOR ALL ASSIGNMENTS UPPER-LEVEL COURSES IN ENGLISH

The criteria below have been developed and approved by the English faculty and will be used in the assessment of writing in all 2000-level and above English courses.

Note: A passing grade on any assignment first assumes competence in the mechanics of standard written English.

C To earn a "C," a student must

- Respond to the constraints of the assignment.
- Focus on the topic.
- Provide a clear thesis.
- Maintain a tone appropriate for a scholarly audience.
- Order essay logically, from sentence to sentence, paragraph to paragraph, idea to idea.
- Provide sufficient evidence and detail throughout the essay.
- Have sufficient control of standard written English and MLA guidelines such that errors, including any in grammar, punctuation, spelling, and formatting, if present, do not cause serious confusion and/or distraction.
- Provide adequate, reliable, and relevant secondary documentation, where applicable.
- Demonstrate an understanding of context and purpose in relating secondary sources to paper's claims/ideas.
- Exhibit nearly error-free incorporation of documentation into the body of the essay.

B To earn a "B," a student must meet the minimum requirements for a "C" essay plus

- Provide a well-framed and insightful thesis.
- Recognize complexities and show evidence of serious consideration of the topic.
- Support most points with appropriate, well-analyzed examples and intelligent arguments.
- Show logical development and organization throughout.
- Offer writing that is relatively free of grammatical and technical errors.
- Provide substantive and relevant documentation, where applicable, in support of most claims/ideas.
- Demonstrate a thorough understanding of context and purpose in relating secondary sources to paper's claims/ideas where applicable.
- Exhibit error-free and varied incorporation of documentation into the body of the essay.

A To earn an "A," a student must meet the minimum requirements for a "B" essay plus:

- Provide a sophisticated thesis that demonstrates independent thinking.
- Support all claims/ideas with appropriate, fully analyzed examples and compelling, insightful arguments.
- Show persuasive logical development and organization throughout.
- Maintain a distinctive voice and consistent viewpoint that incorporates interesting and varied style.
- Provide secondary sources, where applicable, that demonstrate independent research in the field.
- Enter into meaningful dialogue with secondary sources, such that the student is not just proving someone else's point but developing original ideas in relation to research material.

D A "D" grade results from

- Failing to respond clearly to the assignment, or
- A lack of qualities listed under the minimum requirements for a "C," or
- Insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence.

F An "F" grade results from

- Two or more of the faults listed in "D" above.

English 3000: Research and Methodology

Office: TLC

Phone: 678-839 -

Email:

Office Hours:

Course Texts:

Culler, *Literary Theory: A Very Short Introduction*

Joyce, *A Portrait of the Artist as a Young Man* (Case Studies in Contemporary Criticism edition):
students must purchase this edition, as we will be reading and discussing the essays in it
as well as the primary text.

Albee, *Who's Afraid of Virginia Woolf?*

Gibaldi and Franklin, *MLA Handbook for Writers of Research Papers* (6th ed.)

Optional Course Reference: Lentricchia and McLaughlin, *Critical Terms for Literary Study*, 2nd
Edition

Course Description:

- An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Prerequisites: ENGL 1101 and ENGL 1102. No more than six hours of upper-division course work can be taken before completing this course. Departmental permission required for registration.

This course provides those preparing for upper level work in English and related disciplines with an introduction to various methods of critical analysis and the opportunity to discover how the application of these theories can broaden the exploration of literature. Discussions will allow students to engage a variety of terms and ideas central to current critical debate and will use these investigations to define the distinctive characteristics of individual schools including psychoanalysis, feminism, reader-response, Marxism and deconstruction. Our main focus, however, as the course title suggests, will be on the practical application of theory, and thus the first portion of the term will use these critical models to produce readings of selected primary texts (Elizabeth Bishop's "Crusoe in England" and James Joyce's *A Portrait of the Artist as a Young Man*). Having built this analytical base, students will spend the last portion of the term developing their own theoretically informed, research-based reading of our last primary text, Sam Shepard's contemporary play *True West*. Students will be encouraged throughout the term to broaden their understanding of the theoretical approaches discussed in class by reading beyond the course texts.

Learning Outcomes:

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.

- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlines in the *Modern Language Association Handbook*.
- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods and emphasize issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

Requirements:

(1) Short Analytical Essays: During the first portion of the term, students will complete three short essays (5 pages each), each applying a different critical model to the course's primary texts. Students will develop their own topics for each paper, each of which will be preceded by workshop days designed to help students brainstorm their approach to the text in question. Students should feel free to incorporate their in-class and independent critical reading into these papers, but the primary focus of each should be on developing and substantiating students' own readings of the text in question, filtered through a particular critical lens. Papers should thus argue a specific thesis and present a clearly-structured, well-written defense of that thesis that draws upon specific language and detail from the primary text for support.

(2) Research Paper: The last five weeks of the term will be devoted to a research project on Edward Albee's *Who's Afraid of Virginia Woolf*. Students will develop their own topics, drawing upon their in-class and independent critical readings and will expand that knowledge-base with specific research into the themes, background and/or production history of Albee's work. Completed papers will be 8-10 pages long and will be preceded by a two-page proposal and rough draft. Students will turn in an annotated bibliography of sources with their final paper.

(3) Quizzes and Exams: Periodically throughout the term, students will complete quizzes designed to reinforce and assess retention of theoretical concepts and readings. The final exam will ask students to define specific concepts and terms, to demonstrate an awareness of the concerns of specific schools and to identify the contributions of specific major theorists. No quizzes or exams will be rescheduled, and no excuses will be accepted for missing the final exam; the only exception to this policy will be for students who have more than two final exams scheduled the same day, as per University policy.

(4) Presentation: While students are developing their research projects in the last few weeks of the term, each of you will be asked to contribute to the conversation on Albee by teaching a critical essay--either one dealing directly with Albee or his play or one introducing a theoretical model or idea that would be useful in developing a reading of the text. To teach an essay, you should identify the essay's thesis and the central ideas you found useful, making sure to explain these ideas clearly to the group and contextualize the piece within the critical strategies we have been discussing. Then, demonstrate how you would apply that essay: go beyond summarizing and explaining someone else's ideas to elaborate how these ideas structure your own reading of the play. Presentations should be ten minutes long and should include a one-page handout outlining your analysis. Please provide me with a copy of the essay you will be using at least three days before you are scheduled to present so that I can make that material available for other students.

(5) Class participation--your preparation for class meetings and your willingness to contribute to our discussions--is a significant component of your grade. Consistent, punctual attendance is the minimum expected of all students, and more than two absences will have a pronounced impact on your final grade. Doing well in class participation, however, means more than just coming to class. Students are further expected to have read the material carefully, to listen attentively both to the instructor and to the comments other students make during discussions and presentations, to ask questions and offer ideas about the material, and to respond thoughtfully to ideas presented both by the instructor and the other students:

Approximate Grading Breakdown:

Short Essays: 30%	Quizzes: 10%	Presentation: 10%
Research Project: 20%	Final Exam: 15%	Class Participation: 15%

Schedule of Readings:

Listed below is a preliminary plan for our course readings, including deadlines for papers and announced quizzes. At times, I may feel it necessary to modify this initial plan; updates will be announced in class and posted to the course webpage. Students will be asked to complete selected readings in Culler's *Literary Theory: A Very Short Introduction* (listed on the schedule below as *LT*). I will also periodically recommend readings in Lentricchia and McLaughlin's *Critical Terms for Literary Study (CTLS)* so as to help you broaden your understanding of theoretical questions introduced as we move through various theories; this text has been placed on reserve along with Murfin and Ray's *Bedford Glossary of Literary Terms* and Wilfred Guerin's *A Handbook of Critical Approaches to Literature*. Students are also encouraged to pursue readings in theory--other theory handbooks or primary theoretical texts--beyond those specifically discussed in class, as doing so can help to give you a clearer understanding of the concepts introduced in class.

Section 1: Literary Theory and the Idea of Literature

Week 1

M	1/10	Introduction: Approaching Critical Theory
W	1/12	Chapter 1-2 (<i>LT</i>)

F 1/14 Optional: "Representation" (CTLS)
Signs and Semiotics
Optional: "Writing" (CTLS)

Week 2

M 1/17 MLK Day (no classes)

W 1/19 Chapter 4 (LT)
Optional: "Interpretation" (CTLS)

F 1/21 Quiz #1

Week 3

M 1/24 Chapter 5 (LT)

W 1/26 Chapter 6 (LT)
Optional: "Narrative" (CTLS)

F 1/28 Writing Workshop

Week 4

M 1/31 Chapter 7-8 (LT)
Paper #1 due at the beginning of class

Section 2: Establishing and Applying Theoretical Schools

Students should refer to Culler's appendix for concise descriptions of each literary school to supplement the definitions developed in class discussions.

W 2/2 *A Portrait of the Artist as a Young Man* (Students should have read Chapter 1 by this day and should have finished the novel by the end of next week.)

F 2/4 Quiz #2; Introduction to Deconstruction (in *Portrait*)

Week 5

M 2/7 Herr, "Deconstructing Dedalus" (in *Portrait*)

W 2/9 Discussion of Poststructuralism

F 2/11 Introduction to Psychoanalysis (in *Portrait*)
Optional: "Unconscious" and "Desire"

Week 6

M 2/14 Brivic, "The Disjunctive Structure of Joyce's *Portrait*" (in *Portrait*)

W 2/16 Workshop

F 2/18 Quiz #3

Week 7:

M 2/21 Introduction to Marxism (in *Portrait*)
Paper #2 due

W 2/23 Osteen, "The Treasure-House of Language: Managing Symbolic Economies in Joyce's *Portrait*" (handout)
Optional: "Class" and "Ideology" (CTLS)

F 2/25 Discussion of Postcolonialism

Week 8:

M 2/28 Continue discussion of Postcolonialism; Spurr, "Colonial Spaces in Joyce's Dublin" (handout)
Optional: "Imperialism/Nationalism" (CTLS)

W 3/2 Optional: "Race" (CTLS)

Th 3/3 Last day to withdraw with a "W"

F 3/4 Quiz #4; Introduction to Feminism (in *Portrait*)

Week 9:

M 3/7 Henke, "Stephen Dedalus and Women: A Feminist Reading of *Portrait*" (in *Portrait*)

Optional: "Gender" (CTLS)

W 3/9 Continue discussion of Feminist/Queer Theory;

F 3/11 Workshop
 Week 10:
 M 3/14 Introduction to New Historicism
 Optional: "Canon" (CTLS)
 W 3/16 Kershner, "Genius, Degeneration and the Panopticon" (in *Portrait*)
 F 3/18 Optional: "Popular Culture" (CTLS)
 Paper #3 due

SPRING RECESS 3/21-3/25

Section 3: Research Project

Week 11:

M 3/28 Begin discussion of Edward Albee's *Who's Afraid of Virginia Woolf?*
 W 3/30 Workshop: Literary Research
 F 4/1 Continue discussion of Albee

Week 12:

M 4/4 Discussion: Genre Theory (handouts)
 W 4/6 Discussion: Comic Theory (handouts)
 F 4/8 Discussion: Performance Theory (handouts)

Week 13:

M 4/11 Presentations #1-4
 W 4/13 Presentations #5-7
 Paper Proposal due
 F 4/15 Presentations #8-11

Week 14:

M 4/18 Presentations #12-15
 W 4/20 Conclude Presentations
 F 4/22 Draft Due; Writing Workshop

Week 15:

M 4/25 Finish discussion of Albee
 W 4/27 Conferences (no class meeting)
 F 4/29 Conferences (no class meeting)

Week 16:

T 5/2 Course wrap-up
 Review for final exam

Research papers and annotated bibliography due (students should submit with this final paper their commented proposal, draft and peer editing sheets)

Final Exam: Friday, May 6 (8-10 am)

CLASS POLICIES

(1) **Deadlines:** All papers that are due in class must be turned in within the first fifteen minutes of class. Papers not received by this time will be considered late and penalized according to the policy outlined below. My strictness regarding this particular policy stems from two considerations. First, if you are not in class, you are missing discussion and thus course material. In addition, it is disruptive to the class and distracting for both the instructor and other students to have others straggling in midway through the class period. Plan your schedule so that you can have papers printed and ready by the time class begins.

(2) **Late Policy:** Late papers will be penalized one-third of a grade for each day they are late. Papers that are more than seven days late (including weekend days and holidays) will receive an automatic "F." Extensions will be granted only if you have a verifiable medical or other sufficiently serious ("seriousness" will be determined at the instructor's discretion) excuse and you request an extension (in person, via email or phone) before the paper deadline. Regardless of your situation, no extensions will be granted beyond the seven-day late period. Having papers or

exams for other classes, a schedule conflict with work or other responsibilities, or simply being "swamped" are not sufficiently serious excuses and will not result in your being granted an extension. Learn to budget your time and arrange your schedule so that you can meet all of your coursework obligations in a timely fashion.

(3) Paper Format: All papers should be typed, double-spaced, in a standard 12 point font (such as New Century Schoolbook, Palatino or Times New Roman) with 1" top/bottom margins and 1-1.25" left/right margins. Big fonts, extra spaces between your paragraphs, and large margins are pretty easy to spot, so stick to the standard size guidelines and use the revision process to help you generate enough information to present a clear and well-reasoned analysis within the designated space limitations. Your papers are required to have footnotes and inline citations, page numbers and a descriptive title (i.e. not "Joyce's *Dubliners*" but "Chaotic Connections in Joyce's *Dubliners*"), and they must be stapled--I will not accept papers that are paper clipped, folded or otherwise attached. Your response essays should not have title pages; simply include your name, the course number and the date in the top right corner of your first page. Formal essays should have a title page containing this information. Do not submit papers in plastic covers or folders.

(4) Outside Sources and Academic Dishonesty: Academic dishonesty involves any attempt on your part to claim ideas and/or specific phrasing that you have gotten from elsewhere as your own or to make up sources or evidence (known as "fabrication") so as to make your argument sound stronger. Academic dishonesty is a serious offense, and flagrant violations of this policy (copying papers from the internet or other sources, cheating on exams) are grounds for failing the course. To avoid this penalty, do your own work and when you use outside information, provide accurate citations for it.

Program Modifications for Spring 2010

Film Program - UWG

Proposed Changes to the Film Minor

Add FILM 3200: Screenwriting. FILM 3200 will provided a needed course to students.

Delete ENGL 3200: Creative Writing: Screenwriting with a new course FILM 3200: Screenwriting. ENGL 3200 has new prerequisites that will prevent some Film Minors from taking this course. FILM 3200 will provided a needed course to students.

Delete THEA 3214: Scenography as the course has three pre-requisites which makes the course an impractical option for Film Minors.

Current Film Minor 2009-2010

REQUIREMENTS FOR A MINOR IN FILM 18 HOURS

Required courses (6 hours):

FILM 2080: Introduction to the Art of Film

FILM 2100: History and Theory of Film

Select 4 courses from the approved list (12 hours)*:

COMM 3356: Film and Culture

HIST 4485: History in Film (Special Topics)

PHIL 3160: Philosophy in Literature and Film

ENGL 3200: Creative Writing: Screenwriting

ENGL 4109: Film as Literature

FORL 3111: World Film

FORL 4485: Topics in National Film

FREN 4210: French Literature and Film**

GRMN 4220: German Culture Through Film**

GRMN 4240: Mystery & Horror in Lit & Film**

GRMN 4250: Contemporary German Cinema**

SPAN 4200: Spanish Literature and Film**

PSYC 4085: Psychology and Film (Horizon Seminar)

THEA 3214: Scenography

THEA 3290: Costume Design

THEA 4485: Acting for the Camera (Special Topics)

FILM 4081: Independent Study

**Students are required to take electives in at least 3 different disciplines.*

*** These courses are currently taught in the specific foreign language, but FORL versions in English have been proposed. See FORL 3111 and FORL 4485 above. ***Other 3000 or 4000 level courses may be applied toward the minor with approval of coordinator of Film Studies*

Proposed Revisions to the Film Minor Spring 2010

1. Replace ENGL 3200: Creative Writing: Screenwriting with FILM 3200: Screenwriting
2. Delete THEA 3214: Scenography from the Film Minor

REQUIREMENTS FOR A MINOR IN FILM 18 HOURS

Required courses (6 hours):

FILM 2080: Introduction to the Art of Film

FILM 2100: History and Theory of Film

Select 4 courses from the approved list (12 hours)*:

COMM 3356: Film and Culture

HIST 4485: History in Film (Special Topics)

PHIL 3160: Philosophy in Literature and Film

FILM 3200: Screenwriting

ENGL 4109: Film as Literature

FORL 3111: World Film

FORL 4485: Topics in National Film

FREN 4210: French Literature and Film**

GRMN 4220: German Culture Through Film**

GRMN 4240: Mystery & Horror in Lit & Film**

GRMN 4250: Contemporary German Cinema**

SPAN 4200: Spanish Literature and Film**

PSYC 4085: Psychology and Film (Horizon Seminar)

THEA 3290: Costume Design

THEA 4485: Acting for the Camera (Special Topics)

FILM 4081: Independent Study

**Students are required to take electives in at least 3 different disciplines.*

*** These courses are currently taught in the specific foreign language, but FORL versions in English have been proposed. See FORL 3111 and FORL 4485 above.*

****Other 3000 or 4000 level courses may be applied toward the minor with approval of coordinator of Film Studies*

Course or Program Addition, Deletion or Modification Request

Department: English and Philosophy College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix ENGL Course 2060 Title Introduction to Creative Writing Hours: 3 / 0 / 3
Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>* Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

ENGL 2060 Introduction to Creative Writing 3 / 0 / 3
Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The department requests the addition of ENGL 2060 to Core Area C.1. See attached.

Prerequisite(s) None

Present or Projected Enrollment: 150 (Students per year) Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Randy Hershin</u>	<u>3-2-09</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
<u>[Signature]</u>	<u>3/13/09</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signatures for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<u>Shelby Elma</u>	<u>11/5/09</u>		
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs Date

Revised Proposal to Include ENGL 2060 (Introduction to Creative Writing) in Core Area C.1

ENGL 2060 (Introduction to Creative Writing) seeks to follow the models of THEA 1100, ART 1201, and MUSC 1100, and present strategies that authors use in the particular craft of creative writing. Because of the more objective nature of the course and the limited time spent on hands-on workshopping (just the final few weeks), we also doubled the enrollment cap (from 20 to 40) to mirror more appropriately other courses in C.1. In the current proposal, the course investigates many of the following writer-specific questions: How do poets use rhyme? How do fiction writers distinguish between various forms of written dialogue, and how do those specific forms communicate to readers? Why is a round character usually better than a flat one, and what strategies do writers use to create the former? What is plot and how does a writer choose and construct one? How do playwrights and screenwriters wield conflict to create interest? What are the differences between plays and screenplays, and what does each require of the writer? How do writers of creative nonfiction select historical or personal facts for presentation? What strategies do they use to negotiate the ethics of telling “truths” about other people and themselves? How do writers create suspense in language? How do young authors recognize viable and evocative “narrative problems”? How do writers learn to choose concrete over abstract language, specific details over vague or pompous rhetoric, showing over telling?

ENGL 2060 (Introduction to Creative Writing) presents literature much differently than any other course with an ENGL prefix in the core. Introduction to Creative Writing is designed to teach students not to appreciate literature as a socio-historical expression but how to appreciate the making of literature. It is like the carpenter who looks at a building and asks not what it means but how it’s made: how many two-by-fours it took, how the heavy roof is supported, where the materials were found, how it was designed for its purpose and came out beautiful, too. These are questions of making, not meaning. No other literature courses in the core systematically approach writing in this fashion. By foregrounding the fundamentals, the nuts and bolts, the elements of the craft, the class clearly follows the model of an appreciation class in the fine arts.

ENGLISH 2060: Introduction to Creative Writing
Sample Syllabus

COURSE DESCRIPTION:

How do poets use rhyme? How do fiction writers distinguish between various forms of written dialog, and how do those specific forms signify to readers? How have creative writers borrowed strategies and gained inspiration from music, dance, painting, sculpture, and other fine arts? What constitutes a cliché in the literary arts, and how do young artists learn studiously to avoid it? What is the difference between “literary” fiction and “genre” fiction? How does a memoirist navigate “truth telling” with artistic license? How do young authors gain the ability to distinguish between the concrete and abstract, the specific and vague, showing and telling?

This course serves as an introduction to the art of creative writing—from learning the elements involved in literary production, to gaining the critical skills necessary in assessing works by established authors, to crafting some of your own literary artifacts. Students will study the process of creative writing from a wide range of historical and cultural examples, and learn to model their artistic endeavors on the works of publishing practitioners. They will also investigate the convergence of creative production and critical thinking. Finally, students will gain an appreciation and understanding of the connections between personal experience and creativity, and the reception of literary arts in the public domain.

REQUIRED TEXTS:

Schaefer, Candace and Rick Diamond. *The Creative Writing Guide*. Longman (0321011236).

Course Packet/Pdfs on CourseDen

Looseleaf notebook for your journal

PROGRAM LEARNING OUTCOMES:

- Students will be able to recognize the place of creative writing, and its various modes of production, in the shaping of individual identity and larger cultural realities
- Students will come to discern how creative writing is shaped by critical awareness and varying historical contexts
- Students will learn to draw meaningful connections between the fine art of creative writing and a range of university disciplines including psychology, sociology, political science, and other programs within the humanities
- Students will be able to apply their acquired skills to a range of personal, work, and social situations

COURSE LEARNING OUTCOMES:

- Students will demonstrate familiarity with a representative selection of creative-writing strategies important in the formation of contemporary poetry, fiction, screen- and playwriting, and creative nonfiction
- Students will closely examine the processes by which creative writers produce literary artifacts in a wide range of cultures and historical circumstances
- Students will demonstrate an understanding of multiple literary genres and schools of reception in writing projects that contain both critical and creative elements

- Students will put into practice, through various creative assignments including literary calisthenics and sustained journal entries, the creative-writing processes and conventions introduced by the course

ATTENDANCE:

Your regular participation in this class is a vital part of its success. Each student is allotted three absences—no more. Upon the fourth absence, you will be administratively withdrawn. Be aware that no distinction exists between excused and unexcused absences. If the withdrawal occurs prior to the withdrawal date, you will receive a grade of W. If the withdrawal occurs after the withdrawal date, you will receive a grade of WF. If you suspect that outside responsibilities might cause you to miss more than three classes, then consider taking the course at another time. Please come to class on time with your cell phone off. Three tardies constitutes an absence. Any cell phone interruption constitutes a tardy.

ACADEMIC DISHONESTY:

The Department of English defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. Any form of plagiarism or academic dishonesty in ENGL 2060—no matter the source, the assignment, or the value of the assignment—will result in an automatic course grade of F.

DETERMINATION OF SEMESTER GRADE:

Response Project 1	15%
Response Project 2	15%
Response Project 3	15%
Response Project 4	15%
Journal	10%
Portfolio	20%
Events Write Ups	10%

Response Projects:

At the end of the four craft units, students will produce a response to the material in that unit that combines creative and critical responses to that unit. Students will be asked both to practice, at a basic level, the creative writing skill they've analyzed, and to respond to that craft point self-consciously.

ATTENDANCE AT LITERARY EVENT WITH WRITE-UP:

Since this class requires an immersion in reading and writing, you will also attend at least one literary event throughout the semester. The department of English, the *Eclectic* (West Georgia's literary magazine), as well as various venues in town, all offer an array of readings. Plus, Atlanta houses Poetry@Tech, the Emory University Reading Series, and many events around the other colleges and museums. Check with me to make sure your event will count. Once you attend, you must show proof of attendance either by admission ticket, signed book, or by other means. You will also write a one double-spaced page typed response to the event, including a discussion of a particularly poignant piece (poem or story, for example) that was performed and how you see that piece reinforcing, or diverging from, the writing process as discussed in class.

ATTENDANCE AT ART/THEATER/MUSIC EVENT WITH CREATIVE WRITE-UP:

Since every good writer practices his/her craft with the materials of experience, you will attend at least one art, musical, or theatrical event during the semester. There are many of these on campus, but please feel free to gather materials off campus as well. You will write a double-spaced, one-page typed response to the material you gather, which discusses how you might find it useful in your writing, and another one-page typed response to the material which discusses how the artist/writer/performer/composer deployed one of the skills you will have learned in class. For example, if you were listening to a play and noticed the playwright particularly emphasized systems of concrete imagery, you might discuss that in your report. If you see artwork full of allusion to other artworks, you might discuss the use of allusion in your report.

