MINUTES
University Faculty Council
University of Mary Washington
March 15, 2011

Members Present: Ernest Ackermann (Chairperson), Andrew Dolby, Leigh Frackelton, Kimberley Kinsley, Mary Beth Mathews, Marie McAllister, George Meadows, Angela Pitts, Suzanne Sumner, Jo Tyler (Secretary); President Richard Hurley, College of Arts and Sciences Dean Richard Finkelstein, College of Business Acting Dean Larry Penwell

Members Absent: Provost Jay Harper, College of Education Dean Mary Gendernalik-Cooper

Guests: Gail Brooks, Carole Garmon, Robert Greene, Louis Martinette, Marie Sheckels, Mukesh Srivastava, Marsha Zaidman, Associate Provost John Morello

1. Call to Order. Marie McAllister presented a gavel, as a gift from the American Association of University Professors, to UFC Chair Ernest Ackermann. The meeting was called to order by the Chair at 4:05 p.m. in the Red Room of the Woodard Campus Center.

2. Reading and Approval of Minutes. Members had received the minutes of the previous meeting of February 8, 2011, so a formal reading of the minutes was dispensed with. Ernest Ackermann called for additions or corrections. Andrew Dolby pointed out that in section 16 the vote was against including additional course designation abbreviations on the FAAR form. Marie McAllister moved that the minutes be approved as corrected, and the motion was approved unanimously by voice vote.

3. President’s Report. President Hurley reported that he had recently returned from a successful fundraising visit to Florida and will be traveling to New York and Boston in the near future. He also reported on some trends in undergraduate admissions: The overall number of applications has leveled off and the acceptance rate has increased; the percentage of out-of-state acceptances has declined. He would like faculty to be more involved in some initiatives such as Destination Days and Showcase, and will ask Department Chairs to encourage faculty participation as part of their service obligation.

4. Provost’s Report. John Morello announced that a search is underway to hire a director of the Writing Centers. The job description includes the different missions of the Fredericksburg and Stafford Writing Centers as well as working with both graduate and undergraduate students and students whose second language is English, plus an ability to utilize and develop technology support for the Writing Centers. There was brief discussion about the process of appointing members to search committees for administrative positions, and it was suggested that the University Faculty Organization Committee be consulted in the future. John Morello said that he had consulted with the CAS Faculty Organization Committee and with the Deans in appointing members for this search committee.

5. College of Arts and Sciences Dean’s Report. Richard Finkelstein announced that the Honors Program framework had been approved unanimously by the CAS Faculty Senate. Kelli Slunt has
agreed to chair the Honors Program Committee which will be developing the curriculum. Another proposal that was approved by the CAS Faculty Senate was to merge the Bachelor of Professional Studies into the Bachelor of Liberal Studies program. An ad hoc committee worked on this proposal which offers a lot of choice for students, including evening classes. Another development is the establishment of a committee, to be chaired by Tracy Citeroni, that will explore creating a major or minor in civil rights and social justice. Next year CAS will also begin looking at proposals for some masters degree programs. In discussion, it was suggested that curriculum development committees include student representatives, and that the form for ad hoc committees be used and submitted to the University Faculty Organization Committee. Dean Finkelstein also announced that there are 18 CAS faculty members up for tenure and/or promotion this year.

6. College of Business Dean’s Report. The COB sponsored a conference on global management, coordinated by Associate Dean Mukesh Srivastava, that was recently held in Las Vegas. Gail Brooks and other COB faculty have collaborated with CAS in developing the proposal for integrating the BPS into the BLS programs. The COB is developing its bylaws for inclusion in an appendix of the University Faculty Handbook.

In further discussion of the Faculty Handbook, Ernest Ackermann explained that only sections 1 through 7 and the promotion and tenure appendices are approved by the UFC. John Morello explained that the bylaws appendices for each college do not have to be complete and finalized this spring, since they do not have to be approved by the UFC or BOV. He recommends that there be at least an outline of the organization and committee structure of each college in the bylaws appendices of each college for the next meeting of the BOV.

7. College of Education Dean’s Report. Jo Tyler explained that Dean Gendernalik-Cooper was absent due to illness.

8. UFC Chairperson’s Report. Ernest Ackermann submitted a written report (see attachment 1).

9. Report of the Budget Advisory Committee. The report was submitted in writing (see attachment 2), and there were no questions.