JOURNAL SUBMISSIONS:

To aid you in what we will call "predatorial reading"—that is, reading aside from mere comprehension, reading with an eye for craft, unique structures, ideas, settings, characters, analogies, syntax, formal devices, ambiguities, ironies, and/or anything else you might borrow and incorporate into your own writing—you will keep a journal. Your journal will be intimately linked to your reading, and I require strict reading habits (translate that to roughly 50 pages per week out of your course texts). While that may not seem like much, the type of reading in which you will engage will be much more interactive than you are probably used to. As such, your reading time will increase. Please keep about 1-2 hours per day open for reading and journal writing, with special emphasis on the weekends, when you should be reading and writing much more. Journals will be collected and assessed three times throughout the semester. More on assessment as the semester progresses.

STRATEGY ESSAY:

You will write strategy essay during the semester, which will be five double-spaced pages in length. In it, you will focus on one particular piece of writing from one of the three course texts and discuss a strategy that you see the writer performing. More on this assignment as the semester progresses.

FINAL PORTFOLIO:

Your final portfolio will include the following items: 1) a table of contents; 2) three rigorously revised poems and/or one lengthy prose piece, or a combination thereof (see me for details); 3) at least three revisions of each piece of writing apart from the final version; and 4) an 5-8 page critical preface (including a statement of your aesthetics, either implicitly or explicitly) in strict MLA format.

What constitutes a piece of writing? To paraphrase Paul Valery, no writing is ever finished, only abandoned. I will expect rigorous revisions leading up to any writing you include in your portfolio. Actually, there should be no surprises, as I should know each piece you are including already from workshops and individual conferencing.

You will learn revision strategies—ways of distancing yourself from your own writing—throughout the semester, especially during the workshop sessions. If you still feel uneasy about what constitutes a piece of writing, come see me often and early. Waiting until the last week to tell me you don't understand how to revise will not work. Revisions will be my sole criterion in assessing your creative work: the distance you've traveled from first to last draft.

What is a critical preface? Students often feel puzzled by the critical preface. Yet, I have found that it accounts for some of the best writing students do throughout the semester. This is your chance to contextualize your semester, what you've learned, how you've learned to approach writing and reading, where you began, where you ended, and where you intend to go. Of course, many of you are merely fulfilling an elective credit with no intention of ever being a "serious" writer. That's fine. The writing and the craft-oriented type of reading you do in this class, however, may still prove important to you. Careful use of language coupled with unquenchable curiosity can never hurt you. Plus, for the next semester at least, you WILL be serious writers.

COURSE READING SCHEDULE (Subject to change at professor's discretion): All readings not from Schaefer are located on CourseDen.

Week 1, Unit 1: Why Write?

Schaefer, 2-39

From: Welty, *One Writer's Beginnings*

Week 2, Unit 2: Specifics and Details

Creative writing fundamentals: Anglo Saxon vs. Latinate language; "Improv"-ing; Showing vs. Telling

Schaefer, 40-57

From: Kessler, *Birds in Fall*

Week 3, Unit 2: Specifics and Details

Creative writing fundamentals: Poesy, Prosy, Poetry; Active vs. Passive Voice; Abstract vs. Concrete Language

Schaefer 64-72, 90-92

The concept of *ekphrasis*: Sexton, "The Starry Night," McLean, "Starry Starry Night," Van Gogh, *The Starry Night*; Szymborska, "Brueghel's Two Monkeys," Brueghel, *Two Monkeys*; Auden, "Musée des Beaux Arts," Brueghel, *Landscape with the Fall of Icarus*.

Project 1: *Ekphrasis*. You will write your own creative exploration based on, or inspired by, the selected piece of art on view on campus, and a reflective essay (one

double-spaced page in length) that attempts to situate your own work within the tradition of ekphrastic literary production.

Week 4, Unit 3: Poetry—Vision, Rhythm, Form

M. H. Abrams and four theories of creative production: expressive, objective, pragmatic, mimetic

Schaefer, pages 73-87

[Readings]

Week 5, Unit 3: Poetry—Vision, Rhythm, Form

Downplaying the Vertical; Flow Theory; The Expansion-Contraction Process; Contraction Strategies

Schaefer, pages 88-119

[Readings]

Week 6, Unit 3: Poetry—Vision, Rhythm, Form

Minimalism and absurdism in voicing, diastolic/systolic imagination

Schaefer, pages 120-146

[Readings]

Project 2: [Basic poetry project]

Week 7, Unit 4: Nonfiction and Fiction—Character, Conflict, Setting

Strategies for creating effective dialogue; the historical voice; dialogue and what's not said

Schaefer, pages 162-182

From: Spiegelman, *Maus II*; From Burroughs, *Magical Thinking*; from Didion, *The White Album*

Week 8, Unit 4: Nonfiction and Fiction—Character, Conflict, Setting

Explicit versus implicit: critical reasoning in creative contexts; reversals of register, tone, irony; "tone thermometer"

Schaefer, pages 204-223

Carter, "The Bloody Chamber" and the myth of Bluebeard; Jin, "The House Behind a Weeping Cherry"

Week 9, Unit 4: Nonfiction and Fiction—Character, Conflict, Setting

Linguistic leaping; montage, collage, surrealist juxtaposition

Schaefer, pages 224-238

Munro, "The Bear Came Over the Mountain"; Marquez, "Light is like Water"

Project 3: [Basic prose project]

Week 10, Unit 5: Drama—Characters in Action

Schaefer, pages 321-342

Wilson, *Fences*

Week 11, Unit 5: Drama—Characters in Action
Schaefer, pages 343-370
McDonagh, *The Pillowman*

Week 12, Unit 5: Drama—Characters in Action
Austen, From *Sense and Sensibility*; Thompson, From *Sense and Sensibility* (screenplay);
Lee (dir.), *Sense and Sensibility*; Jonze (dir.) *Adaptation*

Project 4: [Basic drama project]

Week 13, Unit 6: Revision in Collaboration
Intertext: how contemporary creative-writing strategies necessarily exist in dialogue with
precursor devices; the workshop model
Schaefer, 388-405
Workshops 1 and 2

Week 14, Unit 6: Revision in Collaboration
“Final portfolio” building
Workshops 3 and 4

Week 15, Unit 6: Revision in Collaboration
Final presentations of work; class readings

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy
Department

College of Arts and Sciences
College

MacComb, Debra
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

ENGL 2300 Pract Criticism:Res & Method
Prefix Number Course Title

An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Required for the major in English as a prerequisite to upper-division study.

Course Catalog Description

3.00		3.00	-		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ENGL 1102 Minimum Grade: C or ENG 102
Minimum Grade: C or ENGL Placmnt Exam-Credit
1102 X

Corequisites**Rationale**

ENGL 2300 will be replaced by ENGL 3000 to accomodate the addition of a diversity requirement (ENGL 2180 or ENGL 2190) in area F. See program changes for additional information.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: [] [] []

Comments

TEAC Approval Required

College Approvals

Hendricks, Randy J. (Dr.) [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 English and Philosophy
 Department

 College of Arts and Sciences
 College

 MacComb, Debra
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 ENGL 3000 Research and Methodology
 Prefix Number Course Title

A gateway course that introduces students to representative critical approaches that they will encounter in the major. Emphasis will be given to research skills, methodology, and analytical writing. Required for the major and minor in English. Only six hours of upper division work may be taken before completion of this course. Enrollment requires permission of academic coordinator. Not offered in the summer session.

Course Catalog Description

3	0	3	Fall - 2010	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ENGL 1101 and 1102

Corequisites
Rationale

This course will replace ENGL 2300 for both tracks in the English major and in the English minor. This change will open a space in area F to accommodate a diversity requirement. See program changes for additional information.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment: 120

Comments
 TEAC Approval Required

College Approvals

Hendricks, Randy J. (Dr.) [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

English 3000: Research and Methodology

Office: TLC

Phone: 678-839 -

Email:

Office Hours:

Course Texts:

Culler, *Literary Theory: A Very Short Introduction*

Joyce, *A Portrait of the Artist as a Young Man* (Case Studies in Contemporary Criticism edition): students must purchase this edition, as we will be reading and discussing the essays in it as well as the primary text.

Albee, *Who's Afraid of Virginia Woolf?*

Gibaldi and Franklin, *MLA Handbook for Writers of Research Papers* (6th ed.)

Optional Course Reference: Lentricchia and McLaughlin, *Critical Terms for Literary Study*, 2nd Edition

Course Description:

- An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Prerequisites: ENGL 1101 and ENGL 1102. No more than six hours of upper-division course work can be taken before completing this course. Departmental permission required for registration.

This course provides those preparing for upper level work in English and related disciplines with an introduction to various methods of critical analysis and the opportunity to discover how the application of these theories can broaden the exploration of literature. Discussions will allow students to engage a variety of terms and ideas central to current critical debate and will use these investigations to define the distinctive characteristics of individual schools including psychoanalysis, feminism, reader-response, Marxism and deconstruction. Our main focus, however, as the course title suggests, will be on the practical application of theory, and thus the first portion of the term will use these critical models to produce readings of selected primary texts (Elizabeth Bishop's "Crusoe in England" and James Joyce's *A Portrait of the Artist as a Young Man*). Having built this analytical base, students will spend the last portion of the term developing their own theoretically informed, research-based reading of our last primary text, Sam Shepard's contemporary play *True West*. Students will be encouraged throughout the term to broaden their understanding of the theoretical approaches discussed in class by reading beyond the course texts.

Learning Outcomes:

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.

- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlined in the *Modern Language Association Handbook*.
- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods and emphasize issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

Requirements:

(1) **Short Analytical Essays:** During the first portion of the term, students will complete three short essays (5 pages each), each applying a different critical model to the course's primary texts. Students will develop their own topics for each paper, each of which will be preceded by workshop days designed to help students brainstorm their approach to the text in question. Students should feel free to incorporate their in-class and independent critical reading into these papers, but the primary focus of each should be on developing and substantiating students' own readings of the text in question, filtered through a particular critical lens. Papers should thus argue a specific thesis and present a clearly-structured, well-written defense of that thesis that draws upon specific language and detail from the primary text for support.

(2) Research Paper: The last five weeks of the term will be devoted to a research project on Edward Albee's *Who's Afraid of Virginia Woolf*. Students will develop their own topics, drawing upon their in-class and independent critical readings and will expand that knowledge-base with specific research into the themes, background and/or production history of Albee's work.

Completed papers will be 8-10 pages long and will be preceded by a two-page proposal and rough draft. Students will turn in an annotated bibliography of sources with their final paper.

(3) Quizzes and Exams: Periodically throughout the term, students will complete quizzes designed to reinforce and assess retention of theoretical concepts and readings. The final exam will ask students to define specific concepts and terms, to demonstrate an awareness of the concerns of specific schools and to identify the contributions of specific major theorists. No quizzes or exams will be rescheduled, and no excuses will be accepted for missing the final exam; the only exception to this policy will be for students who have more than two final exams scheduled the same day, as per University policy.

(4) Presentation: While students are developing their research projects in the last few weeks of the term, each of you will be asked to contribute to the conversation on Albee by teaching a critical essay--either one dealing directly with Albee or his play or one introducing a theoretical model or idea that would be useful in developing a reading of the text. To teach an essay, you should identify the essay's thesis and the central ideas you found useful, making sure to explain these ideas clearly to the group and contextualize the piece within the critical strategies we have been discussing. Then, demonstrate how you would apply that essay: go beyond summarizing and explaining someone else's ideas to elaborate how these ideas structure your own reading of the play. Presentations should be ten minutes long and should include a one-page handout outlining your analysis. Please provide me with a copy of the essay you will be using at least three days before you are scheduled to present so that I can make that material available for other students.

(5) Class participation--your preparation for class meetings and your willingness to contribute to our discussions--is a significant component of your grade. Consistent, punctual attendance is the minimum expected of all students, and more than two absences will have a pronounced impact on your final grade. Doing well in class participation, however, means more than just coming to class. Students are further expected to have read the material carefully, to listen attentively both to the instructor and to the comments other students make during discussions and presentations, to ask questions and offer ideas about the material, and to respond thoughtfully to ideas presented both by the instructor and the other students:

Approximate Grading Breakdown:

Short Essays: 30%	Quizzes: 10%	Presentation: 10%
Research Project: 20%	Final Exam: 15%	Class Participation: 15%

Schedule of Readings:

Listed below is a preliminary plan for our course readings, including deadlines for papers and announced quizzes. At times, I may feel it necessary to modify this initial plan; updates will be announced in class and posted to the course webpage. Students will be asked to complete selected readings in Culler's *Literary Theory: A Very Short Introduction* (listed on the schedule below as *LT*). I will also periodically recommend readings in Lentricchia and McLaughlin's *Critical Terms for Literary Study (CTLS)* so as to help you broaden your understanding of theoretical questions introduced as we move through various theories; this text has been placed on reserve along with Murfin and Ray's *Bedford Glossary of Literary Terms* and Wilfred Guerin's *A Handbook of Critical Approaches to Literature*. Students are also encouraged to pursue readings in theory--other theory handbooks or primary theoretical texts--beyond those specifically discussed in class, as doing so can help to give you a clearer understanding of the concepts introduced in class.

Section 1: Literary Theory and the Idea of Literature

Week 1

M	1/10	Introduction: Approaching Critical Theory
W	1/12	Chapter 1-2 (<i>LT</i>)

F 1/14 Optional: "Representation" (CTLS)
Signs and Semiotics
Optional: "Writing" (CTLS)

Week 2

M 1/17 MLK Day (no classes)
W 1/19 Chapter 4 (LT)
Optional: "Interpretation" (CTLS)
F 1/21 Quiz #1

Week 3

M 1/24 Chapter 5 (LT)
W 1/26 Chapter 6 (LT)
Optional: "Narrative" (CTLS)
F 1/28 Writing Workshop

Week 4

M 1/31 Chapter 7-8 (LT)
Paper #1 due at the beginning of class

Section 2: Establishing and Applying Theoretical Schools

Students should refer to Culler's appendix for concise descriptions of each literary school to supplement the definitions developed in class discussions.

W 2/2 *A Portrait of the Artist as a Young Man* (Students should have read Chapter 1 by this day and should have finished the novel by the end of next week.)

F 2/4 Quiz #2; Introduction to Deconstruction (in *Portrait*)

Week 5

M 2/7 Herr, "Deconstructing Dedalus" (in *Portrait*)
W 2/9 Discussion of Poststructuralism
F 2/11 Introduction to Psychoanalysis (in *Portrait*)
Optional: "Unconscious" and "Desire"

Week 6

M 2/14 Brivic, "The Disjunctive Structure of Joyce's *Portrait*" (in *Portrait*)
W 2/16 Workshop
F 2/18 Quiz #3

Week 7:

M 2/21 Introduction to Marxism (in *Portrait*)
Paper #2 due
W 2/23 Osteen, "The Treasure-House of Language: Managing Symbolic Economies in Joyce's *Portrait*" (handout)
Optional: "Class" and "Ideology" (CTLS)
F 2/25 Discussion of Postcolonialism

Week 8:

M 2/28 Continue discussion of Postcolonialism; Spurr, "Colonial Spaces in Joyce's Dublin" (handout)
Optional: "Imperialism/Nationalism" (CTLS)
W 3/2 Optional: "Race" (CTLS)
Th 3/3 Last day to withdraw with a "W"
F 3/4 Quiz #4; Introduction to Feminism (in *Portrait*)

Week 9:

M 3/7 Henke, "Stephen Dedalus and Women: A Feminist Reading of *Portrait*" (in *Portrait*)
Optional: "Gender" (CTLS)
W 3/9 Continue discussion of Feminist/Queer Theory;

F 3/11 Workshop
 Week 10:
 M 3/14 Introduction to New Historicism
 Optional: "Canon" (CTLS)
 W 3/16 Kershner, "Genius, Degeneration and the Panopticon" (in *Portrait*)
 F 3/18 Optional: "Popular Culture" (CTLS)
 Paper #3 due

SPRING RECESS 3/21-3/25

Section 3: Research Project

Week 11:

M 3/28 Begin discussion of Edward Albee's *Who's Afraid of Virginia Woolf?*
 W 3/30 Workshop: Literary Research
 F 4/1 Continue discussion of Albee

Week 12:

M 4/4 Discussion: Genre Theory (handouts)
 W 4/6 Discussion: Comic Theory (handouts)
 F 4/8 Discussion: Performance Theory (handouts)

Week 13:

M 4/11 Presentations #1-4
 W 4/13 Presentations #5-7
 Paper Proposal due
 F 4/15 Presentations #8-11

Week 14:

M 4/18 Presentations #12-15
 W 4/20 Conclude Presentations
 F 4/22 Draft Due; Writing Workshop

Week 15:

M 4/25 Finish discussion of Albee
 W 4/27 Conferences (no class meeting)
 F 4/29 Conferences (no class meeting)

Week 16:

T 5/2 Course wrap-up
 Review for final exam

Research papers and annotated bibliography due (students should submit with this final paper their commented proposal, draft and peer editing sheets)

Final Exam: Friday, May 6 (8-10 am)

 CLASS POLICIES

(1) Deadlines: All papers that are due in class must be turned in within the first fifteen minutes of class. Papers not received by this time will be considered late and penalized according to the policy outlined below. My strictness regarding this particular policy stems from two considerations. First, if you are not in class, you are missing discussion and thus course material. In addition, it is disruptive to the class and distracting for both the instructor and other students to have others straggling in midway through the class period. Plan your schedule so that you can have papers printed and ready by the time class begins.

(2) Late Policy: Late papers will be penalized one-third of a grade for each day they are late. Papers that are more than seven days late (including weekend days and holidays) will receive an automatic "F." Extensions will be granted only if you have a verifiable medical or other sufficiently serious ("seriousness" will be determined at the instructor's discretion) excuse and you request an extension (in person, via email or phone) before the paper deadline. Regardless of your situation, no extensions will be granted beyond the seven-day late period. Having papers or

exams for other classes, a schedule conflict with work or other responsibilities, or simply being "swamped" are not sufficiently serious excuses and will not result in your being granted an extension. Learn to budget your time and arrange your schedule so that you can meet all of your coursework obligations in a timely fashion.

(3) Paper Format: All papers should be typed, double-spaced, in a standard 12 point font (such as New Century Schoolbook, Palatino or Times New Roman) with 1" top/bottom margins and 1-1.25" left/right margins. Big fonts, extra spaces between your paragraphs, and large margins are pretty easy to spot, so stick to the standard size guidelines and use the revision process to help you generate enough information to present a clear and well-reasoned analysis within the designated space limitations. Your papers are required to have footnotes and inline citations, page numbers and a descriptive title (i.e. not "Joyce's *Dubliners*" but "Chaotic Connections in Joyce's *Dubliners*"), and they must be stapled--I will not accept papers that are paper clipped, folded or otherwise attached. Your response essays should not have title pages; simply include your name, the course number and the date in the top right corner of your first page. Formal essays should have a title page containing this information. Do not submit papers in plastic covers or folders.

(4) Outside Sources and Academic Dishonesty: Academic dishonesty involves any attempt on your part to claim ideas and/or specific phrasing that you have gotten from elsewhere as your own or to make up sources or evidence (known as "fabrication") so as to make your argument sound stronger. Academic dishonesty is a serious offense, and flagrant violations of this policy (copying papers from the internet or other sources, cheating on exams) are grounds for failing the course. To avoid this penalty, do your own work and when you use outside information, provide accurate citations for it.

Course or Program Addition, Deletion or Modification Request

Department: English and Philosophy College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix PHIL Course 2130 Title Introduction to World Religions Hours: 3 / 0 / 3
Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PHIL 2130 Introduction to World Religions 3 / 0 / 3
Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

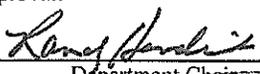
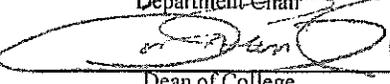
The Philosophy Program proposes that PHIL 2130 be added to Core Area E-4. See attached document for full rationale.

Prerequisite(s) None

Present or Projected Enrollment: 45 (Students per year) Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

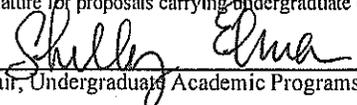
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>3-2-09</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	<u>3/13/09</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>		
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs Date

Rationale for Program Change

The Philosophy Program proposes that PHIL 2130 (Introduction to World Religions) be added to Core Area E-4 (Social Science Elective Courses). PHIL 2130 is a very popular course that has reached its cap each of the last three years. Because of its broad compatibility with and support of the learning outcomes listed under Area E-4, PHIL 2130 offers students an additional means to fulfill this particular core requirement. There is precedent for placing Introduction to World Religions in the Core Curriculum. Both the University of Georgia's RELI 1006 (Religions of the World) and Georgia State University's RELS 2001 (Introduction to World Religions) are a part of their respective core curriculums.

Because the vast majority of the world's population identifies with a major religious tradition and because knowledge of religions is a major step toward gaining understanding of today's global goings-on, PHIL 2130 facilitates the cultivation of several outcomes stated under Core Area E-4.

From Area E

"Ability to critically analyze one's own culture"

From PHIL 2130

"Ability to engage personally one's own religious views and in particular, their relation to one's broader cultural heritage"

From Area E

"Ability to relate the contributions of groups and individuals to the history of ideas and belief systems"

"Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups"

"Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change"

"Ability to identify and analyze both contemporary and historical perspectives on contemporary issues."

From PHIL 2130

"Ability to express understanding of several world religions—their history, beliefs, practices, place in today's world—and how they compare with one another."

From Area E

"Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture."

From PHIL 2130

"Through guest lectures by contemporary adherents to several world religions, the ability to relate the beliefs and practices of the world's religions to actual practitioners of them"

Students in today's world cannot expect to understand issues of policy, the history of ideas or of people groups, the way in which individuals relate to their culture, or how various groups have arrived at their worldviews if they lack understanding of the world's major religions. PHIL 2130 effectively places study of these religions in the broader context of history, politics, social study, and contemporary issues, and thereby achieves the aims set out for Area E-4.

****Sample Syllabus for proposed addition of PHIL 2130 to Core Area E-4****

PHIL 2130, Introduction to World Religions
(offered every spring; cap: 45)

Course Description

Religion is a hot topic for many reasons. It plays an important role in the workings of the world, both globally and locally. There are many ways to study religion, and one can approach it through several of the disciplines offered as college majors—psychologically, historically, sociologically, scientifically, and philosophically. This course investigates religion through the avenue of comparative religious study. Thus, its emphasis is less theoretical (unlike most of the approaches listed above) and more concerned with the actual religions of the world—their beliefs, their history, and their practices, and their place in today’s world.

Students are encouraged to learn about the world’s religions sympathetically—to try and see how ‘insiders’ might conceive of their own religion. This is not fully possible, but it is an ideal worth striving for and one that cultivates harmony and understanding rather than stereotype and bigotry. Students are also encouraged to interact personally with the information under consideration. Whatever religion is, it is not first and foremost the subject of study in a college course, but instead a way of living one’s life and understanding one’s place in the world.

Learning Outcomes

1. Through a brief reflection paper, the ability to engage personally one’s own religious views and in particular, their relation to one’s broad cultural heritage.
2. Through examinations and class discussion, the ability to express understanding of several world religions—their history, beliefs, practices, place in today’s world—and how they compare with one another.”
3. Through guest lectures by contemporary adherents to several world religions and through watching important films on religion, the ability to relate the beliefs and practices of the world’s religions to actual practitioners of them.

Course Requirements

“My view of religion” paper	5%
Reaction papers (2)	20% (10% each)
Three exams	75% (25% each)

1. “My view of religion paper”. Students are to write a paper answering the question “what does religion mean to me?” Responses can be as personal or formal as the student wishes. Students may keep in mind questions such as the following: how important is religion in my own life? To what degree am I skeptical about religion? Is there room for religion in today’s world? The purpose of this paper is to make your own views explicit, to get clear through thought-out writing what you think about religion. Thus, sketch it out in outline form before you begin writing. This assignment also serves to bring the professor up to speed on the variety of views about religion present in the classroom. (500 words, single spaced)

2. Reaction Papers. Students will write two papers reacting to articles found in one of the three **print** newspapers available free to students in the TLC lobby (NY Times, AJC, USA Today).

Each reaction paper (and, therefore, the article one chooses) must concern a **different** religion that has been or will be covered in the course. After a **brief** summary of the article (no more than half of one page), students are to engage intelligently the article vis à vis their knowledge from the class. Please attach by paper clip the article under consideration. (500-700 words, double-spaced)

3. Exams. There will be three non-cumulative exams given. Typical format for exams includes definitions, short answer, and essay.

Required Texts

1. Anthology of World Scriptures, (5th edn.) Robert van Voorst, 0-534-52099-5
2. The World's Religions, Huston Smith, 0-06-250811-3

Cheating and Plagiarism

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course.

Calendar

Jan	8	Welcome and introduction	
	13	Defining Religion and Scripture	<u>WR</u> chp. 1; <u>AWS</u> chp. 1
	15	Hinduism	<u>WR</u> chp. 2, <u>AWS</u> pp. 25-60
	20	Hinduism	
		*My View of Religion Paper due	
	22	Hinduism	
	27	Buddhism	<u>WR</u> chp. 3, <u>AWS</u> chp. 3
	29	Buddhism	
Feb	3	*guest speaker: Dr. Swamy Mruthinti (Biology Department)	
	5	Film: 'Gandhi'	
	10	'Gandhi' cont'd	
	12	'Gandhi' cont'd	
	17	EXAM 1	
	19	Confucianism	<u>WR</u> chp. 4, <u>AWS</u> chp. 6
	24	Confucianism	
		*Scholarly Movie Review due	
	26	Daoism	<u>WR</u> chp. 5, <u>AWS</u> chp. 7

March 2 is the last day to withdraw with 'W'

Mar	3	Daoism	
	5	Zoroastrianism	*guest speaker: President Sethna <u>AWS</u> chp. 9
	10	Judaism	<u>WR</u> chp. 7, <u>AWS</u> chp. 10
	12	Judaism	
SPRING BREAK			
	24	* guest speaker: Rick Halpern	
	26	EXAM 2	
	31	Film: 'Ushpizin'	
Apr	2	'Ushpizin'	
	7	Christianity	<u>WR</u> chp. 8, <u>AWS</u> chp. 11
	9	Christianity	
	14	* guest speaker: Elizabeth Holmes	
	16	Islam	<u>WR</u> chp. 6, <u>AWS</u> chp. 12
	21	Islam	
	23	* guest speaker: Dr. Farooq Khan (Chemistry Department)	
	28	Getting along religiously	PDF: the Dalai Lama on Interreligious Harmony

EXAM 3 TBA

Course Update Request (Add, Delete, Modify)

Originator
 Geosciences Department College of Arts and Sciences College DeWeese, Georgina Originator

Action **Modifications**
 Add Modify Delete
 Prerequisites Description Title Credit See Comments

Course Details
 GEOG 4800 Advanced Topics in Biogeography
 Prefix Number Course Title

An integrative course that examines concepts and knowledge from physical geography, geology, ecology, anthropology, and evolutionary biology. This course will cover advanced topics on the origin and dispersal of plants and animals, biotic communities, ecological relationships, and the impact of human activity on the biosphere.

Course Catalog Description

3	0	3	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites **Corequisites**
 GEOG 3800: Biogeography

Rationale
 This course aims to produce students better equipped to be functional land owners, land managers, planners, politicians, teachers, business leaders, and citizens, by accomplishing the following objectives: ?? Describe the main features of terrestrial vegetation through space and time. ?? Evaluate the potential role of environment in human life and evolution. ?? Relate anthropogenic activity to its effects on North American vegetation, by evaluating human influences on such factors as vegetation distribution, disturbance ecology and climate change.

Planning Info **Comments**
 Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 15

TEAC Approval Required

College Approvals

Hollabaugh, Curtis L. (Dr.) [APPROVED]
 Chair, Course Department

Overfield, Denise [APPROVED]
 Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]
 Chair, Undergraduate Academic Programs Committee

N/A
 Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]
 Chair, Faculty Senate

GEOG 4800: Advanced Topics in Biogeography

Instructor: Dr. Georgina DeWeese

Office: 250 Callaway Annex

Office Hours: 11:00-noon TTh, 2:00-3:00 MW, or by appointment

Phone: 678-839-4065

Email: gdeweese@westga.edu

Website: www.westga.edu/~gdeweese

Classes will meet in 245 Callaway Annex, TTh 5:30–6:45pm

Course Description: Biogeography is the subdiscipline of Geography that deals with the distribution, ranges, and limits of plants and animals over space and time. This is an integrative course that examines concepts and knowledge from physical geography, geology, ecology, anthropology, and evolutionary biology. This course will cover advanced topics on the origin and dispersal of plants and animals, biotic communities, ecological relationships, and the impact of human activity on the biosphere.

Learning Outcomes: This course aims to produce students better equipped to be functional land owners, land managers, planners, politicians, teachers, business leaders, and citizens, by accomplishing the following objectives:

- Describe the main features of terrestrial vegetation through space and time.
- Evaluate the potential role of environment in human life and evolution.
- Relate anthropogenic activity to its effects on North American vegetation, by evaluating human influences on such factors as vegetation distribution, disturbance ecology and climate change.

Required Texts:

Barbour, MG and WD Billings. (1999). *North American Terrestrial Vegetation*. Cambridge.

Weber, K. (2009). *Food Inc. A Participant's Guide: How Industrial Food is Making Us Sicker, Fatter, and Poorer*. Public Affairs.

Miller, J. (2003). *Kudzu in America*. Suntop.

Grading:

Grading Scale: **A:**90-100% **B:**80-89% **C:**70-79% **D:**60-69% **F:**<60%

Exam 1: 100 pts

Exam 2: 100 pts

Class Project: 100pts

Final Paper: 100 pts

Total: 400 pts

All exams will be in short answer/essay format. Students are expected to contribute to class discussions, which will dominate class time. A different class project will be chosen for each course offering, for example 'Kudzu Eradication' or 'The Biogeography of Industrial Food'. The final paper is required to be 5-7 pages of text (additional pages of figures and tables are allowed), 12 pt font, 1 in margins, and on a pre-approved biogeographic topic.

There will be no extra credit opportunities in this course. There will be no make up exams given in this course. If you miss an exam you **MUST** contact the instructor the day of the missed exam. Cheating of any kind will not be tolerated and will result in a grade of 0 on the assignment. Attendance is required.

Writing Center: 839-6513

Biogeography Course Outline:	Reading:	Date:
The Scope and History of Biogeography		
Arctic Tundra and Polar Desert Biome	Chpt 1	
The Taiga and Boreal Forest	Chpt 2	
Forest and Meadows of Rocky Mountains	Chpt 3	
Pacific Northwest Forests	Chpt 4	
Chaparral	Chpt 6	
Intermountain Valleys and Slopes	Chpt 7	
Warm Deserts	Chpt 8	
Grasslands	Chpt 9	
Eastern Deciduous Forest	Chpt 10	
Class Project/Discussion: Kudzu Eradication		
Class Project/Discussion: The Biogeography of Industrial Food		

Course or Program Addition, Deletion or Modification Request

Department: Mass Communications & Theatre Arts **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Theatre Program Hours: / /
 Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / /
 Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

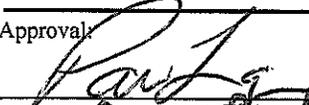
Delete the minor requirement for the BA degree in Theatre Arts. Please see attached Rationale and Theatre Program Sheet.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

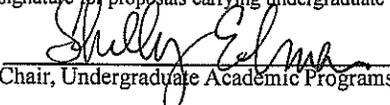
Grading System: Letter Grade Pass/Fail Other

Approval:

	9/21/09		
Department Chair	Date	Department Chair (if cross listed)	Date
	10/5/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	11/5/09		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Theatre Program Modifications

1. Drop the 15-18 credit hour Minor Requirement for all Theatre Majors
 - **Rationale:** In the 2009 Visitors' Report, the National Association of Schools of Theatre (NAST) accrediting agency urged our program to drop the minor requirement so that we could better fill curricular needs within the Theatre Major (see explanations below). They also informed us that most Bachelor of Arts degrees do not require a foreign language and a minor. We examined the 2008-2009 Undergraduate Catalog and found that a precedent has already been set for Bachelor of Arts degrees without requiring a minor. The curricular needs
 - The faculty of the Theatre Program, therefore, propose that the 15-18 credit hour minor requirement be deleted from the Theatre Program. In its place we will add 12 credit hours of theatre courses that will give the Theatre Degree a stronger curriculum that will match the NAST accreditation standards.

2. Add the following courses to the Courses Specific to the Major:

THEA 1291: Voice & Movement I

THEA 2390: Stage Makeup

THEA 3291: Voice & Movement II

THEA 3415: Playwriting I: Devised Theatre

- THEA 3291 should be listed as a third option with THEA 4485 or THEA 4486. Please see the Theatre Program Sheet for Area F, Courses Specific to the Major, Theatre Electives and Free Electives.

Rationale: The addition of the four courses above were identified by the Theatre faculty and students and the NAST evaluators as needs to better fulfill the skills set needed to graduate with a BA in Theatre Arts. These courses are broad-based and fit in well with the accreditation standard for a BA in Theatre.

3. Modify Courses Specific to the Major credit hours from 36 to 45.

Rationale: Students will be required to take three of the newly added courses (THEA 1291, 2390, 3415). These courses, regardless of whether the student will be in an acting or a design track, will enhance their knowledge in their chosen area. The only course not required (THEA 3291), will be an option with two other courses (see bullet point under #2 above).
4. Modify Theatre Electives credit hours from 3 to 6.
5. Modify Credit Hours requirement for Free Electives to 9 hours.
 - 6 credit hours must be in courses outside the major numbered 3000 or above
 - 3 credit hours must be in courses outside the major numbered 1000--2000

B.A. DEGREE WITH A MAJOR IN THEATRE

CORE AREA F – 18 hours

- ___ THEA 1100 Theatre Appreciation OR
- ___ XIDS 2100 Interdisciplinary Arts & Ideas (3)
- ___ FOREIGN LANGUAGE 2001-2002 (6)
- ___ THEA 2100 Play Analysis (3)
- ___ THEA 2291 Acting I (3)
- ___ 1000 – or – 2000 Level Course (3) MUST BE ART OR MUSIC

Courses specific for the major (45 hours)

- ___ THEA 1000: Theatre Laboratory (0)
- ___ THEA 1111 & 1112 Production and Performance (2)
- ___ *THEA 1291: Voice & Movement I (3)*
- ___ THEA 2111 & 2112 Production and Performance (2)
- ___ THEA 2214 Concepts in Theatre Design (3)
- ___ THEA 2290 Stagecraft (3)
- ___ *THEA 2390 Stage Make Up (3)*
- ___ *THEA 3291 Voice & Movement II or THEA 4485 Special Topics or THEA 4486 Internship (3)*
- ___ THEA 3392 Acting II or THEA Costume Design (3)
- ___ THEA 3394 Directing (WAC) (3)
- ___ THEA 3111 & THEA 3112 Production and Performance (2)
- ___ *THEA 3415: Playwriting I: Devised Theatre (3)*
- ___ THEA 3357 Theatre History I (WAC) (3)
- ___ THEA 4111 Production and Performance Capstone (3)
- ___ THEA 4412 Acting III (WAC) or THEA 3214 Scenography (WAC) (3)
- ___ *THEA 4415 Playwriting II (WAC) (3)*
- ___ THEA 4457W Theatre History II (3)

Theatre Electives

Select one of the following – 6 hours

___ THEA 3214 Scenography

___ ***THEA 3291 Voice & Movement II***

___ THEA 3290 Costume Design

___ THEA 3392 Acting II

___ THEA 4412 Acting III

___ THEA 4486 Internship (3-6)

___ THEA 4485 Special Topics (3-6)

___ ENGL 3200 (Screenwriting only) (3)

___ ENGL 4106 (Genres in Drama only) (3)

___ ENGL 4188 (Shakespeare only) (3)

Free Electives: 9 hours

6 credit hours must be in courses numbered 3000 or above outside the major

3 credit hours must be in courses numbered 1000—2000 outside the major

REQUIREMENT FOR A MINOR IN THEATRE – 18 HOURS

___ THEA 1111 or 1112 or 2111 or 2112 or 3111 or 3112 Production and Performance (3)

___ THEA 2100 Play Analysis (3)

___ THEA 2291 Acting I (3)

___ THEA 3357 or 4457 Theatre History (Required) (3)

Upper Level Electives (for the minor)

Must be 3000-4000 level THEA courses, choose two. (6)

Course Update Request (Add, Delete, Modify)

Originator		
Mass Communications and Theatre Arts Department	College of Arts and Sciences College	Cuomo, Amy Originator

Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

Course Details					
FILM	3200	Screenwriting			
Prefix	Number	Course Title			
A study of the genres, structures and mechanics of screenwriting as well as the experience of writing, reading and revising a screenplay.					
Course Catalog Description					
3	0	3	Summer - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites English 1101 and English 1102	Corequisites
---	---------------------

Rationale FILM 3200 will deliver a specific film course for film minor. In addition, last year a prerequisite was added for ENGL 3200 making it more difficult for Film minors to get into the course. The addition of FILM 3200 will solve this problem.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	Comments <input type="checkbox"/> TEAC Approval Required
---	--

College Approvals
Gagnon, Pauline [APPROVED]
Chair, Course Department
Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross-Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

FINAL-APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

FILM 3200 Screenwriting

Instructor: Dr. Amy Cuomo

Office: 207D Martha Munro

Phone: 678-838-4703

e-mail: acuomo@westga.edu

Office Hours: M 2:00-4:30, T 2-4:30, W 2:00 -4:30, TH 2-4:30, and by appointment

Texts: Aristotle. *The Poetics*.

Fields, Syd. *Screenwriting: The Foundations of Screenwriting*. New York: Delta Publishing, 2005.

Performances : Performances are at the Townsend Center for the Performing Arts

West Georgia Stories. Feb. 21-24 at 7:30 PM and Feb. 25 at 2:30 PM

Episodes in Sexuality. March 13-15 at 7:00 PM

Crumbs from the Table of Joy. April 18-21 at 7:30 PM and April 22 at 2:30 PM

Web CT VISTA: You may log on to the University of West Georgia's home page: www.westga.edu and follow the links to the library or Web CT.

Web CT HELPLINES: Monday, Tuesday and Friday 9-5 PM and Wednesday and Thursday from 8 AM- 8 PM **678-839-6248**

Library: <http://www.westga.edu/~library/>

Student Responsibilities

--Please turn off your cell phone for the duration of the class.

--**Please be on time for class and plan to stay for the entire period.**

--Be a courteous listener and present your ideas in a way that shows respect for your colleagues.

--Read the assigned material and be prepared to participate.

--You are responsible for all the material presented in class. If you miss class, please make sure you get the notes from a classmate.

--**Changes in the syllabus or schedule will be announced in class -- make sure you note these changes.**

--**Keep copies of all your written work!**

--If you have scheduling conflicts with the plays or have a documented absence that prevents you from completing an assignment, please make arrangements with me as soon as possible for completing your work.

--If you have any special needs or if there is anything I can do to assist you in succeeding in this course do not hesitate to let me know.

--Uphold the Academic Honor code as stated in the Undergraduate Catalogue.

Learner Outcomes:

- To demonstrate an ability to effectively analyze film structure in writing
- To identify the methods used by screenwriters to create the visual narrative of film
- To display in writing the critical and analytical skills needed to produce a well-structured screenplay
- To write a screenplay in the standard industry format as set forth by the Writer's Guild
- To exhibit an understanding of the ways that the elements of a screenplay: plot, character, theme, dialogue and image work together to form the basis of film

Course Requirements

Class Participation

Students are expected to attend class and participate fully in reviewing the works of the classmates. Students are allowed three absences without penalty. These absences are to cover illness and emergency. A five point deduction from the participation grade will be taken for each additional absence. No excuses.

Writing Exercises

There will be a series of writing assignment designed to improve your screenwriting skills. Students must have the assignment ready to be read in class when noted on the syllabus. (You will need copies for each character/actor as well as a narrator). Late work will not be accepted. Students must anticipate computer/printer problems and plan accordingly.

Treatment

A fifteen to twenty page treatment describing your screenplay is due **March 1**.

First Act of Your Screenplay

A twenty-one to thirty page first act of your screenplay is due **April 26th**

Grading Scale

100-90	A
89-80	B
79-70	C
69-60	D

Course Components

Class Participation	25%
Writing Exercises	25%
Treatment	25%
Screenplay	25%

Extra Credit

If extra credit is allowed, it will be announced in class by the instructor.

Schedule

Assignment need to be completed before each class unless noted: In class.

T	Course Introduction
TH	Aristotle on Tragedy
T	Aristotle and Dramatic Action Screenwriting Chapters 1-3 Clips <i>Cold Mountain</i> and <i>American Beauty</i>
TH	Writing Exercise Opening Line Due
T	Screenwriting Chapters 4-5 Clips <i>Thelma and Louise</i>
TH	Writing Exercise Due
T	Screenwriting Chapter 6-9 Clips: <i>Chinatown</i> , <i>Ordinary People</i> , <i>Pulp Fiction</i>
TH	Writing Exercise Due
T	Screenwriting Chapters 10-12 Clips: <i>Collateral</i> , <i>Jurassic Park</i> , <i>The Shawshank Redemption</i>

TH Writing Exercise: - Action Analysis
T Screenwriting Chapters 13-16
TH Writing Exercise – Sudden Fiction Due
T Screenwriting Chapter 17-18
TH Writing Exercise: Treatment Outline Due
T Individual Work: Dr. Cuomo is available 207D Martha Munro
TH Treatments Due
T Individual Meeting with Dr. Cuomo
TH Writing Exercise: Scene from Your Screenplay
T *Thirteen*
TH Writing Exercise: Scene from Your Screenplay
T Spring Break
T *Adaptation*
TH Writing Exercise: Scene from Your Screenplay
T *Hustle and Flow*
TH Writing Exercise: Scene from Your Screenplay
T *Italian for Beginners*
TH Writing Exercise: Scene from Your Screenplay
T *Run Lola Run*
TH Writing Exercise: Scene from Your Screenplay
T Individual Work: Dr. Cuomo is available 207D Martha Munro
TH First Act of Screenplay Due

Films

In his text, Screenplay, Syd Fields refers to many films. Listed below are just a few. If I had to pick two from the list that he seems to rely on to illustrate his points they would be *Chinatown* and *Thelma and Louise*.

Adaptation

Aliens

All the Presidents Men

American Beauty

Apollo 13

As Good as it Gets

Basic Instinct

Butch Cassidy and The Sundance Kid

Casablanca

Chinatown

Close Encounters of the Third Kind

Cold Mountain

Collateral

Coming Home

Crimson Tide

Dog Day Afternoon

Field of Dreams

History of Violence

Jurassic Park

Lord of the Rings

Lost in Translation

Magnolia

Mystic River

Ordinary People

Pulp Fiction

Sea Biscuit

Star Wars

Terminator II: Judgment Day

The Borne Supremacy

The English Patient

The Fellowship of the Rings

The Hours

The Last Samurai

The Matrix

The Pianist

The Shawshank Redemption

The Wild Bunch

Thelma and Louise

Three Days of the Condor

The Truth About Cats and Dogs

Course Update Request (Add, Delete, Modify)

Originator

Mass Communications and Theatre Arts
Department

College of Arts and Sciences
College

Darvas, Ruthel
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

THEA 1291 Voice and Movement I
Prefix Number Course Title

THEA 1291: Voice and Movement I is an experiential study of fundamental voice and movement techniques for the actor.

Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Spring - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites**Corequisites****Rationale**

The Theatre Program at University of West Georgia was advised by the National Accreditation of Schools of Theatre that a Voice and Movement I course should be offered in order to fill a need in our program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 26

Comments

TEAC Approval Required

College Approvals

Gagnon, Pauline [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

THEA 1291: Voice and Movement I
Spring 2011

TR 11:00-12:15 Acting Studio, MM Rm 105

Instructor: Dr. R. Honey Darvas

Office: HUM 308

Email: rdarvas@westga.edu

Phone: 678-839-5316

Office Hours: _____

Texts: *Actor Training the Laban Way: An Integrated Approach to Voice, Speech and Movement* by Barbara Adrian

1 Composition Notebook (may not be smaller than 9 ¾" X 7 ½")

1 Yoga Mat

Suggested Reading: *The Yoga Handbook* by Nova Belling
The Pilates Body by Brooke Siler

Description: THEA 1291: Voice and Movement I is an experiential study of fundamental voice and movement techniques for the actor.

Degree Outcomes:

- Students will express through performance the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively
- Students will be adequately prepared for continued study in advanced training programs
- Students will have the ability to apply the skills they learn in this course to a variety of work and social environments
- Students will become aware of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production

Course Learning Outcomes:

- The student will discover fundamental voice and movement topics.
- The student will explore Laban training, an integrated approach to voice, speech and movement, and its usefulness to the physical, emotional and mental training of the actor
- The student will explore Yoga ,Pilates and Russian Plastiques and the benefits of each for actor training
- The student will gain an increased understanding of his/her body and voice and improve both for use as an instrument of the stage

Responsibilities:

- Please turn off your cell phone for the duration of the class
- Please be on time for class and plan to stay for the entire period
- Be a courteous listener and present your ideas in a way that shows respect for your colleagues and the instructor
- Participate each class day
- Observe the dress code each class day
- Read the assigned material
- Adhere to the due dates of all course assignments, **NO LATE WORK ACCEPTED!!!!!!!!!!!!!!!**
- You are responsible for all the material presented in class. If you miss class, please make sure you check WebCT/Courseden and the course Syllabus to see what you missed
- Changes in the syllabus or schedule will be announced in class—make sure you note these changes
- Keep copies of all of your course materials in a safe place
- If you have scheduling conflicts with the plays or have a documented absence that prevents you from completing an assignment, please make arrangements with me as soon as possible for completing your work
- Check WebCT/Courseden frequently for course information
- Uphold the Academic Honor code as stated in the Undergraduate Catalog
- If you have special needs or if there is anything I can do to assist you in succeeding in this course do not hesitate to let me know
- You are responsible for your academic progress in this course

Attendance:

- Because of the intensive nature of this work you are expected to attend and participate in every class. *There will be a 5 point deduction for every absence you incur.*
- Class begins promptly at 11am! It is important that you are present for the ENTIRE class so that you are warmed up and prepared for class work that day. It is your responsibility to be dressed appropriately before class begins *If you enter after class has started, you are considered Late.*
- *Two Lates = One Absence! No exceptions!*

Dress Code: Appropriate dress for this class is as follows:

- Footwear: my preference is that the class work in bare feet, but you may wear dance or gymnastic shoes or socks
- Pants: sweat pants, tights, or shorts are acceptable. No blue jeans or skirts.
- Shirt: Form fitting t-shirt, sweat shirt, tank top or leotard.

It is mandatory that you dress to work in movement-friendly clothing that shows the line of the body. Layers are recommended, as the room's temperature varies. *You should be dressed in appropriate attire at the beginning of class. If you are not dressed appropriately at the beginning of class and need to dress for class, you will be counted Late!!! If you do not adhere to the dress code, 4 points will be deducted for each day you are not dressed properly for the class.*

Safety: Creating a safe environment is a priority for this class. If at any time you feel unsafe, you must let me know immediately so that we can pause the work. In addition, your fellow actors' well-being should also be a primary concern. Exercise awareness, control and proper hygiene in your work.

Additional Course Information: Due to the nature of this course, it is necessary for the instructor, in the presence of other students, to touch students on the head, neck, upper chest, shoulders, back and stomach to point out and demonstrate postural and muscular corrections to demonstrate the use of Laban Technique, Yoga and Pilates. Before touching a student, the instructor will ask permission to do so. If you are uncomfortable with this at all or have any questions/concerns, please speak to me privately.