10. Report of the University Faculty Handbook Committee. The report, dealing primarily with revisions to section 4 requested by President Hurley, was submitted in writing and accepted (see attachment 3).

11. Report of the University Oversight Committee on Faculty Evaluation Matters. The report was submitted in writing (see attachment 4). Carole Garmon explained that there remains one issue in dispute with the College of Education, namely the first paragraph of section 1.2 of the COE’s proposed document which explains a rationale for the criteria in the area of scholarship. The Oversight Committee recommended that this paragraph be deleted because it poses problems for the interpretation of the criteria. Jo Tyler and George Meadows, the UFC representatives from the COE, explained the rationale for including that paragraph. Andrew Dolby, the UFC representative on the Oversight Committee, expressed his view that the paragraph did not pose a serious problem and that the wording should be up to the COE. A question was raised of whether the faculty of the COE were in agreement about including the paragraph. Jo Tyler reported, and Marie Sheckels confirmed, that the wording of that particular
paragraph was approved on two separate occasions by the COE Faculty. Marie McAllister moved that the report of the Oversight Committee be approved. The motion was seconded by Angela Pitts, and approved by a show of hands, 5 to 3 with two abstentions. Ernest Ackermann thanked the Oversight Committee for its service.

12. Curriculum Reports. Ernest Ackermann explained that the UFC is acting as the Curriculum Committee this year. We have received proposals from all three colleges:

A. College of Arts and Sciences: Several curriculum proposals that had been approved by the CAS Faculty Senate were submitted (attachment 5). There were no questions, and the proposals were approved.

B. College of Business: The proposals submitted included several new courses, changes in the undergraduate requirements, and changes in undergraduate and graduate admissions (attachment 6). A question was raised about some courses that have COB prerequisites that could prevent a CAS student from taking the courses. After discussion, it was agreed that the proposals be approved with the understanding that the prerequisite issues would be resolved.

C. College of Education: The proposals submitted included revisions of prerequisites in the graduate Gifted program, new certificates in the graduate Special Education program, and new certificates in the graduate Teaching English as a Second Language program (attachment 7). There was no discussion and the proposals were approved.

13. Old Business. A proposal to make the University’s deadline for students to select the pass-fail option the same as the deadline for students to withdraw from a course had come from CAS (attachment 8). Marie McAllister moved that the proposal be approved and Suzanne Sumner seconded. After brief discussion the motion passed on a voice vote.

14. New Business. A proposal for University policies regarding students in the military had come from the Provost’s office in order to conform with SCHEV requirements (attachment 9). The proposed policies reflect current practices and include allowing students in the military to defer enrollment for a longer than standard period, and to allow military circumstances as grounds to change an Incomplete grade to withdrawal. The proposal was approved unanimously.

A proposal to revise section 2.4.3.4 of the Faculty Handbook regarding reporting by committees was offered by Charles Sharpless (attachment 10). The proposal was to include having committees submit reports to each college. Marie McAllister moved that the proposal be approved, and Andrew Dolby seconded. There was no discussion, and the motion passed on a voice vote.

A proposal to revise the wording of section 5.4.7 of the Faculty Handbook regarding office hours was offered by Robert Greene. The proposal was to change the word Beyond in the last sentence to Regarding. Andrew Dolby moved that the proposal be approved, and Angela Pitts seconded. After brief discussion the motion passed unanimously on a voice vote.

15. UFC to Conduct At-Large Faculty Elections. Ernest Ackermann announced that the UFC, acting as the University Faculty Organization Committee for this year, would conduct elections and make appointments for at-large positions on the newly created University faculty committees as well as to fill vacancies in at-large seats on the UFC. George Meadows was appointed as Chair pro-tempore. He explained the plan to conduct the at-large elections first and then to request names from each college for suggestions to fill the appointed at-large seats. At the same time, the colleges will need to make their elections and appointments for the representative seats
on each committee. Ernest Ackermann suggested that the elections be completed before the April 12 UFC meeting, and at that meeting we will make the at-large appointments. He also recommended that there be an organizational meeting of the newly constituted UFC in late April or early May to pass the gavel. Ernest Ackermann also pointed out that at the February UFC meeting we agreed that the Budget Advisory Committee would have one member from the Athletic Department, but that language did not appear in the Handbook language describing the committee. Therefore, he asked to ensure that one of the at-large appointees to that committee be a representative from the Athletic Department.