Disabilities Services:

We will work under the assumption that all students have no major physical limitations or injuries. If you do have an injury or physical limitations please advise me immediately. We will focus your daily participation on a situational basis. Additionally, the Student Development Center coordinates special services for students with disabilities. The office is located in Room 272, Parker Hall or telephone (678) 839-6428. All contacts with the Center are confidential.

Disruptive Behavior in the Classroom:

The **Student Conduct Code, section 3.00 (Appendix A in the Student Handbook)** prohibits disruptive behavior on campus, defined as "interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services."

If a student violates an expectation that has been communicated by the instructor or is disruptive in some way, and refuses to cease the behavior when asked, the student will be asked to leave the class for the remainder of the class period. If the student refuses to leave, Public Safety will be called for assistance. This refusal is considered a separate violation of Section 4.04 of the Student Conduct Code, Appendix A in the Student Handbook ("Interfering with, giving false name to, or failing to cooperate with properly identified university officials acting in the performance of their duties.")

As a result, the instructor will handle the incident and any subsequent incidents of disruptive behavior in the classroom according to University policy.

Academic Honor:

At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal, or engage in plagiarism in the pursuit of her or his studies and is encouraged to report those who do. *Students who engage in plagiarism will receive a failing grade for both the assignment in question and their final grade for the semester. Additionally, documentation of the student's plagiarism will be turned in to the Vice President of the University of West Georgia for further disciplinary action.*

WebCT/Courseden Help:

This course does use WebCT/Courseden for online assignments. You may also find an updated syllabus and other helpful resources on the course homepage. You can access WebCT/Courseden from the UWG homepage, your UWG portal, or at <http://mywebct.westga.edu>. For WebCT/Courseden Help, visit their website or call their helpline at (678)839-6248 on Monday through Friday from 8am-5pm.

Notable Dates:

The following are performances at the Townsend Center for Performing Arts. Tickets are free with a UWG student ID:

_____ Feb. 18-22 Wed.-Sat. at 7:30pm, Sunday at 2:30pm
 _____ March 9th-12th; Mon.-Thurs. at 7:30pm
 _____ April 15th-19th; Wed.-Sat. at 7:30pm, Sunday at 2:30pm

Box Office Information

To: Order By Phone

Phone hours 10:00am - 4:00pm

Monday through Friday

678-839-4722

See townsendcenter.org for more information

Reservations can be made two weeks before each production

To: Purchase at the Box Office

Box Office Hours 10:00am-4:00pm

Monday through Friday

Located in the lobby of the Townsend Center

Grading Breakdown:

Journals (Attendance at all UWG Theatre Co. Productions is Required as Part of Journal Grade)	100 Points
WebCT/Courseden	75 Points
Classwork, Attendance, and Participation	300 Points
Final Exam	25 Points

Total: 500 Points

Course Requirements and Components:

- Journals (100 Points):** You will be responsible for daily journal entries, which will be handed in twice during the semester. These journal entries will be about the use of the body/voice as an instrument of the stage. They can be about rehearsals, observations of people, class, etc. I do NOT want to know any personal information about you. You will hand in the journal at midterm (50 Points) and at the end of the term (50 Points). See the schedule for due dates. No late work accepted! No exceptions!

A complete journal entry will include the following:

The Date of each entry clearly labeled at the beginning of each entry

Neat Legible Writing

Reactions to an actor's use of their instrument observed outside of class (Can be reactions to TV, Film, or live Stage Productions)

Reactions to each class meeting

Reactions to readings from required texts (not covered in the discussion questions)

Journal entries are to be one page minimum and four pages maximum to be considered complete entries

2. Stage Productions (Included in Journal Grade, See Above. 5 Point Deduction for each UWG Theatre Company production you do not attend): Attend all of the UWG Theatre Company's stage productions this semester and write a journal entry on them, along the same guidelines as your other journal entries, with depth and content. I recommend you read the scripts, if they are available, before you see the productions. Journal entries must be written within one calendar week after having seen the production.
3. WebCT/Courseden (75 Points): The 15 WebCT/Courseden discussion questions are over readings from the required texts and are worth 5 points each. When reading assignments and discussion questions are listed on a certain day, you must have those assignments read and those discussion questions posted by midnight the day they are listed.
4. Class attendance and participation (300 Points): Includes participating in class exercises, improvement in the use of the instrument over the course of the semester, attitude towards participation in exercises, participating in class discussions, etc.
5. Final Exam (25 Points): The Final Exam for this course will consist of a Voice and Movement Practical (15 Points) and a Written Portion (10 Points). More details will be given during class.

Grading Scale:

500-400= A 399-300=B 299-200=C 199-100-D 99 and Below=F

Tentative Schedule:

This schedule is an overview and subject to change. Please take note of all adjustments; you will be responsible for any announcements made as to the changes. Assignments and reading are due on the date listed.

January

Week 1: Syllabus/ Course Introduction

Week 2:

- Yoga Basic Elements= Posture, Breathing, Relaxation, Meditation, and Sun Salutations
- Introduce and Explore:
 - Yoga Sitting Postures (Forward/Back Bends and Spinal Twists)
 - Yoga Standing Postures
 - Yoga Balancing Postures
 - Yoga Rest/Relaxation Postures

Rationale: These will be used throughout the course as warm up each day. They are the basic elements of yoga and when done properly, the warm up thoroughly warms up every major muscle group in the body, builds stamina, strength, improves posture/breath, and readies the actor physically and mentally for class and to use their body as an instrument
- Introduce Pilates (A descendent of yoga)
- Introduce: Basic Vocal Warm Up Techniques

Rationale: Readies the actor vocally for class each day
- *WebCT Question 1 Due*

Week 3:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 1: Breath: Inspiration for Creative Activity*
- Units: Breathing through the Still Shape Forms, From Shape to Sound
 - Introduction to Shape Forms: Wall-like, Ball-like, and Pin-Like
 - Introduction to Modes of Shape Change: Shape Flow, Directional, and Carving
- *WebCT Question 2 Due*

Week 4:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Introduction to Russian Theatre Movement Techniques (Combination of Yoga and Acrobatics which is commonly referred to as “Plastiques”)
- Text: *Laban Ch 2 Bartieneff Fundamentals*
- Units: Fitness that Supports the Actor
 - Introduction to the Laban *Body Category*: initiation of movement starting from specific body parts, connection of different body parts to one another, sequencing of movement between parts of the body
- *WebCT Question 3 Due*

FebruaryWeek 5:

- Continue with Yoga/Pilates Practice & Vocal Warm Ups
- Text: *Laban Ch 3: Detailed Explorations for Breath Support*
- Units: Relationship of the Intercostal and Abdominal Muscles to the Breath, Intercostal Strength and Ease, The Role of the Back in Breath Support
- *WebCT Question 4 Due*

Week 6:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 4: Neutral Dynamic Alignment: Radiating Your Physical Presence*
- Units: Continuation of Body Category (See above) and
 - Laban *Effort Category*
 - Space: Direct/Indirect (Action Drive)
 - Weight: Strong/Light (Action Drive)
 - Time: Sudden/Sustained (Action Drive)
 - Basic Eight Effort Actions: Float, Punch, Glide, Slash, Dab, Wring, Flick and Press
 - Flow: Bound/Free (Continuousness of Motion of the Effort Actions)
- *WebCT Question 5 Due*

Week 7:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: *Laban Ch 5: Resonance Center and Center Pitch: Revealing Your Vocal Presence*
- Units: Expanding Your Vocal Range, Expressive use of Resonance and Center Pitch
- *WebCT Question 6 Due*

Week 8:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 6: Speech Shape: Fitness for the Actor’s Articulators*
- Units: Vowels and Diphthongs, Mouth-Shapes, Mouth-Shapes as Muscular Activity for the Articulators, and Sound-Shapes
- *WebCT Question 7 Due*
- *Journals Due*

MarchWeek 9:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 7: The Actor Revealed Through Modes of Shape Change*
- Units: Continuation of Shape Forms, Exercises for Shape Flow, Spoke-Like Directional, Arc-Like Directional and Carving Floor Patterns
- *WebCT Question 8 Due*
- *Return Journals*

Week 10:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Continue Russian “Plastiques”
- Text: *Laban Ch 8: Filling Space: Exploring Your Vocal Kinesphere*
- Units: Central, Peripheral and Transverse Pathways
 - Kinesphere: the area that the voice/body is moving within and how the actor is paying attention to it
 - Spatial Intention: the directions or points in space that the mover is identifying or using vocally and physically
 - Geometrical Observations of where the movement is being done and where the voice is aimed and/or reaching, in terms of emphasis of directions, places in space, planes
- *WebCT Question 9 Due*

SPRING BREAK

Week 11:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: *Laban Ch 9: Consonants: Articulation and Rhythmic Explorations*
- Units: Continuation of Muscular Activity for the Articulators
- *WebCT Question 10 Due*

April

Week 12:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 10: Effort Life of Voice and Movement*
- Units: More experiments with Effort, Flow, Weight, Time, Space, More experiments for exploring the effort elements
- *WebCT Question 11 Due*

Week 13:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 11: Effort Life and Precise Articulation*
- Units: Short Vowels, More Diphthongs, Triphthongs, Create Your Own Culture of Sound, Review of All
- *WebCT Question 12 Due*

Week 14:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 12: Revealing Your State of Mind*
- Units: States, Exercises for Exploring the States
- *WebCT Question 13 Due*

Week 15:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 13: Drives: Expressing Heightened Moments*
- Units: Action drives, Passion drives, Vision Drives, Spell Drives, Exercises in Exploring the Drives in Body and Voice, Diction with Drives
- *WebCT Question 14 Due*

Week 16:

- Continue with Yoga/Pilates Practice and Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: *Laban Ch 14: Space Harmony for Voice, Speech and Movement*
- Units: Dimensions and Planes, Body and Voice Meet Space, Exploring the Platonic Solids, Scales of Movement/Voice, Group Exploration with an Emphasis on Space, Experiments in Transformation
- *WebCT Question 15 Due*
- *Journals Due*

Final Exam

Tuesday, May 5th: (11am-1pm) in MM, Rm 105

Students must take their Final Exam on the scheduled day/time for their course section.

Course Update Request (Add, Delete, Modify)

Originator

 Mass Communications and Theatre Arts
 Department

 College of Arts and Sciences
 College

 Elman, Rochelle
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 THEA 2390 Stage Makeup
 Prefix Number Course Title

This course introduces students to the theories and principles of stage corrective makeup. Students will be introduced to various stage makeup techniques through class projects and introduction to three dimensional stage makeup.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

THEA 1100

Corequisites
Rationale

In the 2009 Visitors? Report, the National Association of Schools of Theatre (NAST) accrediting agency urged our program to drop the minor requirement so that we could better fill curricular needs within the Theatre Major. Stage makeup is an integral part of being an actor and/or designer. This course was identified as a need for the program by faculty, students and the NAST Evaluators.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

Comments
 TEAC Approval Required

College Approvals

Gagnon, Pauline [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

**THEA 1291: Voice and Movement I
Spring 2011**

TR 11:00-12:15 Acting Studio, MM Rm 105

Instructor: Dr. R. Honey Darvas

Office: HUM 308

Email: rdarvas@westga.edu

Phone: 678-839-5316

Office Hours: _____

Texts: *Actor Training the Laban Way: An Integrated Approach to Voice, Speech and Movement* by Barbara Adrian

1 Composition Notebook (may not be smaller than 9 ¾" X 7 ½")

1 Yoga Mat

Suggested Reading: *The Yoga Handbook* by Nova Belling
The Pilates Body by Brooke Siler

Description: THEA 1291: Voice and Movement I is an experiential study of fundamental voice and movement techniques for the actor.

Degree Outcomes:

- Students will express through performance the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively
- Students will be adequately prepared for continued study in advanced training programs
- Students will have the ability to apply the skills they learn in this course to a variety of work and social environments
- Students will become aware of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production

Course Learning Outcomes:

- The student will discover fundamental voice and movement topics.
- The student will explore Laban training, an integrated approach to voice, speech and movement, and its usefulness to the physical, emotional and mental training of the actor
- The student will explore Yoga, Pilates and Russian Plastiques and the benefits of each for actor training
- The student will gain an increased understanding of his/her body and voice and improve both for use as an instrument of the stage

Responsibilities:

- Please turn off your cell phone for the duration of the class
- Please be on time for class and plan to stay for the entire period
- Be a courteous listener and present your ideas in a way that shows respect for your colleagues and the instructor
- Participate each class day
- Observe the dress code each class day
- Read the assigned material
- Adhere to the due dates of all course assignments, **NO LATE WORK ACCEPTED!!!!!!!!!!!!!!**
- You are responsible for all the material presented in class. If you miss class, please make sure you check WebCT/Courseden and the course Syllabus to see what you missed
- Changes in the syllabus or schedule will be announced in class—make sure you note these changes
- Keep copies of all of your course materials in a safe place
- If you have scheduling conflicts with the plays or have a documented absence that prevents you from completing an assignment, please make arrangements with me as soon as possible for completing your work
- Check WebCT/Courseden frequently for course information
- Uphold the Academic Honor code as stated in the Undergraduate Catalog
- If you have special needs or if there is anything I can do to assist you in succeeding in this course do not hesitate to let me know
- You are responsible for your academic progress in this course

Attendance:

- Because of the intensive nature of this work you are expected to attend and participate in every class. *There will be a 5 point deduction for every absence you incur.*
- Class begins promptly at 11am! It is important that you are present for the ENTIRE class so that you are warmed up and prepared for class work that day. It is your responsibility to be dressed appropriately before class begins *If you enter after class has started, you are considered Late.*
- *Two Lates = One Absence! No exceptions!*

Dress Code: Appropriate dress for this class is as follows:

- Footwear: my preference is that the class work in bare feet, but you may wear dance or gymnastic shoes or socks
- Pants: sweat pants, tights, or shorts are acceptable. No blue jeans or skirts.
- Shirt: Form fitting t-shirt, sweat shirt, tank top or leotard.

It is mandatory that you dress to work in movement-friendly clothing that shows the line of the body. Layers are recommended, as the room's temperature varies. *You should be dressed in appropriate attire at the beginning of class. If you are not dressed appropriately at the beginning of class and need to dress for class, you will be counted Late!!! If you do not adhere to the dress code, 4 points will be deducted for each day you are not dressed properly for the class.*

Safety: Creating a safe environment is a priority for this class. If at any time you feel unsafe, you must let me know immediately so that we can pause the work. In addition, your fellow actors' well-being should also be a primary concern. Exercise awareness, control and proper hygiene in your work.

Additional Course Information: Due to the nature of this course, it is necessary for the instructor, in the presence of other students, to touch students on the head, neck, upper chest, shoulders, back and stomach to point out and demonstrate postural and muscular corrections to demonstrate the use of Laban Technique, Yoga and Pilates. Before touching a student, the instructor will ask permission to do so. If you are uncomfortable with this at all or have any questions/concerns, please speak to me privately.

Disabilities Services:

We will work under the assumption that all students have no major physical limitations or injuries. If you do have an injury or physical limitations please advise me immediately. We will focus your daily participation on a situational basis. Additionally, the Student Development Center coordinates special services for students with disabilities. The office is located in Room 272, Parker Hall or telephone (678) 839-6428. All contacts with the Center are confidential.

Disruptive Behavior in the Classroom:

The Student Conduct Code, section 3.00 (Appendix A in the Student Handbook) prohibits disruptive behavior on campus, defined as "interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services."

If a student violates an expectation that has been communicated by the instructor or is disruptive in some way, and refuses to cease the behavior when asked, the student will be asked to leave the class for the remainder of the class period. If the student refuses to leave, Public Safety will be called for assistance. This refusal is considered a separate violation of Section 4.04 of the Student Conduct Code, Appendix A in the Student Handbook ("Interfering with, giving false name to, or failing to cooperate with properly identified university officials acting in the performance of their duties.")

As a result, the instructor will handle the incident and any subsequent incidents of disruptive behavior in the classroom according to University policy.

Academic Honor:

At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal, or engage in plagiarism in the pursuit of her or his studies and is encouraged to report those who do. *Students who engage in plagiarism will receive a failing grade for both the assignment in question and their final grade for the semester. Additionally, documentation of the student's plagiarism will be turned in to the Vice President of the University of West Georgia for further disciplinary action.*

WebCT/Courseden Help:

This course does use WebCT/Courseden for online assignments. You may also find an updated syllabus and other helpful resources on the course homepage. You can access WebCT/Courseden from the UWG homepage, your UWG portal, or at <http://mywebct.westga.edu>. For WebCT/Courseden Help, visit their website or call their helpline at (678)839-6248 on Monday through Friday from 8am-5pm.

Notable Dates:

The following are performances at the Townsend Center for Performing Arts. Tickets are free with a UWG student ID:

_____ Feb. 18-22 Wed.-Sat. at 7:30pm, Sunday at 2:30pm
 _____ March 9th-12th; Mon.-Thurs. at 7:30pm
 _____ April 15th-19th; Wed.-Sat. at 7:30pm, Sunday at 2:30pm

Box Office Information

To: Order By Phone
 Phone hours 10:00am - 4:00pm
 Monday through Friday
 678-839-4722

To: Purchase at the Box Office
 Box Office Hours 10:00am-4:00pm
 Monday through Friday
 Located in the lobby of the Townsend Center

See townsendcenter.org for more information

Reservations can be made two weeks before each production

Grading Breakdown:

Journals (Attendance at all UWG Theatre Co. Productions is Required as Part of Journal Grade)	100 Points
WebCT/Courseden	75 Points
Classwork, Attendance, and Participation	300 Points
Final Exam	25 Points

Total: 500 Points

Course Requirements and Components:

- I. Journals (100 Points): You will be responsible for daily journal entries, which will be handed in twice during the semester. These journal entries will be about the use of the body/voice as an instrument of the stage. They can be about rehearsals, observations of people, class, etc. I do NOT want to know any personal information about you. You will hand in the journal at midterm (50 Points) and at the end of the term (50 Points). See the schedule for due dates. No late work accepted! No exceptions!

A complete journal entry will include the following:

- The Date of each entry clearly labeled at the beginning of each entry
- Neat Legible Writing
- Reactions to an actor's use of their instrument observed outside of class (Can be reactions to TV, Film, or live Stage Productions)
- Reactions to each class meeting
- Reactions to readings from required texts (not covered in the discussion questions)

Journal entries are to be one page minimum and four pages maximum to be considered complete entries

2. Stage Productions (Included in Journal Grade. See Above. 5 Point Deduction for each UWG Theatre Company production you do not attend): *Attend all of the UWG Theatre Company's stage productions this semester and write a journal entry on them, along the same guidelines as your other journal entries, with depth and content.* I recommend you read the scripts, if they are available, before you see the productions. Journal entries must be written within one calendar week after having seen the production.
3. WebCT/Courseden (75 Points): The 15 WebCT/Courseden discussion questions are over readings from the required texts and are worth 5 points each. When reading assignments and discussion questions are listed on a certain day, you must have those assignments read and those discussion questions posted by midnight the day they are listed.
4. Class attendance and participation (300 Points): Includes participating in class exercises, improvement in the use of the instrument over the course of the semester, attitude towards participation in exercises, participating in class discussions, etc.
5. Final Exam (25 Points): The Final Exam for this course will consist of a Voice and Movement Practical (15 Points) and a Written Portion (10 Points). More details will be given during class.

Grading Scale:

500-400= A 399-300=B 299-200=C 199-100-D 99 and Below=F

Tentative Schedule:

This schedule is an overview and subject to change. Please take note of all adjustments; you will be responsible for any announcements made as to the changes. Assignments and reading are due on the date listed.

January

Week 1: Syllabus/ Course Introduction

Week 2:

- Yoga Basic Elements= Posture, Breathing, Relaxation, Meditation, and Sun Salutations
- Introduce and Explore:
 - Yoga Sitting Postures (Forward/Back Bends and Spinal Twists)
 - Yoga Standing Postures
 - Yoga Balancing Postures
 - Yoga Rest/Relaxation Postures

Rationale: These will be used throughout the course as warm up each day. They are the basic elements of yoga and when done properly, the warm up thoroughly warms up every major muscle group in the body, builds stamina, strength, improves posture/breath, and readies the actor physically and mentally for class and to use their body as an instrument
- Introduce Pilates (A descendent of yoga)
- Introduce: Basic Vocal Warm Up Techniques

Rationale: Readies the actor vocally for class each day
- *WebCT Question 1 Due*

Week 3:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 1: Breath: Inspiration for Creative Activity*
- Units: Breathing through the Still Shape Forms, From Shape to Sound
 - Introduction to Shape Forms: Wall-like, Ball-like, and Pin-Like
 - Introduction to Modes of Shape Change: Shape Flow, Directional, and Carving
- *WebCT Question 2 Due*

Week 4:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Introduction to Russian Theatre Movement Techniques (Combination of Yoga and Acrobatics which is commonly referred to as “Plastiques”)
- Text: *Laban Ch 2 Bartineff Fundamentals*
- Units: Fitness that Supports the Actor
 - Introduction to the Laban *Body Category*: initiation of movement starting from specific body parts, connection of different body parts to one another, sequencing of movement between parts of the body
- *WebCT Question 3 Due*

FebruaryWeek 5:

- Continue with Yoga/Pilates Practice & Vocal Warm Ups
- Text: *Laban Ch 3: Detailed Explorations for Breath Support*
- Units: Relationship of the Intercostal and Abdominal Muscles to the Breath, Intercostal Strength and Ease, The Role of the Back in Breath Support
- *WebCT Question 4 Due*

Week 6:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 4: Neutral Dynamic Alignment: Radiating Your Physical Presence*
- Units: Continuation of Body Category (See above) and
 - Laban *Effort Category*
 - Space: Direct/Indirect (Action Drive)
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 - Time: Sudden/Sustained (Action Drive)
 - Basic Eight Effort Actions: Float, Punch, Glide, Slash, Dab, Wring, Flick and Press
 - Flow: Bound/Free (Continuousness of Motion of the Effort Actions)
- *WebCT Question 5 Due*

Week 7:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: *Laban Ch 5: Resonance Center and Center Pitch: Revealing Your Vocal Presence*
- Units: Expanding Your Vocal Range, Expressive use of Resonance and Center Pitch
- *WebCT Question 6 Due*

Week 8:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 6: Speech Shape: Fitness for the Actor’s Articulators*
- Units: Vowels and Diphthongs, Mouth-Shapes, Mouth-Shapes as Muscular Activity for the Articulators, and Sound-Shapes
- *WebCT Question 7 Due*
- *Journals Due*

MarchWeek 9:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 7: The Actor Revealed Through Modes of Shape Change*
- Units: Continuation of Shape Forms, Exercises for Shape Flow, Spoke-Like Directional, Arc-Like Directional and Carving Floor Patterns
- *WebCT Question 8 Due*
- *Return Journals*

Week 10:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Continue Russian “Plastiques”
- Text: *Laban Ch 8: Filling Space: Exploring Your Vocal Kinesphere*
- Units: Central, Peripheral and Transverse Pathways
 - Kinesphere: the area that the voice/body is moving within and how the actor is paying attention to it
 - Spatial Intention: the directions or points in space that the mover is identifying or using vocally and physically
 - Geometrical Observations of where the movement is being done and where the voice is aimed and/or reaching, in terms of emphasis of directions, places in space, planes
- *WebCT Question 9 Due*

SPRING BREAK

Week 11:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: *Laban Ch 9: Consonants: Articulation and Rhythmic Explorations*
- Units: Continuation of Muscular Activity for the Articulators
- *WebCT Question 10 Due*

April

Week 12:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 10: Effort Life of Voice and Movement*
- Units: More experiments with Effort, Flow, Weight, Time, Space, More experiments for exploring the effort elements
- *WebCT Question 11 Due*

Week 13:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 11: Effort Life and Precise Articulation*
- Units: Short Vowels, More Diphthongs, Triphthongs, Create Your Own Culture of Sound, Review of All
- *WebCT Question 12 Due*

Week 14:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 12: Revealing Your State of Mind*
- Units: States, Exercises for Exploring the States
- *WebCT Question 13 Due*

Week 15:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: *Laban Ch 13: Drives: Expressing Heightened Moments*
- Units: Action drives, Passion drives, Vision Drives, Spell Drives, Exercises in Exploring the Drives in Body and Voice, Diction with Drives
- *WebCT Question 14 Due*

Week 16:

- Continue with Yoga/Pilates Practice and Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: *Laban Ch 14: Space Harmony for Voice, Speech and Movement*
- Units: Dimensions and Planes, Body and Voice Meet Space, Exploring the Platonic Solids, Scales of Movement/Voice, Group Exploration with an Emphasis on Space, Experiments in Transformation
- *WebCT Question 15 Due*
- *Journals Due*

Final Exam

Tuesday, May 5th: (11am-1pm) in MM, Rm 105

Students must take their Final Exam on the scheduled day/time for their course section.