16. Process for Approval of Faculty Handbook. A special meeting of the UFC has been scheduled for April 5, 2011 to approve language of the revised Faculty Handbook. A general faculty meeting can be called by petition for April 8, following procedures in section 2.1.3 of the current Faculty Handbook, in case there are challenges to the UFC action. The final wording for the Faculty Handbook will be submitted to the Board of Visitors at its April 15 meeting. Suzanne Sumner asked if we should conduct forums before the April 5 UFC meeting to allow faculty an opportunity to raise issues about the proposed Handbook. After discussion, Ernest Ackermann said that he would schedule one forum on each campus, and asked that a brief summary of changes of particular interest to faculty be prepared. Jo Tyler offered to prepare the summary.

17. Honors Program Framework. Dean Finkelstein asked the UFC to approve the curricular framework that has been developed for an Honors Program at UMW (attachment 11). The program would see its first cohort in the fall of 2012 but will be advertised beginning during the 2011-12 academic year. Both the COB and CAS have formally issued statements in support of the proposal. Jo Tyler explained that the COE had also given approval at its February faculty meeting, but without a formal statement. Marie McAllister made a motion that the UFC endorse the motion that the CAS approved (attachment 12), and Angela Pitts seconded the motion. In discussion several issues were raised, including the number of students, the costs, whether or how changes to the curriculum could be made, and the issue of requirements versus flexibility. The language of the motion allows further revisions to be made in specific program requirements by a committee to be formed by the UFC. Ernest Ackermann suggested that the committee be charged to come up with a curriculum to start the program, that they present the curriculum by September 2011, and that the committee be appointed at the April 5 UFC meeting. Marie McAllister suggested the following charge and membership for an Honors Program committee: The committee is charged to “Bring forth course proposals to the curriculum committee, by getting feedback from all three colleges and making revisions to the program requirements if desired; create catalog language for program; consult with chairs and deans about staffing and resource issues.” The membership of the committee should be three members from the previous Honors Program Committee and two members from the UFC, plus the Honors Program Director, Kelli Slunt. Jo Tyler pointed out that since this committee has a specific charge with a deadline, it should be considered an ad hoc committee, and Ernest Ackermann asked George Meadows to set it up along with the other University committees. Andrew Dolby called the question on the original motion and it was approved by a unanimous voice vote. Marie McAllister made a motion, seconded by Kim Kinsley, to form the committee as discussed, and that motion was approved by a unanimous voice vote.

18. Alignment of International Baccalaureate and Advanced Placement Credits. Suzanne Sumner made a motion to allow students with IB courses to get credits similar to those with AP courses.
Angela Pitts seconded the motion. After discussion, it was recommended that the proposal be considered in each college before a decision by the UFC. Consequently, Suzanne Sumner withdrew the motion.

19. General Education Human Experience and Society Requirement. Suzanne Sumner reported that, in order to meet a SACS Core requirement of one course in the social/behavioral sciences, the CAS Faculty Senate had approved a change to this requirement so that one of the two courses must be selected from Anthropology, Economics, Geography, Linguistics, Political Science, Psychology or Sociology. Mary Beth Matthews explained that one problem with this motion was that it privileges the social sciences at the expense of the humanities. The issue will be referred to the other colleges for discussion and taken up again at the UFC’s April meeting.

There being no further business, the meeting was adjourned at 7:05 p.m.

Respectfully submitted,

Jo Tyler, Secretary
UFC Chairperson’s Report
March 14, 2011

A majority of the faculty in each college has approved the following two items
- Proposals for University-wide faculty committees as described in http://ufc.umw.edu/files/2011/02/Committee-Sections-of-Handbook-Proposals.pdf
- Revision of Section 2.3 of the University Faculty Handbook as described in http://ufc.umw.edu/files/2011/02/Revisions-Section2.3-FacHandbook.pdf

The approval of these items and the commitments they imply make a clear statement that the Faculty is making a substantial investment of time and effort into faculty governance and shared governance at the University of Mary Washington. I want to express my personal thanks to all involved in developing, commenting on, and supporting those items.

Our task now is to implement the University-wide faculty committees as approved. Because of his experience with faculty governance and as a chairperson of the Faculty Organization Committee of the College of Arts and Sciences, I have asked George Meadows to head up this effort. Additionally he will oversee the nominations and elections for the two at-large UFC seats that will become open at the end of this academic year.

The Oversight Committee for Faculty Evaluation Matters presents its report at our meeting. The committee Andrew Dolby, Carole Garmon, Margaret Mi, and Marie Sheckels worked along with the faculty in each of the colleges to fulfill its charge to
- Review the promotion and tenure guidelines proposed by each College for the Handbook, to ensure that such guidelines are clear and parallel to those of the other Colleges. Approved guidelines shall be recommended to the University Faculty Council in the form of suggested Handbook language.

Our task here is to consider the Committee’s report and accept it completely or in parts. Developing and reviewing the promotion and tenure guidelines is an important part of faculty governance. All involved have done a great deal of important work to serve the faculty setting the professional standards that will help to define the UMW faculty, and as such rightly deserve our appreciation.

Work on the University Faculty Handbook is moving forward at a pace that will allow us to have a final draft ready for our approval at our April 5, 2011 meeting. The two items on our agenda regarding the Handbook need our action at this meeting. We also need to discuss whether or when we will have forums regarding the Handbook on each campus.

We will consider the proposal for an Honors Program presented by Dean Finkelstein at this meeting. Both CoAS and CoB have brought forth motions regarding that proposal. The Board of Visitors, at its meeting in February, passed the following motion, "Consistent with the strategic Plan the Board approves the development of an Honors Program for UMW."

President Hurley has asked Provost Harper to work with faculty to develop a list of universities/
colleges that can serve as a “peer group that we will compare ourselves against to measure progress towards becoming the best.” Thanks to Jo Tyler and Kim Kinsley for volunteering to work with Provost Harper on this. I also am happy to work with that group. We will try to work quickly on this.

On Wednesday, March 16, 2011, at 3 PM, Kim Kinsley, Jo Tyler, and I will meet with the Executive Committee of the Board of Visitors. We have submitted the following list of items for an agenda:

- Discussion of changes to Faculty Handbook.
- Continue discussion from our meeting in the Fall regarding faculty salaries, sabbaticals
- Salary and Compensation study is currently underway. Plans and timeline for dealign with the results of that study.
- Setting priorities for upcoming state budget allocations, funds available from tuition increases.

Earlier that day, 8:30 AM to 2:00 PM) we will also participate in a Leadership Council Retreat. The objective of the retreat is to “create a University of Mary Washington brand platform. “

The next meeting of the UFC will be Tuesday, April 5, 2011, 4PM.
University of Mary Washington

Budget Advisory Committee 2010-11

February 4, 2011

George Washington Hall – Room 106

7:30 to 9:00 a.m.


- Approve Meeting Minutes of November 29, 2010.

The minutes were approved unanimously.

- Rick Pearce presented the Comparison Headcount Enrollments chart and explained that UMW had a total loss of 178 incoming freshmen students from the fall of 2009 to the fall of 2010. In state loss was 50 students and the number of out-of state students was a loss of 128. This has an estimated revenue impact of a loss of $1,376,342. The cumulative revenue over the next four years is much higher if you take into consideration the loss of revenue from room and board, at the bookstore, dining hall, etc.

- Paul Messplay then went into more details from the Comparison Headcount Enrollment chart. UMW is waiting to see what will happen this Sunday when the General Assembly has Crossover day for the House & Senate to present their state budgets to each other.

- Steve Greenlaw asked whether we should look at the budget proposals and current budgets from the VPs holistically. Questions arose why we are looking at budget requests & additional spending requests when we are in deficit. It was discussed whether the committee should have more information/details from the VPs. Questions arose whether it was our committees function to scrutinize the VPs total budget not just their requests for increases. From the discussion of the committee it was noted that the VPs have to make decisions regarding their budgets and may have to reallocate money from one area to another depending on the needs of their department and their support for various programs. The committee is only getting information on their requests for more money not how they are allocating their budgets.

- Provost Harper presented and explained his requests for additional funds. He explained that he has prepared a cumulative list of his department’s requests and prioritized these requests as presented on his spreadsheet.