Course Update Request (Add, Delete, Modify)

Originator

 Mass Communications and Theatre Arts
 Department

 College of Arts and Sciences
 College

 Darvas, Ruthel
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 THEA 3291 Voice and Movement II
 Prefix Number Course Title

THEA 3291: Voice and Movement II is a continuation of principles learned in 1291. This course emphasizes intermediate level experiential study of advanced voice and movement techniques for the actor.

Course Catalog Description

3	0	3	Spring - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

 THEA 1291: Voice and Movement I
 THEA 2291: Acting I

Corequisites
Rationale

Voice and Movement II is an advanced experiential study for the student who has completed both 1291 and 2291 and is enrolled in Acting II. As Acting II teaches classical acting styles, Voice and Movement II teaches advanced techniques appropriate to the physical styles of classical acting.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 26

Comments
 TEAC Approval Required

College Approvals

Gagnon, Pauline [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

THEA 3291: Voice and Movement II
Spring 2011

TR 11:00-12:15 Acting Studio, MM Rm 105

Instructor: Dr. R. Honey Darvas

Office: HUM 308

Email: rdarvas@westga.edu

Phone: 678-839-5316

Office Hours: _____

Texts: *The Actor and Alexander Technique* by Kelly McEvenue

The Alexander Technique: The Resurrection of the Body by F. Matthias Alexander

The Use and Training of the Human Voice by Arthur Lessac

1 Composition Notebook (may not be smaller than 9 ¾" X 7 ½")

1 Yoga Mat

Suggested Reading:

Alexander Technique: From Stress to Freedom by Anthony Kingsley

Freeing the Natural Voice: Imagery and Art in the Practice of Voice and Language by Kristin Linklater and Andre Slob

The Actor Speaks by Patsy Rodenberg

Description: THEA 3291: Voice and Movement II is a continuation of principles learned in 1291. This course emphasizes intermediate level experiential study of advanced voice and movement techniques for the actor.

Prerequisites: THEA 1291: Voice and Movement I and THEA 2291: Acting I

Degree Outcomes:

- Students will express through performance the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively
- Students will be adequately prepared for continued study in advanced training programs
- Students will have the ability to apply the skills they learn in this course to a variety of work and social environments
- Students will become aware of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production

Course Learning Outcomes:

- The student will further their understanding of his/her body and voice to improve both for use as an instrument of the stage
- The student will explore the Alexander Technique and its usefulness to the physical, emotional and mental training of the actor
- The student will explore the Lessac system of vocal training and its benefits to acting training
- The student will explore Yoga ,Pilates and Russian Plastiques and the benefits of each for actor training
- The student will gain an understanding of how the Alexander Technique, Lessac system, Yoga ,Pilates and Russian Plastiques will aid the actor in the creation of characters for the stage/TV/Film

Responsibilities:

- Please turn off your cell phone for the duration of the class
- Please be on time for class and plan to stay for the entire period
- Be a courteous listener and present your ideas in a way that shows respect for your colleagues and the instructor
- Participate each class day
- Observe the dress code each class day
- Read the assigned material
- Adhere to the due dates of all course assignments, **NO LATE WORK ACCEPTED!!!!!!!!!!!!!!**

- You are responsible for all the material presented in class. If you miss class, please make sure you check WebCT/Courseden and the course Syllabus to see what you missed
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- If you have scheduling conflicts with the plays or have a documented absence that prevents you from completing an assignment, please make arrangements with me as soon as possible for completing your work
- Check WebCT/Courseden frequently for course information
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- If you have special needs or if there is anything I can do to assist you in succeeding in this course do not hesitate to let me know
- You are responsible for your academic progress in this course

Attendance:

- Because of the intensive nature of this work you are expected to attend and participate in every class. *There will be a 5 point deduction for every absence you incur.*
- Class begins promptly at 11am! It is important that you are present for the ENTIRE class so that you are warmed up and prepared for class work that day. *If you enter after class has started, you are considered Late.*
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- Shirt: Form fitting t-shirt, sweat shirt, tank top or leotard.

It is mandatory that you dress to work in movement-friendly clothing that shows the line of the body. Layers are recommended, as the room's temperature varies. *You should be dressed in appropriate attire at the beginning of class. If you are not dressed appropriately at the beginning of class and need to dress for class, you will be counted Late!!! If you do not adhere to the dress code, 4 points will be deducted for each day you are not dressed properly for the class.*

Safety: Creating a safe environment is a priority for this class. If at any time you feel unsafe, you must let me know immediately so that we can pause the work. In addition, your fellow actors' well-being should also be a primary concern. Exercise awareness, control and proper hygiene in your work.

Additional Course Information: Due to the nature of this course, it is necessary for the instructor, in the presence of other students, to touch students on the head, neck, upper chest, shoulders, back and stomach to point out and demonstrate postural and muscular corrections to demonstrate the use of Alexander Technique, the Lessac voice system, Yoga and Pilates. Before touching a student, the instructor will ask permission to do so. If you are uncomfortable with this at all or have any questions/concerns, please speak to me privately.

Disabilities Services:

We will work under the assumption that all students have no major physical limitations or injuries. If you do have an injury or physical limitations please advise me immediately. We will focus your daily participation on a situational basis. Additionally, the Student Development Center coordinates special services for students with disabilities. The office is located in Room 272, Parker Hall or telephone (678) 839-6428. All contacts with the Center are confidential.

Disruptive Behavior in the Classroom:

The Student Conduct Code, section 3.00 (Appendix A in the Student Handbook) prohibits disruptive behavior on campus, defined as “interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services.”

If a student violates an expectation that has been communicated by the instructor or is disruptive in some way, and refuses to cease the behavior when asked, the student will be asked to leave the class for the remainder of the class period. If the student refuses to leave, Public Safety will be called for assistance. This refusal is considered a separate violation of Section 4.04 of the Student Conduct Code, Appendix A in the Student Handbook (“Interfering with, giving false name to, or failing to cooperate with properly identified university officials acting in the performance of their duties.”)

As a result, the instructor will handle the incident and any subsequent incidents of disruptive behavior in the classroom according to University policy.

Academic Honor:

At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal, or engage in plagiarism in the pursuit of her or his studies and is encouraged to report those who do. *Students who engage in plagiarism will receive a failing grade for both the assignment in question and their final grade for the semester. Additionally, documentation of the student’s plagiarism will be turned in to the Vice President of the University of West Georgia for further disciplinary action.*

WebCT/Courseden Help:

This course does use WebCT/Courseden for online assignments. You may also find an updated syllabus and other helpful resources on the course homepage. You can access WebCT/Courseden from the UWG homepage, your UWG portal, or at <http://mywebct.westga.edu>. For WebCT/Courseden Help, visit their website or call their helpline at (678)839-6248 on Monday through Friday from 8am-5pm.

Notable Dates:

The following are performances at the Townsend Center for Performing Arts. Tickets are free with a UWG student ID:

_____ Feb. 18-22 Wed.-Sat. at 7:30pm, Sunday at 2:30pm
 _____ March 9th-12th; Mon.-Thurs. at 7:30pm
 _____ April 15th-19th; Wed.-Sat. at 7:30pm, Sunday at 2:30pm

Box Office Information

To: Order By Phone
 Phone hours 10:00am - 4:00pm
 Monday through Friday
 678-839-4722

To: Purchase at the Box Office
 Box Office Hours 10:00am-4:00pm
 Monday through Friday
 Located in the lobby of the Townsend Center

See townsendcenter.org for more information

Reservations can be made two weeks before each production

Grading Breakdown:

Journals (Attendance at all UWG Theatre Co. Productions is Required as Part of Journal Grade)	100 Points
WebCT/Courseden	75 Points
Classwork, Attendance, and Participation	300 Points
Final Exam	25 Points

Total: 500 Points

Course Requirements and Components:

1. **Journals (100 Points):** You will be responsible for daily journal entries, which will be handed in twice during the semester. These journal entries will be about the use of the body/voice as an instrument of the stage. They can be about rehearsals, observations of people, class, etc. I do NOT want to know any personal information about you. You will hand in the journal at midterm (50 Points) and at the end of the term (50 Points). See the schedule for due dates. No late work accepted! No exceptions!
A complete journal entry will include the following:
The Date of each entry clearly labeled at the beginning of each entry
Neat Legible Writing
Reactions to an actor's use of their instrument observed outside of class (Can be reactions to TV, Film, or live Stage Productions)
Reactions to each class meeting
Reactions to readings from required texts (not covered in the discussion questions)
Journal entries are to be one page minimum and four pages maximum to be considered complete entries
2. **Stage Productions ((Included in Journal Grade, See Above. 5 Point Deduction for each UWG Theatre Company production you do not attend)):** Attend all of the UWG Theatre Company's stage productions this semester and write a journal entry on them, along the same guidelines as your other journal entries, with depth and content. I recommend you read the scripts, if they are available, before you see the productions. Journal entries must be written within one calendar week after having seen the production.
3. **WebCT/Courseden (75 Points):** The 15 WebCT/Courseden discussion questions are over readings from the required texts and are worth 5 points each. When reading assignments and discussion questions are listed on a certain day, you must have those assignments read and those discussion questions posted by midnight the day they are listed.
4. **Class attendance and participation (300 Points):** Includes participating in class exercises, improvement in the use of the instrument over the course of the semester, attitude towards participation in exercises, participating in class discussions, etc.
5. **Final Exam (25 Points):** The Final Exam for this course will consist of a Voice and Movement Practical (15 Points) and a Written Portion (10 Points). More details will be given during class.

Grading Scale:

500-400= A 399-300=B 299-200=C 199-100-D 99 and Below=F

Tentative Schedule:

This schedule is an overview and subject to change. Please take note of all adjustments; you will be responsible for any announcements made as to the changes. Assignments and reading are due on the date listed.

January

Week 1: Syllabus/ Course Introduction

Week 2:

- Review: Yoga Basic Elements= Posture, Breathing, Relaxation, Meditation, and Sun Salutations
- Review:
 - Yoga Sitting Postures (Forward/Back Bends and Spinal Twists)
 - Yoga Standing Postures
 - Yoga Balancing Postures
 - Yoga Rest/Relaxation Postures

Rationale: These will be used throughout the course as warm up each day. They are the basic elements of yoga and when done properly, the warm up thoroughly warms up every major muscle group in the body, builds stamina, strength, improves posture/breath, and readies the actor physically and mentally for class and to use their body as an instrument

- Review Pilates (A descendent of yoga)
Rationale: Readies the actor vocally for class each day
- Text: Lessac *Ch1: Theatre as a Laboratory* and *Ch 2: Don't Envy a Good Voice... You Have One!*
- Units: Body Esthetics, Inner Harmonic Sensing, Organic Instruction, The Familiar Event, Saying Goodbye to Imitation, How Vocal Sound is Created, Resonance and Wave Reflections, Anatomy of Voice Production and Guidelines for Vocal Training
- Text: Alexander and the Actor *Part I: The Alexander Technique in the Theatre*
- Text: Alexander Technique: *Introduction*
- Units: History of Alexander Technique, Recognition of Habit, Inhibition, The Primary Control
- *WebCT Question 1 Due*

Week 3:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: Lessac *Ch 3: The Duality of Breathing and Posture*
- Units: The Mechanics of Breathing, Behavior-Affective Breathing, The Posture of Breathing, Breath and Sound, Natural Breathing Experiments
- Text: Alexander and the Actor: *Part I: The Alexander Technique in the Theatre*
- Text: Alexander Technique: *Part I: The Technique*
- Units: Giving Direction-Learning to Use Your Thinking to Make a Change, 'Feelings' May Give Unreliable Feedback, End-gaining, Non-doing—'Less is More'
- *WebCT Question 2 Due*

Week 4:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Review Russian Theatre Movement Techniques (Combination of Yoga and Acrobatics which is commonly referred to as "Plastiques")
- Text: Lessac: *Ch 4: The Creative Art of Resting*
 - Units: Dynamics of Relaxation, Restful Energy and Energetic Rest, Control and Consciousness, Relaxer-Energizers, Tension-Relieving Experiments
- Text: Alexander and the Actor: *Part I: The Alexander Technique in the Theatre*
- Text: Alexander Technique: *Part I: The Technique*
- Units: The Anatomy Lesson, The Actor Prepares-Warming Up, Preparing the Actor for Rehearsal or Performances, Warm Up Exercises (Stretching on the Mat-Lying on Back in the Semi-supine position, engaging the Abdominal wall and the Back muscles, a Shoulder stretch, getting up off the floor, finding Balance or

'Centre', arm stretching, undulating through Centre, Find the hip joint, the Rolling-over exercise, Balancing into Walking, an Open-leg stretch)

- *WebCT Question 3 Due*

February

Week 5:

- Continue with Yoga/Pilates Practice&Vocal Warm Ups
- Text: Lessac: *Ch 5: The Dynamics of Consonant NRG: The Music of the Consonants*
- Units: Euphony through Body Esthetics Starting with the "Child within You", Playing the Consonants, The Consonant Orchestra
- Text: Alexander and the Actor *Part II: Putting the Alexander Technique to Work*
- Text: Alexander Technique: *Part II: The Way it Works*
- Units: Putting the Alexander Technique to Work, Partner Work-Moving in Relationship, Partner Work and Spatial Awareness Exercises (Endowment-Observing the Other, Stage 2 of Spatial Awareness, Contact Partner Work)
- *WebCT Question4 Due*

Week 6:

- Continue with Yoga/Pilates Practice&Vocal Warm Up Techniques
- Text: Lessac: Continue with *Ch 5: The Dynamics of Consonant NRG: The Music of the Consonants*
- Units: Continuation of the Consonant Orchestra
- Text: Alexander and the Actor *Part II: Putting the Alexander Technique to Work*
- Text: Alexander Technique: *Part II: The Way it Works*
- Units: Centrifugal Force and Opposition Exercises, A Mirroring Exercise, Status Work-Playing the High and the Low Brows
- *WebCT Question 5 Due*

Week 7:

- Continue with Yoga/Pilates Practice &Vocal Warm Up Techniques
- Continue with Russian "Plastiques"
- Text: Lessac *Ch 6: The Dynamics of Tonal NRG: The Music of the Voice Itself*
- Units: Tonal NRG and the Y-Buzz, the +Y Buzz, Tonal NRG and The Call
- Text: Alexander and the Actor *Part II: Putting the Alexander Technique to Work*
- Text: Alexander Technique: *Part II: The Way it Works*
- Units: Tableau Exercise—Learning to Survive a 'Freeze', The Table Work and Alexander Technique
- *WebCT Question 6 Due*

Week 8:

- Continue with Yoga/Pilates Practice&Vocal Warm Up Techniques
- Text: Lessac *Ch 6: The Dynamics of Tonal NRG: The Music of the Voice Itself*

- Units: Continuation of Tonal NRG, Y Buzz, +Y Buzz, The Call
- Text: Alexander and the Actor *Part II: Putting the Alexander Technique to Work*
- Text: Alexander Technique: *Part II: The Way it Works*
- Units: Continuation of Putting the Alexander Technique to Work
- *WebCT Question 7 Due*
- *Journals Due*

March

Week 9:

- Continue with Yoga/Pilates Practice&Vocal Warm Up Techniques
- Text: Lessac *Ch 7: The Dynamics of Structural NRG: The Music of the Vowels*
- Units: The Structural NRG Discovery, The Structural Vowels, Exploring Structural NRG, Exploring Tonal and Structural NRG Combined, Exploring with all Three Vocal NRG Skills
- Text: Alexander and the Actor: *Part III: Alexander Technique and Voice Work*
- Text: Alexander Technique: *Part III: What It Implies*
- Units: Alexander's Discovery, Musical Theatre, Opera Singing and the Alexander Technique, The Whispered 'Ah' Exercise
- *WebCT Question 8 Due*
- *Return Journals*

Week 10:

- Continue with Yoga/Pilates Practice&Vocal Warm Up Techniques
- Continue Russian "Plastiques"
- Text: Lessac *Ch 8: The Four Neutrals: The Musical Feel of Staccato and Syncopation in Speech*
- Units: Cultivating the Four Neutrals, The Neutral Diphthongs, A Summary of the Tonal, Structural and Neutral Vowels
- Text: Alexander and the Actor: *Part III: Alexander Technique and Voice Work*
- Text: Alexander Technique: *Part III: What It Implies*
- Units: Continuation of Alexander Technique and Voice Work
- *WebCT Question 9 Due*

SPRING BREAK

Week 11:

- Continue with Yoga/Pilates Practice&Vocal Warm Up Techniques
- Continue with Russian "Plastiques"
- Text: Lessac *Ch 9: Exploring Creative Vocal Life: General Exploring and Discovering*
- Units: Discovering Your Inner Environment, Short Selections for General Exploration
- Text: Alexander and the Actor: *Part III: Alexander Technique and Voice Work*

- Text: Alexander Technique: *Part III: What It Implies*
- Units: Continuation of Alexander Technique and Voice Work
- *WebCT Question 10 Due*

April

Week 12:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: Lessac *Ch 9: Exploring Creative Vocal Life: General Exploring and Discovering*
- Units: Discovering Your Unique Interpretation and Artistry, Continuation of Selections for Exploration
- Text: Alexander and the Actor: *Part III: Alexander Technique and Voice Work*
- Text: Alexander Technique: *Part III: What It Implies*
- Units: Continuation of Alexander Technique and Voice Work
- *WebCT Question 11 Due*

Week 13:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: Lessac *Ch 10: Exploring Creative Vocal Life: Specific Exploring and Discovering*
- Units: Enhancing Your Newfound Skills and Creativity in the Advanced Exploration Process, Searching for Opposites
- Text: Alexander and the Actor: *Part IV: The Alexander Technique and Acting Challenges*
- Units: Relevance of the Actor Technique to Acting, The Actor and Fitness, Character Work and the Alexander Technique, Playing Another Gender, Imitation-Mirroring, The Kissing Class, Nudity
- *WebCT Question 12 Due*

Week 14:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: Lessac *Ch 10: Exploring Creative Vocal Life: Specific Exploring and Discovering*
- Units: Uncovering Subtext, Avoiding Over Intellectualizing
- Text: Alexander and the Actor: *Part IV*
- Units: Alexander Technique with Costumes, Wigs and Period Accoutrements, Mask Work, The Zoo Project—Animal Study, The Lion King, An Elizabethan Bear, The Injured Actor
- *WebCT Question 13 Due*

Week 15:

- Continue with Yoga/Pilates Practice & Vocal Warm Up Techniques
- Text: Lessac *Ch 11: Exploiting Your Vocal Life Onstage*
- Units: The Offstage Voice Onstage, The Open Stage, Crying/Laughing, Screaming/Shouting

- Text: Alexander and the Actor: *Part IV: The Alexander Technique and Acting Challenges*
- Units: Understudies, The Ageing Actor, Falling and Fainting On Stage, Drunkenness, Martial Arts and the Alexander Technique
- *WebCT Question 14 Due*

Week 16:

- Continue with Yoga/Pilates Practice and Vocal Warm Up Techniques
- Continue with Russian “Plastiques”
- Text: Lessac *Ch 12: What About a Standard?*
- Units: Avoiding Authoritative Standards, Evolution or Devolution, Working Toward a Fundamental, Universal Standard
- Text: Alexander and the Actor: *Part IV: The Alexander Technique and Acting Challenges*
- Units: The Stage-How an Actor Adapts to Playing the Space, The Proscenium-arch Stage, The Raked Stage, The Thrust Stage, Theatre in the Round, Outdoor Theatre
- *WebCT Question 15 Due*
- *Journals Due*

Final Exam

Tuesday, May 5th: (11am-1pm) in MM, Rm 105

Students must take their Final Exam on the scheduled day/time for their course section.

Course Update Request (Add, Delete, Modify)

Originator

Mass Communications and Theatre Arts
Department

College of Arts and Sciences
College

Boyd, Caleb
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

THEA 3415 Playwriting I: Devised Theatre
Prefix Number Course Title

Devised Theatre is an alternative approach to playwriting that emphasizes collaborative ensemble-based writing, community research and outreach, and social and political awareness. Utilizing improvisational techniques, community-oriented research skills, and non-textual performance practices, students will explore and write plays based on their communities, interests, and concerns.

Course Catalog Description

3	0	3	Spring - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

THEA1100, THEA2100

Corequisites

Rationale

In the 2009 Visitors? Report, the National Association of Schools of Theatre (NAST) accrediting agency urged our program to drop the minor requirement so that we could better fill curricular needs within the Theatre Major. One of these perceived needs was additional training in playwriting. The addition of THEA 3415: Playwriting I addresses this curricular need by including training in Devised Theatre, an extremely influential trend of theatrical creation, collaboration and production within the contemporary theatre. UWG Theatre Company productions already focus on Devised Theatre, producing 1-2 student devised productions each year (out of 5 annual productions.) The addition of this course will provide instructional support and a theoretical and historical framework to benefit these annual productions. It also serves in the professional development of theatre majors as most regional theatres are now incorporating devised theatre as part of their programming (e.g. The Alliance Theatre?s Collision Project, Second City Theatre productions, People?s Light & Theatre) or producing solely devised work (Lookingglass Theatre, Sojourn Theatre, and Atlanta?s Out of Hand, to name a few.)

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 15-20

Comments

TEAC Approval Required

College Approvals

Gagnon, Pauline [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

THEA 3415: Playwriting I: Devised Theatre

Sample Syllabus/Course Template

Course Description

Devised Theatre is an alternative approach to playwriting that emphasizes collaborative ensemble-based writing, community research and outreach, and social and political awareness. Utilizing improvisational techniques, community-oriented research skills, and non-textual performance practices, students will explore and write plays based on their communities, interests, and concerns.

Pre-Requisites: THEA1100 & 2100

Textbooks

Theatre for Community Conflict and Dialogue. Michael Rohd

Devising Theatre: A Practical and Theoretical Handbook. Allison Oddey

Selected Readings from Augusto Boal, Jerzy Grotowski, Viola Spolin, and/or Anna Deveare Smith

Degree Learning Outcomes addressed in this course

- Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre.
- Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research.
- Students will express through performance, writing, speaking and other modes of communication the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one of the components of theatrical art.
- Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.

Course Learning Outcomes

1. Students will demonstrate knowledge of the history of devised theatre, including influential movements, figures and producing organizations.
2. Students will demonstrate proficiency applying the techniques of devised theatre, including improvisational performance, collaborative writing, and non-textual play development.
3. Students will develop basic playwriting skills integral to both devised and traditional performances
4. Students will select and research key issues impacting their communities and devise performances based on that research.
5. Students will express the results of their research and writing through showcase performance of their devised plays.

Requirements:

Participation: As the class is collaborative and participatory in nature, student participation and contribution to class discussions and exercises will be a significant component of your grade. Students are expected to have read the material prior to class and demonstrate a willingness and ability to relate that material during class. They are also expected to listen carefully to the instructor and ideas of other students during lectures and discussions and respond to them thoughtfully and constructively.

History/Content Presentations: Students will be evaluated on their knowledge of influential individuals, movements, and producing organizations within the history of devised theatre. These will consist of knowledge-based assessments and individualized research assignments.

Playwriting Exercises: Students will complete a number of exercises designed to introduce and refine basic playwriting techniques through in- and out-of-class writing.

Showcases (Non-Textual/Improvisational & Community-Oriented): Students will showcase their work in-class twice in the course of the semester. In each showcase, they will be exploring, devising, and presenting a particular approach to devised theatre. Students are expected to advance their skill proficiency in playwriting with each showcase.

Community-Oriented Research: Since the final showcase will be largely based on student research, interviews, and writing, they will be required to submit their research in a coherently organized and written fashion. This will also be accompanied by a detailed written portion, linking student research to the devised performance itself.