- Joe Romero presented the UFC’s revised language for the budget advisory committee composed by Ernie Ackermann and that will be voted on by faculty late this month. The first topic was the constitution of the committee. Discussion took place as to the representation from the various Colleges and the total makeup of the committee. Gordon questioned whether the committee members should be selected or elected. Asper stated the committee should have someone from Athletics on the committee. Romero will send out specific questions for the committee to respond to by Monday, Feb. 7th.
• A special meeting was called for Monday Feb. 7th at 8am in GW 106 to complete the discussion on this topic.
• Meeting adjourned at 9:04am.

University of Mary Washington

Budget Advisory Committee 2010-11

February 11, 2011

George Washington Hall – Room 106

8:00 to 9:00 a.m.

Present: Messplay, Romero, Pearce, Asper, Tweedy, Gordon, Pratt-Fartro, O’Donnell, Greenlaw, Hall.

OLD BUSINESS:

Romero presented the amendments/adjustments for the minutes from 2/7/201. The minutes were presented and accepted with the amendments and passed – unanimously.

NEW BUSINESS:

Dana German – passed out a power point presentation (attachment) explaining the background information for the last two years for the Division of Information Technologies. This was an outstanding presentation to the history of the Department of Information Technologies and the challenges she has faced since accepting her position. German then explained her budget addition requests identifying priority rational (Tiers 1-7).

Question and Answer session followed German’s presentation:

Q: Have you ever benchmarked your budget to other institutions?  A: No, but it is on my short term to do list. That said, I’ve spoken with Longwood & JMU counterparts addressing specific questions regarding computer and equipment replacement programs: both JMU & Longwood are on 4 yr replacement cycles on their campuses. JMU’s central IT budget and personnel supports about 2300 computers for faculty, staff and public computing labs. Many of the discipline specific labs and classrooms are supported by technicians within those departments. So, even though JMU is a much larger university, their central IT department, with significantly more staff and presumably more money, supports the same number of computers that our IT team supports. German explained that in the relatively short time she’s been the CIO, she hasn’t been able to do a full benchmark but anticipates collecting that information in the next year.

Q: There seems to be overlap between the IT budget and Academic Affairs.  A: Yes indeed there is! Some things started elsewhere have a way of migrating to the IT budget becoming things that we need to support. Starfish is an example.
Q: Is Starfish a done deal? A: No – there is a current RFP evaluation underway, being lead by JoAnne Schrass. No award has been finalized.

Q: Can we cull use data on something like Starfish? A: Likely, but this may be a question for the vendor as Starfish is externally hosted.

Messplay – addressed the Preliminary Analysis of House and Senate Budget Amendments.

Meeting adjourned at 9:05am

Respectfully submitted – Dana Hall
UNIVERSITY FACULTY HANDBOOK ADVISORY COMMITTEE

Report John T. Morello, Faculty handbook Committee Chair, to the UFC Meeting on March 15, 2011

Summary of actions taken regarding by the Committee the Handbook draft

On Monday, February 21, 2011, I emailed the members of the Faculty Handbook Advisory Committee to inform them about some interactions I had that morning with President Rick Hurley. The UFC Chair’s report to the Board of Visitors, presented at their meeting on February 19, referred briefly to some of the impending Faculty Handbook revisions regarding financial exigency decisions, termination of faculty appointments, and so forth. Rick Hurley asked me if there was anything in the new Handbook section that would undermine the president’s authority. I shared the proposed section 4 of the Faculty Handbook with him, and he expressed some reservations.

First, he did think that the proposed new language could potentially restrict the authority of the Provost and the President too much. Even though there was language about the President and the Board retaining final authority on these matters, it struck Rick that the procedures might become too confrontational given the way some of the requirements were expressed. He preferred that the language be revised to indicate that the Provost and President would lead on such matters (and collaborate with faculty) rather than react to faculty decisions.

Second, regarding the matter of appeals to the Board, Rick said that the only time Board should be involved in appeals was in the case of an alleged violation of due process. This was his sense of the Board’s preference, and it is consistent with the typical appeal role the Board has performed.

Finally, Rick believed the UFC should take the lead in collaborating with the Provost (and ultimately the President) rather than other specified committees. He acknowledged that the UFC could delegate such a task to other committees. His suggestion was that the language in some parts of the proposed policy might be better if it indicated “UFC or other committee of their choosing.”

I adjusted some parts of the section 4 draft to take these concerns into account. The changes were minimal, but important. After reviewing the changes, Rick said they addressed his concerns.

When writing to the committee, stated that I did not believe the changes altered the spirit or clarity of the procedures outlined in section 4. My interest was in trying to facilitate that the Handbook be approved, and to avoid having the document get hung up. I asked the Committee let me know if they had questions or concerns. Each member of the Committee replied-- all said that the changes were fine. The changes incorporated are included in this report (beginning on the next page).

Other than that, there is nothing significant to report. The draft of the Faculty Handbook has been posted since February 21, and is available at: http://www.umw.edu/provost/faculty_handbook/univfachbkaug2011/default.php

I have received no other comments about it thus far.

The remaining work on the Handbook draft is to correct Appendix F (to incorporate changes to the CAS Committee structure as passed at the Faculty Senate meeting on March 9, 2011), and to include a more complete description of the committee structure and faculty governance in the College of Business and the College of Education (once those documents are prepared by the colleges) for Appendix G and H.

--Changes to language of Faculty Handbook, Section 4, start on the next page--
SECTION 4

PROCEDURES REGARDING
TERMINATION OF FACULTY APPOINTMENTS
BEFORE THE END OF THE APPOINTMENT TERM,
AND SANCTIONS FOR VIOLATIONS OF POLICY

4.1 TERMINATION OF AN APPOINTMENT BEFORE THE END OF THE TERM SPECIFIED IN THE FACULTY MEMBER’S APPOINTMENT LETTER (CONTRACT)
Termination of a tenured or tenure eligible appointment, or of a probationary or specified-term appointment before the end of the term specified in the contract, may occur (a) under extraordinary circumstances because of financial exigency that threatens the University as a whole, or (b) because of the discontinuance of a specific program or department of instruction within a college.

4.1.1 Financial Exigency
Financial exigency is an imminent financial crisis that threatens the University as a whole and that cannot be alleviated by less drastic means than termination of academic appointments. The existence of a condition of financial exigency shall be determined and declared by the president of the university following consultation with the University Budget Advisory Committee. The criteria for selecting appointment(s) to be terminated shall be determined by the Provost following consultation with the University Faculty Council (UFC). However, ultimate authority over these decisions rests with the President and the Board of Visitors.

4.1.1.1 Once the President and the University Budget Advisory Committee have determined the substantive standards for financial exigency (as defined above) have been met, but before any faculty appointment is terminated, the Provost will meet with the UFC and ask the UFC to affirm that a condition of financial exigency exists. Although the UFC’s response is not binding on the President, should the UFC determine that the substantive standards have not been met, that opinion will be entered into the record and forwarded to the University Faculty Affairs Committee and, if necessary, to the Board of Visitors should the faculty member(s) whose positions have been reassigned or terminated appeal the decision.

4.1.1.2 The Provost in consultation with the University Faculty Affairs Committee (UFAC) shall determine the criteria for identifying the individuals whose appointments are to be terminated. The criteria may include consideration of length of service. The Provost and the Committee should consult all concerned programs or departments as part of its deliberations, and follow to the extent possible the AAUP Guidelines “On Institutional Problems Resulting from Financial Exigency.” Before recommending termination of an appointment, the Provost and the Committee shall make every effort to find another suitable position at the University for the affected faculty member(s).
4.1.1.3 If the University terminates faculty appointments because of financial exigency, it will not at the same time make new faculty appointments, or retain non-tenured faculty while terminating tenured faculty, except in extraordinary circumstances where a serious distortion of the University’s academic program would otherwise result. If the administration issues written notice to a particular faculty member of the intention to terminate his or her appointment because of financial exigency, the faculty member may appeal the decision to the University Faculty Appeals and Grievance Committee within thirty calendar days of receipt of notice of intent to terminate. The hearing will be governed by the hearing procedures set forth in §4.2.

4.1.2 Discontinuance of a Program or Department of Instruction A decision to terminate academic appointments resulting from the discontinuance of a program or department of instruction not compelled by financial exigency (as defined in 4.1.1 above) must reflect long-range institutional judgments that the educational mission of the University as a whole will be enhanced by the discontinuance.