Approximate Grading Breakdown:

Participation	10%
History/Context Presentations	10%
Playwriting Exercises	15%
Non-Textual/Improv Showcase	25%
Community-oriented Research	10%
Community-oriented Showcase	30%

Sample Course Schedule/Weekly Breakdown

History/Context of Devised Theatre – 2 wks

Cultural roots of devised theatre

Key figures and producing organizations

Contemporary applications of devised theatre

Basic Playwriting Techniques – 2-3 wks

Developing plot, character, dialogue, and style

Non-textual/Improvisational Performance Techniques – 4-5 wks

Audio Cues, Visual Prompts, and Movement as starting points for performance

Using improvisation as a basis for writing

Structuring non-textual performance using myth

Showcase of non-textual plays

Community Research and Writing – 7-8 wks

Selection of topics that reflect student interests, challenges, or community issues

Academic and Interview-based research of issues

Writing based on research

Showcase of community devised plays

Course or Program Addition, Deletion or Modification Request

Department: Physics College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title Plan D - Secondary Education Certification Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Fall / 2009
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

B. E. Powell 2-11-09
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 4/10/09
 Dean of College Date Dean of College (if cross listed) Date

Stephanie Wright 5/1/09
 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelby Selma 4/5/09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

The changes being made in Plan D are

1. Changes in the certification program as required by the Board of Regents.
2. Changing the requirements for the Physics degree by creating a choice of courses for a computational course and grouping the remaining courses into one area.

Currently, PHYS 4513 (Mathematical Physics) is a required course for this program. The change deletes this requirement and places PHYS 4513, PHYS 4523 (Computational Physics), and MATH 3353 (Methods of Applied Mathematics) in a computational group. Three hours from this group would be required.

PHYS 4683, PHYS 4984, and MATH 3003 would no longer be part of this group.

PHYS 4683 and PHYS 4984 are also listed in the next group of courses. PHYS 4513 and PHYS 4523 should be added in case one of them is not used to satisfy the requirements of the computational group.

In the large group of physics courses, 11 hours instead of 8 hours would be required.

These changes will allow students more flexibility in scheduling the completion of the Physics degree.

A copy of the existing program sheet (Fall 2006) and the proposed sheet (Fall 2009) are attached.

**COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS
(PLAN D - Secondary Education Certification)**

Effective: Fall 2006

AREA	COURSE	HRS	GRADE
A	ENGL 1101	3	
A	ENGL 1102	3	
B	COMM 1110	3	
B	XIDS 2001 (The Physical Universe) (recommended)	1	
C	Core Elective (See Catalog)	3	
C	Core Elective (See Catalog)	3	
D	CHEM 1211K (recommended)	4	
D	CHEM 1212K (recommended)	4	
E	POLS 1101	3	
E	HIST 1111 or 1112	3	
E	HIST 2111 or 2112	3	
E	GEOG 1013 (recommended)	3	
A & F	MATH 1113 or higher (see advisor)	3 (A) 1 (F)	
D & F	MATH 1634 or higher (see advisor)	3 (D) 1 (F)	
F	MATH 2644 or higher (see advisor)	4	
F	MATH 2654 or higher (see advisor)	4	
F	PHYS 2211	4	
F	PHYS 2212	4	
MAJOR	PHYS 3113	3	
MAJOR	PHYS 3213	3	
MAJOR	PHYS 3313	3	
MAJOR	PHYS 3511	1	
MAJOR	PHYS 4313	3	
MAJOR	PHYS 4513	3	
MAJOR	MATH 3303	3	
MAJOR	Three hours selected from: PHYS 4523, 4683, 4984, MATH 3003, 3353	3	
MAJOR	Eight hours selected from: PHYS 3003, 3013, 3023, 3521, 3703, 4203, 4323, 4333, 4413, 4683, 4984	8	
CERTIFICATION	Secondary Education Level (Must include enough upper-level hour to make a total of 39)		
CERTIFICATION	Complete these prior to admission to Teacher Certification ¹ CEPD 2102, ³ SEED 2271, ^{1,2} MEDT 2401, ¹ SPED 2706	8	
CERTIFICATION	⁴ CEPD 4101, ^{3,4} SEED 4271	6	
CERTIFICATION	^{3,4} SEED 4242	4	
CERTIFICATION	All education and major courses should be completed prior to enrollment in: ⁴ SEED 4286, ⁴ SEED 4289	12	
	Total	120	

No Physical Education requirement.

Hours earned in PE courses will not count in the 120 hours for graduation.

Six hours of Writing Across the Curriculum (WAC) courses are required for the UWG degree.

WAC course options: PHYS 3213 (3), PHYS 3511 (1), PHYS 3521 (1), PHYS 4313 (3), PHYS 4984(1), PHYS 4683 (1-3)

¹ Minimum 2.5 GPA required for enrollment

² Student is expected to exempt this 3-hour course

³ Field experiences required

⁴ Requires admission to Teacher Education for enrollment

**COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS
(PLAN D - Secondary Education Certification)**

Effective: Fall 2009

AREA	COURSE	HRS	GRADE
A	ENGL 1101	3	
A	ENGL 1102	3	
B	COMM 1110	3	
B	XIDS 2001 (The Physical Universe) (recommended)	1	
C	Core Elective (See Catalog)	3	
C	Core Elective (See Catalog)	3	
D	CHEM 1211K (recommended)	4	
D	CHEM 1212K (recommended)	4	
E	POLS 1101	3	
E	HIST 1111 or 1112	3	
E	HIST 2111 or 2112	3	
E	GEOG 1013 (recommended)	3	
A & F	MATH 1113 or higher (see advisor)	3 (A) 1 (F)	
D & F	MATH 1634 or higher (see advisor)	3 (D) 1 (F)	
F	MATH 2644 or higher (see advisor)	4	
F	MATH 2654 or higher (see advisor)	4	
F	PHYS 2211	4	
F	PHYS 2212	4	
MAJOR	PHYS 3113	3	
MAJOR	PHYS 3213	3	
MAJOR	PHYS 3313	3	
MAJOR	PHYS 3511	1	
MAJOR	PHYS 4313	3	
MAJOR	MATH 3303	3	
MAJOR	Three hours selected from: PHYS 4513, 4523; MATH 3353	3	
MAJOR	Eleven hours selected from: PHYS 3003, 3013, 3023, 3521, 3703, 4203, 4323, 4333, 4413, 4513, 4523, 4683, 4984	11	
CERTIFICATION	Secondary Education Level (2.7 GPA Required for Admission) (Must include enough upper-level hour to make a total of 39)		
CERTIFICATION	Complete these prior to admission to Teacher Certification EDUC 2110, 2120, 2130; SPED 3715; MEDT 3401	15	
CERTIFICATION	¹ CEPD 4101, ^{1,2} SEED 4271	6	
CERTIFICATION	^{1,2} SEED 4242	4	
CERTIFICATION	All education and major courses should be completed prior to enrollment in: ² SEED 4286, ² SEED 4289	12	
	Total	127	

No Physical Education requirement.

Hours earned in PE courses will not count in the 120 hours for graduation.

Six hours of Writing Across the Curriculum (WAC) courses are required for the UWG degree.

WAC course options: PHYS 3213 (3), PHYS 3511 (1), PHYS 3521 (1), PHYS 4313 (3), PHYS 4984(1), PHYS 4683 (1-3)

¹ Field experiences required

² Requires admission to Teacher Education for enrollment

Requires 2.7 GPA for Admission to Teacher Certification

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

2 / 2 / 3

Prefix ECED Course 2271 Title Introduction to Early Childhood/Elementary Education Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 9-29-09
 Department Chair Date Department Chair (if cross listed) Date
Quinn Kelly 10/5/2009
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelly Elmer 11/5/09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

2 / 2 / 3

Prefix ECED Course 3263 Title Teaching Content and Process: Language Arts Education Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Perkins 9-29-09 Department Chair (if cross listed) Date
Quinn P. Kelly 10/5/2009 Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Elman 11/5/09 Chair, Undergraduate Academic Programs Committee Date
 _____ Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix ECED Course 3264 Title Children As Writers Hours: 3 / 0 / 3
 Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
 Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:
Anna M. Parkin 9-29-09
 Department Chair Date Department Chair (if cross listed) Date
Quinn Kelly 10/5/2009
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Elman 11/5/09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date
 Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

2 / 2 / 3

Prefix MGEE Course 2271 Title Introduction to Middle Grades Education Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
Lecture/Lab/Total

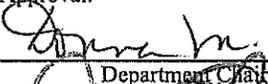
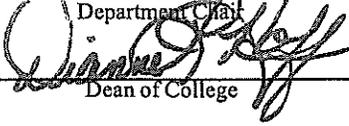
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

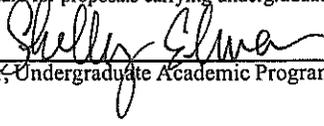
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>	Department Chair (if cross listed)	Date
	<u>10/5/2009</u>	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	Chair, Committee on Graduate Studies	Date
Chair, Undergraduate Academic Programs Committee	Date	Vice President for Academic Affairs	Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4239 Title Methods in Foreign Languages (P-12) Hours: 2 / 2 / 3 Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Hankins 9-29-09
 Department Chair Date Department Chair (if cross listed) Date

Donna M. Hankins 10/5/2009
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Elma 11/5/09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

 Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

3 / 0 / 3

Prefix PTED Course 4240 Title Applied Linguistics for Teachers of English as a Second Language Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: / / Lecture/Lab/Total

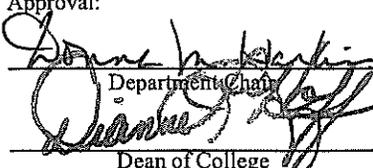
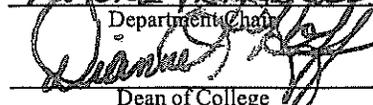
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

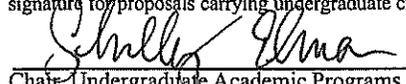
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-19-09</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/5/09</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	_____	_____
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4241 Title Methods of Teaching ESOL Hours: 3 / 0 / 3
 Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
 Lecture/Lab/Total

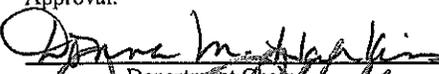
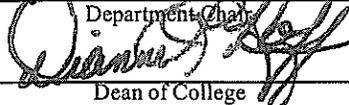
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

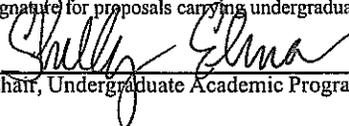
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/5/2009</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	_____	_____
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	_____	Date	_____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4242 Title Culture and Education Hours: 3 / 0 / 3 Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

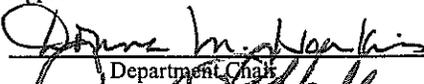
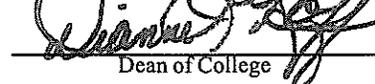
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

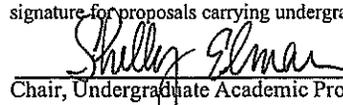
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/5/2009</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	_____	_____
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
_____	_____	_____	_____
Vice President for Academic Affairs	Date		

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4271 Title Curriculum (P-12) Hours: 3 / 0 / 3 Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

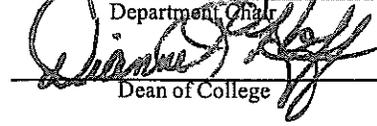
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

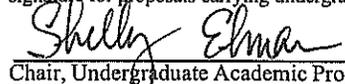
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/5/2009</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signatures for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4285 Title Special Topics Hours: 3 / 0 / 3 Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / / Lecture/Lab/Total

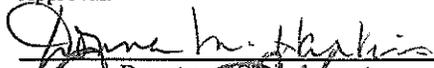
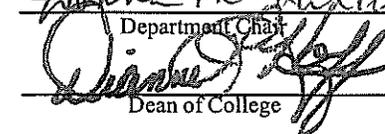
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

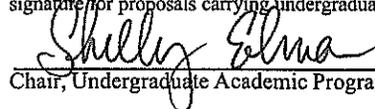
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>	_____	_____
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/5/2009</u>	_____	_____
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	_____	_____
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4286/87/88 Title Teaching Internship (variable credit hours 3-9) Hours: / / Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

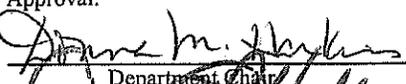
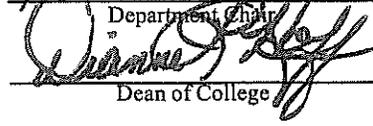
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

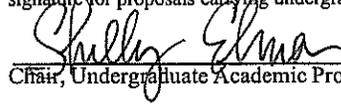
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>	Department Chair (if cross listed)	Date
	<u>10/5/2009</u>	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>11/5/09</u>	Chair, Committee on Graduate Studies	Date
Chair, Undergraduate Academic Programs Committee	Date		

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix PTED Course 4289 Title Teaching Internship Seminar Hours: 3 / 0 / 3 Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:
Donna M. Hopkins 9-29-09
 Department Chair Date
Quinn G. Kelly 10/5/2009
 Dean of College Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signatures for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelly Elman 11/5/09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

2 / 2 / 3

Prefix SEED Course 2271 Title Introduction to Secondary Education

Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year)

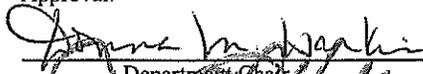
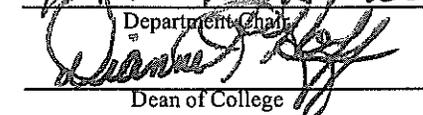
Effective Date*: Summer / 2010

*For a new course, one full term must pass between approval and effective date.

Term/Year

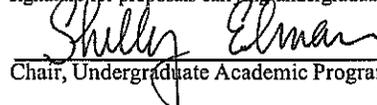
Grading System: Letter Grade Pass/Fail Other

Approval:

	9-29-09		
Department Chair	Date	Department Chair (if cross listed)	Date
	10/5/2009		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	11/5/09		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

3 / 2 / 4

Prefix SEED Course 4238 Title Instructional Strategies for Secondary English Education Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

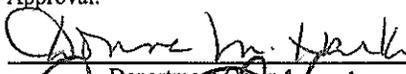
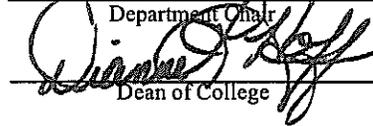
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) **Effective Date*:** Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

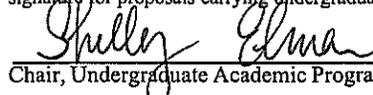
Grading System: Letter Grade Pass/Fail Other

Approval:

	9-29-09		
Department Chair	Date	Department Chair (if cross listed)	Date
	10/5/2009		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	11/5/09		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

Delete SEED 4238 Instructional Strategies for Secondary English Education

Rationale:

It is no longer offered by the Department of Curriculum and Instruction.

It is now offered as ENGL 4238 in the Department of English in the College of Arts and Sciences.

Course or Program Addition, Deletion or Modification Request

Department: Media & Instructional Technology College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix MEDT Course 2401 Title Introduction to Instructional Technology Hours: 3 / 0 / 3 Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other Prerequisite		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
* Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

MEDT 2401 Introduction to Instructional Technology 3 / 0 / 3
 Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

An introduction to basic instructional technology theories, computer utilization, and selected instructional technologies. Selection and utilization of technology resources will also be addressed.

Prerequisite(s) None.

Present or Projected Enrollment: 120 (Students per year)

Effective Date*: Summer / 2009
Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Elizabeth Bennett</u>	<u>Jan 13, 2009</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
<u>Lynne P. Gaskin</u>	<u>1/13/2009</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<u>Shelby Elmer</u>	<u>11/5/09</u>		
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

Vice President for Academic Affairs _____ Date _____

Rationale

MEDT 2401 currently has a 2.5 GPA prerequisite. This prerequisite was initially adopted because the other undergraduate EDUC 2xxx courses had 2.5 GPA prerequisites. The 2.5 prerequisite has been dropped from those courses, so we would like the 2.5 prerequisite to be dropped from MEDT 2401 to maintain consistency with the EDUC 2xxx courses.

Course Update Request (Add, Delete, Modify)

Originator	Richards College of Business	Runyan, Elizabeth
Management Department	College	Originator

Action	Modifications
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details						
MGNT	3613	Public Relations				
Prefix	Number	Course Title				
<p>A survey of the role, social responsibilities and potential of modern public relations. Includes development of basic skills and techniques needed for effective public relations programs. Same as MASS 3301.</p>						
Course Catalog Description						
3.00		3.00	-			
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

Prerequisites	Corequisites
COMM 3301 Minimum Grade: D or MAS 301 Minimum Grade: D	

Rationale
The Department does not plan on offering this course.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
_____ Gainey, Thomas [APPROVED] _____ Chair, Course Department <div style="text-align: center;">[]</div>

Cross Listing Approvals
_____ N/A _____ Chair, Cross Listed Department <div style="text-align: center;">N/A</div> _____ Associate Dean, Cross Listed College

Other Approvals
_____ Elman, Rochelle [APPROVED] _____ Chair, Undergraduate Academic Programs Committee <div style="text-align: center;">N/A</div> _____ Chair, TEAC

FINAL APPROVAL
_____ Aldrich, Michael [REQUIRED] _____ Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator		
Management Department	Richards College of Business College	Runyan, Elizabeth Originator

Action		Modifications					
<input checked="" type="radio"/> Add	<input type="radio"/> Modify	<input type="radio"/> Delete	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Description	<input type="checkbox"/> Title	<input type="checkbox"/> Credit	<input type="checkbox"/> See Comments

Course Details					
MGNT	3630	Environmental Law			
Prefix	Number	Course Title			
An introduction to the legal and regulatory aspects of environmental law, its history and sources, its reliance on scientific principles, as well as its relationship to business management.					
Course Catalog Description					
3	0	3	Summer - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
BUSA 2106	

Rationale
To increase major "select options" for the B.B.A. degree in Management. This course was originally offered in the spring 2009 semester under the general topic course MGNT 3625

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 40	<input type="checkbox"/> TEAC Approval Required

College Approvals
Gainey, Thomas [APPROVED]
Chair, Course Department
[]

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

**RICHARDS COLLEGE OF BUSINESS
DEPARTMENT OF MANAGEMENT
COURSE SYLLABUS
SPRING SEMESTER 2009**

Course Number: MGNT 3630
Course Title: Environmental Law
Instructor: Dr. Leanne M. DeFoor
Office: Room 119, Richards College of Business
Telephone: 678-839-4829
E-mail Address: Ldefoor@westga.edu
Fax: 678-839-5041
Office Hours: MW: 8:30 to 9:00, 11:00 to 11:30, 2:00-3:30; Fri 8:30-9:00; 11:00-3:30;
other times by appointment.

Required Text: *Environmental Law*, K.L. Schroeder, 1st Edition, Thomson-Delmar Learning. **Recommended Text:** *Selected Environmental Law Statutes, 2008-2009*, Thomson West; ISBN-13: 9780314180353. **Recommended Reading:** *Silent Spring*, Rachel Carson; *A Civil Action*, Jonathan Harr.

COURSE DESCRIPTION:

An introduction to the legal and regulatory aspects of environmental law, its history and sources, its reliance on scientific principles, as well as its relationship to business management.

LEARNING OBJECTIVES:

1. Demonstrate an understanding of the interrelationships among the legal, social, political, ethical, cultural, international, scientific, and technological aspects of environmental law and its impact on business. (LG 1, 4, 5, 6).
2. Demonstrate the ability to understand and apply principles of environmental law, a major area of law affecting business, incorporating the influence of technology, the impact of demographic diversity, and the use of appropriate quantitative techniques, within an ethical and legal framework. (LG 1, 2, 4, 5, 6)
3. Demonstrate the ability to analyze issues and situations having legal implications including demographic changes with accompanying diversity issues, development and use of technological innovations, social changes, the political arena, and environmental and ethical factors, and assess the consequences of courses of action. (LG 1, 2, 4, 5, 6)
4. Demonstrate familiarity with various legal resources and the ability to use them. (LG 1, 3, 4, 6)
5. Demonstrate the ability to organize and present work in an effective and professional manner. (LG 1, 3)

RELATIONSHIP OF LEARNING OBJECTIVES TO LEARNING OUTCOMES FOR THE B.B.A. DEGREE IN MANAGEMENT:

Achievement of the Learning Objectives for this course will advance the student toward meeting the standards articulated in the Learning Outcomes for the B.B.A. Degree in Business Administration.

PREREQUISITES:

RCOB Majors: BUSA 2106- Legal and Ethical Environment of Business, with a grade of "D" or higher. Environmental Science/Environmental Studies Majors: Permission of the Instructor.

METHOD OF INSTRUCTION:

Delivery of information and concepts will be primarily by way of lecture/discussion, with use of CourseDen and supplemental class discussions. The subject matter will be drawn primarily from the text, outside sources (including online resources), and current legal issues in the news. Classroom time may also be scheduled for consideration of particular court opinions, documents, guest lectures, projects, group activities, individual presentations, exercises, and special events.

COMMUNICATION:

Communication between student and instructor will be through a combination of university e-mail (MyUWG) and CourseDen. The instructor prefers students to e-mail her through university e-mail, not via the e-mail feature in CourseDen. Distribution of course materials, including the syllabus, class calendar, syllabus amendments, announcements, and other information will be through CourseDen. Students **must** check their MyUWG account and CourseDen at least daily.

COLLEGE, DEPARTMENT, AND COURSE POLICIES:

- The use of recording devices is not permitted in the classroom.
- Cell phones, pagers, and other communication devices must be rendered silent during class times and **shall not** be used during class times.
- No food and drink are allowed in the classroom.
- **Do not ask your instructor for legal advice.**
- Please read this syllabus carefully. Your instructor is available during class and during posted office hours to answer any questions you may have regarding the meaning of any part of this syllabus. Consequently, excuses for failure to fulfill course requirements based upon non-understanding or misunderstanding of this syllabus will not be heard.
- The instructor reserves the right to make appropriate amendments to this syllabus. All such amendments will be announced sufficiently in advance of the effectiveness of the amendment.
- If you have a disability and wish to request an accommodation, please contact Disability Services in the Student Development Center, located in Parker Hall, and follow their procedures.

EVALUATION AND GRADES:

Grades will be calculated and assigned on the basis of points earned on examinations, attendance, and the written assignment, as follows:

Type of Graded Event	No. of Graded Events	Possible Points per Graded Event	Total Possible Points for the Event
Examinations	3	100	300
Written Assignment	1	100	100
Total Possible Points for this Course:			400*

*As noted below in the "Attendance" section, students may earn up to a maximum of 8 total points (on a 400 point system) for exemplary attendance.

Grades will be assigned on the bases of points earned as follows:

Points Earned	Letter Grade
360 - 400	A
320 - 359	B
280 - 319	C
240 - 279	D
< 240	F

Extra credit, if available at all, will be discretionary on the part of the Instructor, and opportunities will be to the class as a whole and not to individual students upon request. Work completed for another course will not be accepted to meet the requirements of this course.

Examinations: 300 points

Three periodic examinations will be given, as indicated in the schedule below. Alternative examination times may be scheduled in cases where a student will be absent during a regularly scheduled examination time, when all three of the following criteria are met:

1. The absence is a University-authorized or Instructor-authorized absence,
2. Arrangements are made in advance of the absence, and
3. The student provides genuine documentation to the Instructor from the appropriate University employee or official, physician, or other relevant individual that includes the date, time, and purpose of the absence. The instructor will authorize absences only in cases where the student's attendance is made impossible by circumstances beyond the student's control.

Writing Assignment: 100 points

The nature of the writing assignment and the standards for its preparation will be announced in class and posted in CourseDen under the heading "Writing Assignment." Writing assignments are due by the end of day on 3/11/09 and **will not** be accepted after that time. **You must submit your writing assignment through the assignment drop box in CourseDen.** In the event of technical difficulties with CourseDen, the writing assignment may be submitted by e-mail *in advance of the deadline in CourseDen* and must contain your name and the words "Writing Assignment" in the subject line of the e-mail. For example, the subject line for the writing assignment submitted by a student named Jane Doe would read "Jane Doe- Writing Assignment." E-mailed writing assignments that do not comply, *exactly*, with these requirements **will not** be accepted.

Attendance: **up to 8 extra points out of the 400 total for the course.** Roll will be taken at the beginning of each class session. Students arriving late for class will not be allowed to enter the classroom unless prior arrangements have been made. "Late" is defined as any time after the scheduled start time for the class. Students who leave during class will not be allowed to return during the same class. Students are expected to be prepared for class and actively participate in the class. Participation includes not only the quantity, but the quality of participation. Students may be called upon to recount knowledge of the subject matter, analyze a situation, apply knowledge to particular situations, and effectively present a point of view.

To be counted present for a class session, you must be in the classroom ready to begin when class commences. You must also be prepared, which includes having read the assigned materials prior to class and actively participating, as indicated above. Any student who is obviously unprepared will be counted absent for that class session.

There are 30 class periods scheduled. Those students missing **one or fewer** class sessions (excused absences only) will earn 8 bonus points out of the 400 total available for the course. This amounts to an additional 2 points on the student's final average for the course. Those students missing **two or three** class sessions (excused absences only) will earn an additional 4 bonus points, which amounts to an additional 1 point on the student's final average for the course. Any student missing more than 3 class sessions will get no bonus points. The Instructor reserves the right to drop any student for excessive absences, at the Instructor's discretion.

ACADEMIC HONESTY:

Receiving or giving help on exams or papers **will** result in failure in this course and may result in dismissal from the University. For the purposes of this class, the following statements contained in the student handbook will be applied:

- 1.No student shall give or receive, or otherwise furnish or procure assistance not authorized in the preparation of an essay, report, examination, or other assignment in an academic course or in the fulfillment of program or degree requirements such as standardized examinations.
- 2.No student shall take, attempt to take, or otherwise obtain, gain access to, or alter in an unauthorized manner any material pertaining to the conduct of a class or to the completion of any program or degree requirement, including but not limited to tests, examinations, laboratory equipment, roll books, academic records, or electronically stored data.
- 3.Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Failure to observe these standards will result in an F grade.

Throughout the semester, ethical, political, cultural, international, social, technological, environmental, and diversity issues will be interwoven with a discussion of the legal topics.

CLASSROOM BEHAVIOR AND PROFESSIONALISM:

Any student who engages in disruptive behavior during any meeting of this course is subject to administrative disenrollment from this course. Students will treat each other and the Instructor with the utmost respect and professionalism *at all times*.

STATEMENT OF ETHICAL EXPECTATIONS:

Richards College of Business community members are committed to: honesty and integrity in interactions and undertakings; respect for rights, differences, and dignity of others; accountability for personal behavior.

COURSE CALENDAR: This is an estimated timeline for the course and is subject to amendment at the discretion of the Instructor. Changes will be announced in CourseDen. Unless a change is announced in CourseDen, the material will be covered in the order listed below, even if the class proceeds slightly ahead or behind schedule. Students are responsible for having prepared the next material in the sequence, even if earlier or later than the date listed in this tentative schedule.

Date:	Topics:	Assignment:
1/7	Introductions and Syllabus; Overview of Course	
1/12	The History and Legal Framework of Environmental Law	Chapters 1 & 2
1/14	The Legal Framework of Environmental Law/Begin NEPA	Chapter 2; Begin Ch. 3
1/19	MARTIN LUTHER KING, Jr. HOLIDAY	Have fun!
1/21	The National Environmental Policy Act (NEPA)	Chapter 3
1/26	The Clean Water Act (CWA)	Chapter 4
1/28	The Clean Water Act (CWA)	Chapter 4
2/2	The Clean Air Act (CAA)	Chapter 5
2/4	The Clean Air Act (CAA)	Chapter 5
2/9	Guest Speaker: Southwire Corporate Environmental Management	
2/11	Exam Review	Study for the exam!
2/16	Examination No. 1	
2/18	The Resource Conservation and Recovery Act (RCRA)	Chapter 6
2/23	The Resource Conservation and Recovery Act (RCRA)	Chapter 6
2/25	The Resource Conservation and Recovery Act (RCRA)/GA Waste Issues	Chapter 6
3/2	Comprehensive Env. Response, Compensation & Liability Act (CERCLA)	Chapter 7
3/4	Comprehensive Env. Response, Compensation & Liability Act (CERCLA)	Chapter 7
3/9	CERCLA; ISO 14001 Environmental Management Systems; Recordkeeping	Chapter 7
3/11	Guest Speaker: Sr. Environmental Consultant at Wenck Associates	Writing Assignment Due
3/16	SPRING BREAK	Have fun!
3/18	SPRING BREAK	Have fun!
3/23	Toxic Substances Control Act (TSCA)	Chapter 8
3/25	Toxic Substances Control Act (TSCA)	Chapter 8
3/30	Federal Insecticide, Fungicide & Rodenticide Act (FIFRA)	Chapter 9
4/1	Examination No. 2	
4/6	Emergency Planning and Community Right-to-Know Act (EPCRA)	Chapter 10
4/8	Emergency Planning and Community Right-to-Know Act (EPCRA)	Chapter 10
4/13	Emergency Planning and Community Right-to-Know Act (EPCRA)	Chapter 10
4/15	Hot Topics in Natural Resources Law: Water Rights	Chapter 11
4/20	Guest Speaker: McKenna Long & Aldridge, LLP "Tri-State Water Wars"	Chapter 11
4/22	Endangered Species Act; Marine Mammal Protection Act; Energy Issues	Chapter 11
4/27	OSHA Regulations and their Relationship to Environmental Management	TBA
4/29	Environmental Careers (Management, Science, Law)	None Required
5/1	Examination No. 3 (FINAL EXAM)	2:00 pm – 4:00 pm

Course Update Request (Add, Delete, Modify)

Originator		
Management Department	Richards College of Business College	Runyan, Elizabeth Originator

Action	Modifications
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
MGNT	3635	New Venture Management			
Prefix	Number	Course Title			
<p>This course is designed to introduce students to issues encountered during a business start-up. Students will be required to write their own business plan.</p>					
Course Catalog Description					
3	0	3	Summer - 2010	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
MGNT 3600 & MKTG 3803	

Rationale
to increase Select options for the B.B.A. degree in Management. This course has been offered in the past under the general topic course MGNT 3625.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 65	<input type="checkbox"/> TEAC Approval Required

College Approvals
Gainey, Thomas [APPROVED] <hr/> Chair, Course Department <div style="text-align: center;">[]</div>

Cross Listing Approvals
N/A <hr/> Chair, Cross Listed Department <div style="text-align: center;">N/A</div> <hr/> Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED] <hr/> Chair, Undergraduate Academic Programs Committee <div style="text-align: center;">N/A</div> <hr/> Chair, TEAC

FINAL APPROVAL
 <div style="text-align: center;">Aldrich, Michael [REQUIRED]</div> <hr/> Chair, Faculty Senate

MGNT 3625
New Venture Management
Spring, 2009

Boilerplate

Required Text: Purchase of JIAN Business Plan Pro (\$69.95) Call Heidi or Burt at (530)892-0233

Instructor: Dr. David H. Hovey, Room 121, Richards College of Business

Office Hours: 1:00-3:30 MW

Phone: (770) 836-4825, leave message with name and phone number.

Email: dhovey@westga.edu

Assignments: Papers, exercises, etc. must be turned in on the due date at class. **Late assignments will not be accepted.**

Attendance: Attendance is required. **Please do not interrupt class if you are late.**

Cell Phones: **Please turn them off before class.** You get one freebie; after that you will lose one letter grade for each time it rings.

This course is designed to introduce students to issues encountered during a business start-up. Students will be required to write their own business plan.

Prerequisites: MGNT 3600 & MKTG 3803

Learning Objectives

1. Application of economic theory to business start-ups. (LG: 4,5)
2. Application of marketing, management, accounting, and financial knowledge to venture creation.(LG: 4)
3. Learn and apply new knowledge in data collection and analysis. (LG: 2)
4. Application of strategies and operational planning techniques to a business venture. (LG: 1,4,6)
5. Production of a presentation quality business plan for a new venture. (LG: 1,2,4)

For Learning Objectives go to <http://www.westga.edu/~mgmtbus/learningobj.htm>

Grading:

Assignment 1	100
Assignment 2	100 (25pts from quiz 1)
Assignment 3	100 (25 pts from quiz 2)
Assignment 4	100 (25 pts from quiz 3)
Assignment 5	100 (25 pts from quiz 4)
Business Plan	<u>500</u>
Total Points	1000

MANAGEMENT 3625
 NEW BUSINESS VENTURES
 Spring, 2009
 D. H. Hovey

<u>Date</u>	<u>Assignment</u>
Jan	7 Orientation, Purchase Jian Software by next week
	14 Idea Seminar, Prepare at least one idea for a new business Software overview and business plan requirements, Jian registration code due
	21 Business Plans—examples and parts, Personal and Business Assessments
	28 Personal assessment due (Personal and Business Sections) 100 points
	Presentation of your idea for a new business, class evaluates idea
Feb	4 Vision and Mission statements
	11 Vision and Mission statements due—Jian software only
	Quiz 1 Market Analysis—determining your potential market
	18 Continued—rough draft of your market analysis and evaluation of potential sales and profits
	25 Marketing—Marketing Mix
Mar	4 Market Analysis and Marketing Section due
	Quiz 2
	11 Financial Planning—Structure, Proforma cash flows, income statements, balance sheets
	18 Spring Break
	25 Financial Planning continued
Apr	1 Financial Section due
	Quiz 3 Managerial and Organization Structures
	8 Management and Organization Section due
	Quiz 4
	15 Other sections and assembling your plan
	22 Final Paper due

Course Update Request (Add, Delete, Modify)

Originator

 Management
Department

 Richards College of Business
College

 Runyan, Elizabeth
Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 MGNT 4355 Electronic Commerce Development and Management
Prefix Number Course Title

Students are expected to have a working knowledge of the current Windows operating systems platform, and the current Windows document and presentation software available during the term of the course within the College student labs. All students are required to have a UWG e-mail account, and access to a web browser for CourseDen access. Students will be required to participate within an assigned student group. This course will teach students the fundamental steps and procedures to transform a traditional brick and mortar organization into a digital on-line business. Traditional business planning methodologies are examined and modified for web-based applications. Specifically the topics of Transaction Processing Systems, Customer Relationship Management (CRM), Supply Chain Management (SCM), order fulfillment, and product logistics are covered during the course. Same as CISM 4355.

Course Catalog Description

3	0	3	Summer - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

CISM 3330

Corequisites
Rationale

cross listed to increase MGNT select options for the Management degree program

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 45

Comments
 TEAC Approval Required

College Approvals

Gainey, Thomas [APPROVED]

Chair, Course Department

[]

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

Syllabus – MGNT 4355D01 / CISM 4355D01 Electronic Commerce
Summer 2009 CRN # 50063
Syllabus revision # 091609

Professor

Dr. Douglas E. Turner, Associate Professor
Department of Management
Room 12
Richards College of Business
Carrollton, GA 30118
Office Phone: 678.839.4847
dturner@westga.edu

Required Textbook

Introduction to Electronic Commerce, 2/E. Turban, King and Lang.
ISBN-10: 0136071724 | ISBN-13: 9780136071723

Required Technology

- WebCT access, Microsoft word, and a UWG e-mail account.
- This course utilize Microsoft Office Word version 2003 (wpd).

Course Description

This course is designed to utilize current business strategic analysis tools in the context of an ECommerce environment. Students will examine the evolving social, technological, and business environments as related to a successful Ecommerce application.

Office Hours

- As this is a completely on-line the office hours are online.

Learning Objectives

1. Have acquired at least limited proficiency in a programming language and several software packages, beyond spreadsheets and word processing (LG3).
2. Understand the basic principles and concepts of business systems analysis, systems design, and data communications (LG1, LG3).
3. Critically analyze complex information systems, issues, and problem (LG6).
4. Upon completion of the course the student will demonstrate an understanding of the fundamentals of the digital economy, applicable business rules, and the parameters of a viable ECommerce business plan (LG3, LG4).
5. Students will analyze organizational data as a resource that must be planned for, controlled, allocated appropriately, managed, and deployed for a competitive business advantage (LG1, LG4).

Course Outline

- This course contains two individually completed components; 1) Three module readings with a total of five required significant postings, and 2) four exams from the text book material.
- With such a tight timeline do not fall behind as there is no grace period on due dates! Miss a due date earn a zero, I suggest you work well ahead of the requirements as all modules and exams are open on day two of the course.

Communications

- You are responsible to find out about any changes in due dates and course content, all changes and notifications will be announced on the website:
<http://www.westga.edu/~dturner/sum09.htm>, view the daily updates section each day!
- All e-mails are to be sent to dturner@westga.edu.
- As UWG is the official means of e-mail communication, only UWG issued e-mail addresses will be answered by the Professor.
- WebCT (CourseDen) e-mail is not utilized, contact me only at dturner@westga.edu.
- WEBCT WILL BE USED BY THE STUDENTS FOR POSTING SIGNIFICANT CONTRIBUTIONS (points assessed) ABOUT THAT PARTICULAR MODULE IN THE DEFINED MODULE AREA.
- WEBCT WILL BE USED BY THE STUDENTS FOR POSTING ALL MODULE ASSIGNMENTS.
- WE WILL USE THE NON WEBCT WEBSITE FOR MODULE CONTENT VIEWING AND AS A MEANS FOR THE PROFESSOR TO COMMUNICATE TO THE CLASS AS A WHOLE (SEE DAILY NOTES).
- The location of the non web CT website is <http://www.westga.edu/~dturner/sum09.htm>.
- Be sure that your UWG e-mail account is not full and preventing the delivery of correctly addressed e-mail. Given the traditional large size of the class and the volume of e-mail the Professor will not make a second attempt to send correctly addressed e-mail to students.

Cascading Exams over the Text

- Each student is expected to take the exams independently and not to share exam content, answers, or comments.
- View: http://wps.prenhall.com/bp_turban_introec_2/103/26524/6790374.cw/index.html for practice exams and chapter materials beyond the text book.
- If collusion between students is identified the exam grade for all students involved will earn a zero score.
- All exams are open as of the second day of class, but check the schedule below to see when the exams close on the WebCT website.
- BE AWARE OF THE CLOSING DATES AND TIMES!
- Exam_1 Chapters 1, 2, 3, and 4.
- Exam_2 Chapters 5, 6, 7, and 8.
- Exam_3 Chapters 9, 10, and 11.
- Exam_4 Chapters 12, 13, and 14.
- Exams are open book.
- Appendixes, and mini cases in the end each chapter are subject to testing.
- Any exam received after the closing time will receive a zero (0) points.
- All exam questions originate from the publisher's test bank. In the event that the Professor deems any of the exam questions inappropriate or stated with incorrect answers the point value(s) of those questions will be removed and added to the available participation points.

WebCT Modules

- Each student is expected to participate in the module discussions independently and not to collaborate about the module discussions outside the module discussion area.
- There are three modules (ALL ARE NOW OPEN).
- You making contributions to any module as of now, BUT BE AWARE OF THE CLOSING DATE AND TIME (**11:55pm est**)!
- As supplemental materials from the Internet are used occasionally we will run in to dead links.
- If you find a dead link please let everyone know and try to suggest an alternative.
- Modules may contain web sites to visit and questions about the technology.
- Specifically you are required to make a total of five significant (postings) contributions and the first minor posting during the three module sessions (module posting areas found on WebCT).
- A valid significant (posting) contribution is student defined and can be of most any related topic to the weekly discussion.
- A significant (posting) contribution is defined as adding research based value to a particular discussion beyond what is available in the textbook (such as expanded topic knowledge, societal impact, business advantage, etc.).
- Each significant posting will have at least two supporting verifiable web references (No credit for just posting random website locations).
- A 250 word count minimum is expected for each significant (posting) contribution.
- Students may make minor comments about what was written at any time (no references required no point value)
- You may make no more than three significant postings for point consideration per any one module. This is to allow a degree of flexibility in the student's summer schedule.
- Here is an example of how a reference is to be used for significant posting:
"Bluetooth radio modules avoid interference from other signals by hopping to a new frequency after transmitting or receiving a packet (Johnson, 2001)"
Howard, B. (2004, January 30). The Bluetooth Car. *PC Magazine*.
Retrieved from <http://www.pcmag.com/article2/0,1759,1473715,00.asp>
Johnson, O. (2001). Bluetooth: an overview. *Johnson Consulting*. Retrieved from <http://www.swedetrack.com/images/bluet06.htm>
Layton, J., Brain, M., and Tyson, J. (n.d.). How cell phones work. *How Stuff Works*. Retrieved from <http://electronics.howstuffworks.com/cell-phone.htm>.
- You are expected to comment on each module with significant contributions, and minor contributions that are responses to the posting of other students (not required for posting listed).
- There is an expectation of 20 – 25 meaningful minor contributions over the course of the term.
- Minor postings have no points (except for the first one), require no references, and are basically responses to other student postings and should add substantial value to whatever discussion you are commenting on.
- Failure to adequately participate in minor postings (as deemed by the Professor) can reduce your overall course grade by one letter grade (participation points).
- Achieving a 50% level of participation in minor postings does not equate to five (5) points (half of the available ten points), rather it will be viewed as a failure to adequately participate in the minor postings resulting in zero out of the ten available points.

Grading

- 60% - Exams (4 @ 15.0 points each)
- 25% - Significant postings (5 @ 5 points each)
- 05% - Mandatory first minor posting.
- 10% - Participation points assessed by the Professor

Alternative Instructional Support

- A student with special needs or requirements is expected to contact me privately within five business days after the beginning of the course with the appropriate and valid documentation.
- Within ten business days after the beginning of the course the student seeking accommodations for special needs or requirements is expected to define in writing (an e-mail to the professor is acceptable) specifically what alterations or changes to the provisions or requirements of the syllabus are being requested.
- Failure to notify the Professor within the required time lines may result minimal accommodations.

Course Policies

- Regular attendance on WebCT and interaction with class is your responsibility.
- This syllabus and the related course content are subject to change by the Professor.
- Changes to this syllabus will be identified by the syllabus revision number located on the top of the first page of the syllabus; new/revised editions of the syllabus will be posted in the Course Pages section for CISM 4355 on the <http://www.westga.edu/~dturner/sum09.htm> website.
- Notice of syllabus revisions will be posted in the **Daily Notes** section.
- You are responsible to find out about changes to homework assignments, due dates, and exam dates, and other course related data which may vary from the original syllabus by viewing the **Daily Notes** section.
- The Professor retains the right to subjectively evaluate an individual student's grade upward in based upon observed performance.
- You are not allowed to turn in work completed for another class for credit in this class. For example, you cannot write one paper and turn it in for credit in two different classes.
- The State University of West Georgia Academic Honesty Policy will be enforced, you can read this policy at <http://www.westga.edu/~vpaa/handrev/207>.
- All changes and notices will be posted on the non WebCT website, you are responsible for keeping up with those updates (see DAILY NOTES).
- Note from the outset that there are components of this course that are far less structured than what are normally presented in most courses, this is especially true in some areas relating to the project.
- Individual initiative and responsibility is required to succeed in this course.
- Plan you time carefully, as you can work ahead as you wish there will be no credit for late work even if correct and complete.
- Ensure that you have a backup method of your files to allow for the worst case scenarios in the management of your project.
- As this is a business course, all submissions will be of business quality.
- Expect substantial point deduction (including 0 earned points) for format, grammar, and punctuation errors.
- The references DO NOT count as part of the word count requirements.
- References are to support the perspective you are offering.
- No credit for just posting random website locations!
- **No credit for Wikipedia style citations.**
- A dead reference links will deduct 1.0 point for the significant contribution.
- **Two dead links equals** a minor posting for no credit.
- Porn site submissions/links/references will **reduce your course grade by 5.0 points** for each occurrence! Check you sources before submitting!!

Summer 2009 Schedule:

- ANY POSTING WITH AN EXPIRED TIME/DATE STAMP WILL NOT BE COUNTED FOR A GRADE.
- ALL POSTINGS/SUBMISSIONS ARE DUE AT 9:55pm (est) on Fridays.
- **REMEMBER THAT WEBCT VISTA GOES DOWN EVERY OTHER FRIDAY NIGHT FROM 10:00 PM TO 7:00 AM SATURDAY MORNING. DON'T GET CAUGHT SHORT!!**
- ALL EXAMS ARE DUE AT 12 NOON (est) on Thursdays.

MONDAY (inclass) JUNE 08
whoiswho, whatiswhat.

TUESDAY JUNE 09

WEDNESDAY JUNE 10
- Get your first significant contribution in!!!

THURSDAY JUNE 11
- Exam one closes at 12 noon.

FRIDAY JUNE 12
- Significant postings and the mandatory minor contribution for Module_1 due.

SUNDAY JUNE 14
- Module_1 closes for minor comments.

MONDAY JUNE 15

TUESDAY JUNE 16

WEDNESDAY JUNE 17

THURSDAY JUNE 18
- Exam two closes at 12 noon.

FRIDAY JUNE 19
- Significant postings for Module_2 due.

SUNDAY JUNE 21
- Module_3 closes for minor comments.

MONDAY JUNE 22

TUESDAY JUNE 23

WEDNESDAY JUNE 24

THURSDAY JUNE 25
- Exam three closes at 12 noon.

FRIDAY JUNE 26
- Significant postings for Module_3 due.

SUNDAY JUNE 28
- Module_3 closes for minor comments.

MONDAY JUNE 29

TUESDAY JUNE 30
Reading Day

WEDNESDAY JULY 01
- Exam four closes at 12 noon.

Addendum III

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

OCT 6 2009

Prefix ECED Course 7282 Title Directed Readings in Education (variable credit hours 1-3) Hours: 1 / 0 / 0

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

OF WEST GEORGIA GRADUATE SCHOOL
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2010
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Anna M. Harkis 9-29-09
Department Chair Date

Quinn Kelly 10/5/2009
Dean of College Date

Department Chair (if cross listed) Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

Chair, Undergraduate Academic Programs Committee _____ Date _____

Date

Chair, Committee on Graduate Studies

Date

Vice President for Academic Affairs _____ Date _____

Date

2009 OCT 21 PM 5:13
RECEIVED

Charles W. Clark 10-20-09
Chair, Committee on Graduate Studies Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

RECEIVED

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education **OCT 6 2009**

Current course catalog listing: (for modifications or deletions)

Prefix ECED Course 7294/95/96 Title Educational Workshop (variable credit hours 1-9) **UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL**

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

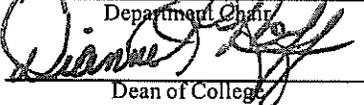
RECEIVED
 VP/AA
 2009 OCT 21 PM 5:13

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
 *For a new course, one full term must pass between approval and effective date. Term/Year

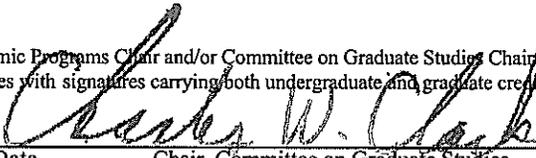
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-29-09</u>	Department Chair	Date
	<u>10/5/2009</u>	Dean of College	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>10-20-09</u>	Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
--	-----------------	--	------	--------------------------------------	------

Vice President for Academic Affairs _____ Date _____

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

OCT 6 2009
3 / 0 / 3

Prefix MGEE Course 6212 Title Home, School, and Community Partnerships

Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkis 9-29-09
Department Chair Date Department Chair (if cross listed) Date

Quinn Kelly 10/5/2009
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 10-20-09
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix MGEE Course 7254 Title Seminar in Teaching Composition

Hours: 3 / 0 / 3
Lecture/Lab/Total

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2010

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Anna M. Harkin 9-29-09
 Department Chair Date
Quinn Kelly 10/5/2009
 Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 10-20-09
 Chair, Undergraduate Academic Programs Committee Date
 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

RECEIVED YBAX

2009 OCT 21 PM 5:12

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix MGEC Course 7287 Title Practicum

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL
Hours: 3/0/3 Lecture/Lab/Total
Frequency

Action

Course Program

Modify Add Delete

Credit

Number

Title

Description

Other

Credit

Undergraduate

Graduate

Other*

*Variable credit must be explained

Frequency

Every Term

Yearly

Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

2009 OCT 21 PM 5:11

RECEIVED VP/AA

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year)

Effective Date*: Summer / 2010
Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkins 9-29-09
 Department Chair Date Department Chair (if cross listed) Date

Quanne P. Jeff 10/5/2009
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix MGEE Course 7294/95/96 Title Educational Workshop (variable credit hours 1-3) Hours: Lecture/Lab/Total

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

2009 OCT 2 PM 5:11

RECEIVED VISA

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year)

Effective Date*: Summer / 2010
Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 9-29-09
Department Chair Date Department Chair (if cross listed) Date

Wanda J. Kelly 10/5/2009
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Leslie W. Clark 10-20-09
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix MGEL Course 8282 Title Continuing Research

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

2009 OCT 21 PM 5:11

RECEIVED VP/AA

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year)

Effective Date*: Summer / 2010 Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

James M. Harkin 9-29-09
 Department Chair Date Department Chair (if cross listed) Date

Quinn Kelly 10/5/2009
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 10-20-09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

RECEIVED

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix MGEC Course 8283 Title Research Project

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action

Course Program

Modify Add Delete

Credit

Number

Title

Description

Other

Credit

Undergraduate

Graduate

Other*

*Variable credit must be explained

Frequency

Every Term

Yearly

Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

2009 OCT 21 PM 5:10

RECEIVED VISA

Prerequisite(s) _____

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010 Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 9-29-09
 Department Chair Date Department Chair (if cross listed) Date

Dianna J. Kelly 10/5/2009
 Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 10-20-09
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix READ Course 7260 Title Reading Strategies and Authentic Assessments

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Hours: Lecture/Lab/Total

Action

Course Program

Modify Add Delete

Credit

Number

Title

Description

Other

Credit

Undergraduate

Graduate

Other*

*Variable credit must be explained

Frequency

Every Term

Yearly

Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

2009 OCT 21 PM 5:10

RECEIVED VP/AA

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year)

Effective Date*: Summer / 2010 Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: Letter Grade Pass/Fail Other

Approval:

James M. Hopkins 9-29-09

Department Chair

Date

Department Chair (if cross listed)

Date

Quinn 10/5/2009

Dean of College

Date

Dean of College (if cross listed)

Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 10-20-09

Chair, Undergraduate Academic Programs Committee

Date

Chair, Committee on Graduate Studies

Date

Vice President for Academic Affairs

Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix READ Course 7282 Title Directed Readings in Education (variable credit hours 1-3)

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action: [x] Course [] Program; [] Modify [] Add [x] Delete; [] Credit [] Number [] Title [] Description [] Other

Credit: [] Undergraduate [x] Graduate [] Other*; *Variable credit must be explained

Frequency: [x] Every Term [] Yearly [] Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

[x] Library resources are adequate [] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year)

Effective Date*: Summer / 2010 Term/Year

Grading System: [] Letter Grade [] Pass/Fail [] Other

Approval:

Department Chair: [Signature] 9-29-09; Dean of College: [Signature] 10/5/2009

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

Chair, Undergraduate Academic Programs Committee Date; Chair, Committee on Graduate Studies Date: 10-20-09

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 6 2009

Current course catalog listing: (for modifications or deletions)

Prefix SEED Course 7254 Title Seminar in Teaching Composition

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Action: [x] Course [] Program. [] Modify [] Add [x] Delete. [] Credit [] Number [] Title [] Description [] Other.

Credit: [] Undergraduate [x] Graduate [] Other*. *Variable credit must be explained.

Frequency: [x] Every Term [] Yearly [] Other.

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

[x] Library resources are adequate [] Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

2009 OCT 21 PM 5:09

RECEIVED V/PAA

Prerequisite(s)

Present or Projected Enrollment: 0 (Students per year) Effective Date*: Summer / 2010

Grading System: [] Letter Grade [] Pass/Fail [] Other

Approval: [Signature] 9-29-09 Department Chair Date. [Signature] 10/5/2009 Dean of College Date.

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[Signature] 10-20-09 Chair, Undergraduate Academic Programs Committee Date. [Signature] Chair, Committee on Graduate Studies Date.

Vice President for Academic Affairs Date

Rationale for deleting this course:

This course is no longer offered and is not a part of any current program.

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix EDLE Course 6389 Title Initial Internship EDLE, II Hours: 0 / 4 / 2
Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

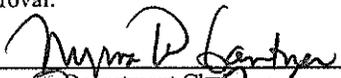
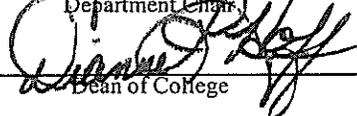
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) EDLE 6388

Present or Projected Enrollment: (Students per year) Effective Date*: Summer/2010
*For a new course, one full term must pass between approval and effective date. Term/Year

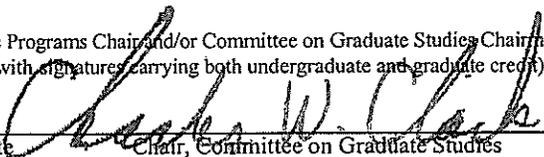
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-14-2009</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	<u>9/29/2009</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

			<u>10-20-09</u>
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>
<small>Vice President for Academic Affairs</small>	<small>Date</small>		

Department of Educational Leadership and Professional Studies

University of West Georgia

Teacher Support Services (Supplementary Certification Endorsement)

Rationale for Course Deletion

Background

Effective April 15, 2008, the Georgia Professional Standards Commission (PSC) created a new rule (PSC 505-2.300) that continues the redesign effort for educational leadership certification programs in the state. Among other things, the rule governed the redesign of graduate programs and established a new certificate structure.

The UWG Department of Educational Leadership and Professional Studies' new programs were among the first in the state of Georgia to be approved by the Professional Standards Commission.

Proposed Deletion

EDLE 6389 Initial Internship EDLE I is no longer offered in the new M.Ed. in Educational Leadership program.

MASTER OF EDUCATION
Administration & Supervision
 Program Sheet

Name: _____ SS#: _____
 Home Address: _____
 Home Phone: _____ E-mail: _____
 School Name: _____ School Phone: _____
 Present Certification (Field and Level): _____ Undergraduate Degree/Major: _____
 Colleges Previously Attended/Dates: _____

<u>Admission Requirements</u>	<u>Completion Dates</u>
_____ Undergraduate GPA	_____ Initial Advising
_____ GRE Scores	_____ Application for Candidacy
_____ Letters of Reference	_____ Graduation Forms
_____ Date Admitted to Graduate School	_____ Portfolio Review
_____ Advisor	_____ PRAXIS II

PLAN OF STUDY	Hrs	Gr	Semester Planned	Trf/Sub
A. Research Component (3 semester hrs.)				
1. EDRS 6302 Planning Research for School Improvement	3			
B. Professional Studies (9 semester hrs.)				
1. EDLE 7304 Administration of Special Ed Programs OR SPED 7704 Administration of Special Ed Programs	3			
2. EDLE 6322 Curriculum for Educational Leaders	3			
3. EDFD 7303 Culture & Society in Ed OR EDFD 7305 History of American Ed OR EDFD 7307 Critical Issues in Ed OR EDFD 7309 Philosophical Foundations of Education	3			
C. Content Specialization (24 semester hrs.)				
*1. EDLE 6312 Principles of Leadership	3			
2. EDLE 6314 School Business Management	3			
3. EDLE 6316 School Law & Ethics	3			
4. EDLE 6318 Human Resources Management	3			
5. EDLE 6320 Supervision of Instruction	3			
6. EDLE 6388 Internship Part I	1			
7. EDLE 6389 Internship Part II	2			
8. EDLE 7312 School & Community Relations	3			
9. EDLE 7385 Special Topics	3			
Total Program	36			

PROGRAM NOTES

1. Admission to this program requires a clear professional teaching or service certificate.
- *2. It is recommended that EDLE 6312 (Principles of Leadership) be taken in the **first semester** of M.Ed. Program.
3. Recommendation for a professional leadership certification requires program completion, posting a passing score on the Praxis II, and 3 years experience under a clear professional teaching or service certificate.
4. Students can take no more than 18 semester hours of off-campus classes.
5. Maximum of nine (9) semester hours for enrollment any semester, without specific permission of ELPS.
6. Graduation applications need to be completed before deadlines on UWG calendar.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

EDLE 6389**INITIAL INTERNSHIP - Part 2**

2 Semester Hours

Spring 2005

Instructor:

Office Location:

Office Hours:

Phone:

Email:

Fax: 678-839-6097

ONLINE SUPPORT:

WebCT Login and Help Page: <http://webct.westga.edu>

Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>

Ingram Library Information: <http://www.westga.edu/~library/info/library.html>

UWG Distance Education: <http://www.westga.edu/~distance/>

COURSE DESCRIPTION

This is the second part of a two-semester course sequence. The course is designed to link in-class experiences with the world of professional work. In collaboration with school officials, students will complete a school improvement project as part of the internship experience. Students are expected to complete a minimum of 150 clock hours of field experience during the two-course sequence (50 of which are devoted to the school improvement project).

Students enroll in EDLE 6388 (one semester credit hour) during the fall semester and EDLE 6389 (two semester credit hours) the following spring. The two-semester sequence provides students with leadership development activities directly linked to school improvement over the course of an entire school year.

CONCEPTUAL FRAMEWORK – COLLEGE OF EDUCATION

The conceptual framework of the College of Education at the State University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors or Learned Society standards (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National propositions (NBPTS, ISLLC) standards and Learned Society standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, ISLLC standards, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Note: All UWG College of Education conceptual framework descriptors and Interstate School Leaders Licensure Consortium standards (ISLLC) are printed at the end of this syllabus.

Interns will:

1. demonstrate a knowledge of leadership responsibilities in the school setting; (Decision Makers; Leaders; Proactive; Reflective; ISLLC Standards 1, 2, 3)
2. interact with community leaders for the betterment of his/her school and/or school system; (Collaborative; Culturally Sensitive; Empathetic; ISLLC Standards 4, 6)
3. complete a school improvement project; (Lifelong Learners; Adaptive; Knowledgeable; ISLLC Standards 3, 5)
4. complete experiences in each of the core functions of the educational leader through observation, participation, or lead responsibility; (Lifelong Learners; Adaptive; Knowledgeable; ISLLC Standards 3, 5)

5. demonstrate skill using productivity tools for professional use through development of an electronic portfolio; (Lifelong Learners; Knowledgeable; ISLLC Standards 1- 6).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Optional Texts:

1. Brown, G., & Irby, B. J. (2001). *The principal portfolio* (2nd ed.). Thousand Oaks, CA: Corwin Press.
2. Hessel, K. & Holloway, J. (2002). *A framework for school leaders : Linking ISLLC standards to practice*. Princetown, New Jersey: Pathways .
3. Holcomb, E. L. (2004). *Getting excited about data: Combining people, passion, and proof to maximinze student achievement* (2nd ed.). Thousand Oaks, Ca: Corwin Press.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:

Link to Conceptual Framework (CF): EDLE 6388/6389 is a two semester internship experience that provides opportunities for the beginning leadership practitioner to gain experience and competency in operational aspects of school leadership. Early in EDLE 6388, the intern will identify a field mentor who will help the student develop a systematic, year-long plan to engage in leadership activities (Assignment 1; Objective 4; CF Descriptors - Lifelong Learners, Adaptive, Knowledgeable; ISLLC 3, 5). In collaboration with the field mentor and additional school administrators, the intern will document 100 contact hours devoted to leadership responsibilities through observation, participation, and/or responsibility for completing tasks that are linked to the ISLLC Standards (Assignment 2; Objectives 1, 2, 4; CF Descriptors - Decision Makers, Leaders, Proactive, Reflective, Collaborative, Culturally Sensitive, Empathetic, Adaptive, Knowledgeable; ISLLC 1-6). The intern will develop a School Improvement Project with the potential for positively impacting the work of the campus at which s/he is employed; 50 contact hours will be devoted to the design and implementation of the School Improvement Project (Assignments 3, 4, & 5; Objective 3; potential for demonstrating all ten CF Descriptors; ISLLC 3, 5). The intern will create a personal educational platform that concisely articulates his/her core beliefs and attitudes regarding educational leadership (Assignment 6; Objectives 1, 2, 4; potential for demonstrating all ten CF Descriptors; potential for demonstrating all six ISLLC Standards). The intern will write one reflective "critical incident" that emerges from his/her leadership activities per semester; the reflective piece must be developed within the context of one of the six ISLLC standards (Assignment 7; Objectives 1, 2, 4; potential for demonstrating any of the ten CF Descriptors; potential for demonstrating any of the six ISLLC Standards). The intern will develop a draft version of his/her current résumé. The draft résumé is due at the conclusion of Fall, 2004, whereas the final version will be completed during EDLE

6389, Spring, 2005 (Assignment 8; Objective 5; CF Descriptors - Leaders, Reflective, Knowledgeable, Proactive; ISLLC 1-6). The intern will begin to develop his/her electronic leadership portfolio; the final electronic portfolio will be completed during EDLE 6389, Spring, 2005 (Assignment 9; Objective 5; CF Descriptors - Leaders, Reflective, Knowledgeable, Proactive; ISLLC 1-6). All leadership activities and various components of the school improvement project will be assessed individually and again, holistically, when the electronic portfolio and culminating learning activity are presented at the conclusion of the year-long internship in Spring, 2005.

Evaluation/Grading Procedures:

A grade of "S" or "U" will reflect the student's attendance and participation (to include on-line work), engagement with leadership activities, and written assignments.

CLASS OUTLINE

All assignments must be submitted by the due date.

Face-to-face class meetings are listed below:

If an intern is unable to attend one of the face-to-face meetings, the instructor reserves the right to require the intern to complete an alternate assignment AND meet with the instructor at a time/location appointed by the instructor. This may result in the intern having to make special arrangements in his/her work schedule to accommodate the alternative meeting date (e.g., taking a personal day from work at the intern's expense).

Individual professors will determine due dates for each of the following assignments; additionally, each professor will provide interns with detailed information to facilitate completion of each assignment.

Electronic Portfolio Components

- Résumé
- Leadership Activities Operation Plan (LAOP)
- LAOP Log Sheets (EDLE 6388 and 6389)
- Educational Platform
- 2 Critical Incidents (linked to ISLLC standards and LAOP activities)
- School Improvement Project

Academic Honesty

Interns MAY NOT turn in work for this course that has been turned in or completed in another class. If an intern turns in work for this class that has been completed as part of the academic requirements for another course, the intern will automatically receive an unsatisfactory 'U' grade in EDLE 6388. Note that EDLE 6388 is

offered ONLY during the fall semester, followed by EDLE 6389 in the spring semester. A satisfactory grade 'S' is a prerequisite for enrollment in EDLE 6389.

Interns are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when an intern uses or purchases ghost-written papers. It also occurs when an intern utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Uncatalog, Undergraduate Catalog, and Graduate Catalog.

**UWG College of Education
Conceptual Framework Descriptors/Learned Society Standards (D)**

- D1 Decision-Makers
- D2 Leaders
- D3 Lifelong Learners
- D4 Adaptive
- D5 Collaborative
- D6 Culturally Sensitive
- D7 Empathetic
- D8 Knowledgeable
- D9 Proactive
- D10 Reflective

ISLLC Standards

Interstate School Leaders Licensure Consortium Standards for School Leaders

Standard 1:

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2:

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4:

A school administrator is an educational leader who promotes the success of students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5:

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6:

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix EDLE Course 6390 Title Initial Internship for School Processes Hours: 0 / 6 / 3
Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
Lecture/Lab/Total

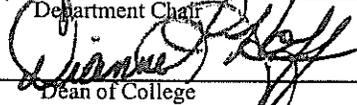
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Summer / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

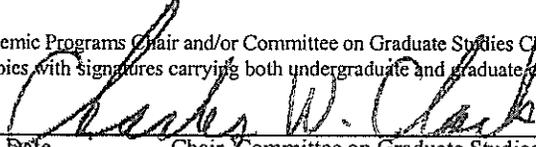
Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-14-2009</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	<u>9/29/2009</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

		<u>10-20-09</u>
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>
<small>Vice President for Academic Affairs</small>	<small>Date</small>	

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Department of Educational Leadership and Professional Studies
University of West Georgia
Teacher Support Services (Supplementary Certification Endorsement)
Rationale for Course Deletion

Background

Effective April 15, 2008, the Georgia Professional Standards Commission (PSC) created a new rule (PSC 505-2.300) that continues the redesign effort for educational leadership certification programs in the state. Among other things, the rule governed the redesign of graduate programs and established a new certificate structure.

The UWG Department of Educational Leadership and Professional Studies' new programs were among the first in the state of Georgia to be approved by the Professional Standards Commission.

Proposed Deletion

EDLE 6390 Initial Internship EDLE I is no longer offered in the new M.Ed. in Educational Leadership program.

**EDLE 6390
INITIAL INTERNSHIP IN SCHOOL PROCESSES**

3 Semester Hours

Fall 2007

Instructor:

Office:

Office Hours:

Phone:

Email:

Fax: 678-839-6097

Instructor's Mailing Address:

ONLINE SUPPORT:

WebCT Login and Help Page: <http://webct.westga.edu>

Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>

Ingram Library Information: <http://www.westga.edu/~library/info/library.html>

UWG Distance Education: <http://www.westga.edu/~distance/>

WebCT Help: (678) 839-6248

COURSE DESCRIPTION

Pre-requisite: 100 clock hours of field experiences documented and approved by the Field Mentor and professors of the five core courses (i.e., EDLE 6312, 6312, 6316, 6318, and 6320) in the *M.Ed. in Administration & Supervision* and *L5 Leadership Certificate Add-On* programs. Internship should be taken in the last semester of the student's program.

The internship functions as the capstone learning experience for initial certification in educational leadership and administrative processes. Since the course is designed to link in-class experiences with the world of professional world, students, in collaboration with school officials, will design and implement a school improvement activity as part of the internship experience.

CONCEPTUAL FRAMEWORK – COLLEGE OF EDUCATION

The conceptual framework of the College of Education at the State University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors or Learned Society standards (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National propositions (NBPTS, ISLLC) standards and Learned Society standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, ISLLC standards, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Note: All UWG College of Education conceptual framework descriptors and Interstate School Leaders Licensure Consortium standards (ISLLC) are printed at the end of this syllabus.

Interns will:

1. demonstrate a knowledge of leadership responsibilities in the school setting;

(Decision Makers; Leaders; Proactive; Reflective; ISLLC Standards 1, 2, 3)

2. interact with community leaders for the betterment of his/her school and/or school system;

(Collaborative; Culturally Sensitive; Empathetic; ISLLC Standards 4, 6)

3. develop a school improvement project;

(Lifelong Learners; Adaptive; Knowledgeable; ISLLC Standards 3, 5)

4. complete experiences in each of the core functions of the educational leader through observation, participation, or lead responsibility;

(Lifelong Learners; Adaptive; Knowledgeable; ISLLC Standards 3, 5)

5. demonstrate skill using productivity tools for professional use through development of an electronic portfolio;

(Lifelong Learners; Knowledgeable; ISLLC Standards 1- 6).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:

Link to Conceptual Framework (CF): EDLE 6390 provides opportunities for the beginning leadership practitioner to gain experience and competency in operational aspects of school leadership. The intern should have completed 80-100 hours of field experiences across the five core courses in the initial certification leadership program PRIOR to enrolling in EDLE 6390 Initial Internship. The five core courses are EDLE 6312 Principles of Leadership, EDLE 6314 School Business Management, EDLE 6316 School Law, EDLE 6318 Human Resources, and EDLE 6320 Instructional Supervision.

Field experiences not done during core courses will be completed during internship. Field experiences provide interns opportunities to engage in leadership responsibilities through observation, participation, and/or responsibility for completing tasks that are linked to the ISLLC Standards (Assignment 2; Objectives 1, 2, 4; CF Descriptors - Decision Makers, Leaders, Proactive, Reflective, Collaborative, Culturally Sensitive, Empathetic, Adaptive, Knowledgeable; ISLLC 1-6).

In addition to field experiences, the intern will:

- develop a School Improvement Project (SIP) with the potential for positively impacting the work of the campus at which s/he is employed. Fifty contact hours will be devoted to the SIP's design and implementation (Assignments 3, 4, 8, & 9; Objective 3; potential for demonstrating all ten CF Descriptors; ISLLC 3, 5).
- create a personal educational platform that concisely articulates his/her core beliefs and attitudes regarding educational leadership (Assignment 5; Objectives 1, 2, 4; potential for demonstrating all ten CF Descriptors; potential for demonstrating all six ISLLC Standards).
- develop a current résumé (Assignment 7; Objective 5).
- showcase his/her School Improvement Project through an online presentation. The SIP demonstrates the intern's ability to engage successfully in leadership and

- school processes (Assignment 9; Objective 3; potential for demonstrating all ten CF Descriptors; potential for demonstrating all six ISLLC Standards).
- showcase his/her online e-portfolio using Foliotek. The e-portfolio demonstrates the intern's growth and development as an educational leader throughout the L5 Leadership Program, as well as his/her ability to engage successfully in leadership and school processes (Assignment 10; Objective 5; CF Descriptors - Leaders, Reflective, Knowledgeable, Proactive; ISLLC 1-6).

Evaluation/Grading Procedures:

A grade of *S* or *U* will reflect the student's attendance and participation (to include on-line work), engagement with leadership activities, and written assignments. Students cannot earn an *S* in EDLE 6390 if field experiences are incomplete. Because university policy does not permit grades of *Incomplete* to be assigned for internships, students who earn a *U* in internship will have to repeat the semester.

CLASS OUTLINE

If an intern is unable to attend one of the face-to-face meetings, the instructor reserves the right to require the intern to complete an alternate assignment AND meet with the instructor at a time/location appointed by the instructor. This may result in the intern having to make special arrangements in his/her work schedule to accommodate the alternative meeting date (e.g., taking a personal day from work at the intern's expense).

Activities/Assignments/Forms	Due Dates
Telephone Conference Schedule a one-on-one phone conference with your instructor to discuss the development of your School Improvement Project (SIP).	
Field Mentor Identification Form* This form should be signed by both the intern and the intern's Field Mentor. Maintain the original in your files and provide a copy to your instructor.	
Documented Field Experiences for 5 Core Classes* Provide the signed Verification of Completion of Field Experiences Forms. Once Field Experiences are verified, upload supporting documents into Foliotek.	
Prospectus for School Improvement Project (SIP)* Use the form provided in the first class. Submit online through WebCT and bring hard copy to class.	
Educational Platform* Submit online through WebCT. Bring hard copy to class.	
Résumé* Submit online through WebCT and bring hard copy to class.	
School Improvement Project*	

(Online Presentation through WebCT)	
Electronic Portfolio (Foliotek) Submit Foliotek Electronic Portfolio link to instructor by due date.	

Notes on the School Improvement Project

This project provides interns the opportunity to appreciate the dynamic, on-going nature of meaningful school improvement. It is recommended that the intern work collaboratively with his/her Field Mentor to identify a School Improvement Project that will enhance the intern's professional growth as a school leader *and* positively impact the campus at which the intern is employed. The campus School Improvement Plan is an ideal document from which to work when selecting, designing, and implementing the EDLE 6390 School Improvement Project.

Much of the work of school leaders is related to problem-solving and decision-making in ambiguous settings. The School Improvement Project incorporates the learning and application of process skills that facilitate resolving difficult issues within uncertain environments, to include:

1. identifying a problem or clarifying an issue crucial to student learning and/or school operations;
2. framing the appropriate questions to gather pertinent information;
3. collecting information to gain insight into the problem or issue;
4. making sense of the information to answer the appropriate questions and establish options for action related to the resolution of the problem or issue; and
5. deciding what to do and how to do things (i.e., establishing strategies for action) that will resolve the issue or deal positively with the problem. Appropriate strategies promote actions with positive implications for educational practice. Such strategies may include activities for influencing policy related to the issue under investigation, action plans for long-range enhancement of school practice, or direct changes in classroom practice and/or school operations.

Note: A review of the relevant literature helps one clarify an issue and frame appropriate questions. Your School Improvement Project must include a brief review of the relevant literature.

Academic Honesty

Interns **MAY NOT** turn in work for this course that has been turned in or completed in another class. If an intern turns in work for this class that has been completed as part of the academic requirements for another course, the intern will automatically receive an unsatisfactory *U* grade in EDLE 6390.

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