4.1.2.1 The determination that it is in the best interest of the University’s educational mission to discontinue the program or department, and the identification of the criteria for selecting the appointment(s) to be terminated or reassigned, shall be made by the Provost in consultation with UFC (or a committee of their choosing). However, ultimate authority over these decisions rests with the President and the Board of Visitors. Once the President and the UFC have determined that the substantive standards for discontinuance of a program have been met (as defined above), but before any faculty appointment is terminated, the Provost will request that the UFC affirm that the discontinuance of a program or department of instruction reflects long-range institutional judgments that the educational mission of the University as a whole will be enhanced.

4.1.2.2 Although the UFC’s response is not binding on the President, should the UFC determine that the substantive standards have not been met, that opinion will be entered into the record and forwarded to the University Faculty Affairs Committee and, if necessary, to the Board of Visitors should the faculty member(s) whose positions have been reassigned or terminated appeal the decision (see §4.5.3).

4.1.2.3 The Provost shall determine the criteria for identifying the individuals whose appointments are to be terminated or reassigned following consultation with the University Faculty Council or (or a committee of their choosing). The criteria may include consideration of length of service. The committee should consult all concerned programs or departments as part of its deliberations. Before terminating an appointment, the committee and the Provost shall make every effort to find another suitable position at the University for the faculty member, even if such an appointment requires retraining. If the University plans to discontinue a program or department of instruction for reasons other than financial exigency, it should likewise plan to bear the costs of relocating or retraining affected faculty members placed in another position within the University.

4.1.2.4 If the administration issues notice to a particular faculty member of an intention to terminate or reassign his or her appointment because a program or department of instruction is to be discontinued, the faculty member may appeal the decision to the University Faculty Appeals and Grievance Committee within thirty calendar days of receipt of notice of the intent to terminate. The hearing will be governed by the hearing procedures set forth in §4.2 (below).
4.2 APPEAL PROCEDURES IN CASES INVOLVING TERMINATION OR REASSIGNMENT OF FACULTY APPOINTMENTS PRIOR TO THE END OF THE SPECIFIED APPOINTMENT (CONTRACT) TERM

The University Faculty Appeals and Grievance Committee (FAGC) shall make findings of fact, conclusions, and recommendations in a timely manner and issue a written report to the Provost and the faculty member(s). The findings of the University Faculty Council (UFC) shall be introduced.

4.2.1 FAGC Consideration

The FAGC shall consider the following as part of deliberations.

4.2.1.1 Whether the administration followed the procedures set forth above (the FAGC may consult with the UFC as needed). If the FAGC discovers a procedural irregularity, it shall indicate to the Provost in writing the nature of the irregularity and the point at which the process should resume.

4.2.1.2 The existence and extent of the condition of financial exigency or the conclusion that the educational mission of the University as a whole will be enhanced by the discontinuance of a program or department of instruction, if the UFC has not affirmed the decision of the administration. In that case, the burden shall rest with the administration to demonstrate its case. If the UFC has affirmed the decision, the FAGC will not reevaluate the decision.

4.2.1.3 The validity of the educational judgments and criteria used to determine which appointments are to be terminated.

4.2.1.4 Whether the criteria are being properly applied in the individual case.

4.2.2 FAGC Findings

If the Committee (.1) finds no procedural irregularities meriting reconsideration of the administrative decision to terminate, (.2) does not disagree with (or does not reevaluate) the decision as to the existence of financial exigency or that discontinuance will enhance the educational mission, (.3) does not find invalid the judgment and criteria for selecting appointments for termination, and (.4) does not find misapplication of those criteria in the case at hand, its decision shall be final, subject to appeal as described below.

4.2.3 Provost Review of FAGC Findings

In all other cases, within thirty calendar days of receipt of the report, the Provost shall (1) provide an opportunity for written response by the faculty member, (2) accept or reject the recommendation of the FAGC, and (3) state the reasons for acceptance or rejection in writing to the FAGC and the faculty member.

4.2.4 Appeal of Findings by FAGC and/or the Provost

If the FAGC or the Provost recommends termination, the faculty member will then have 30 calendar days after receipt of notice from the Committee or Provost, respectively, to appeal the decision to the President and the Board of Visitors per the procedures outlined in §4.5.
no later than 14 calendar days after receipt of such letter.

4.5.1.2 Written Report of Appeal Finding The FAGC shall provide a written report of its findings to the accused faculty member, the appropriate committees and administrative officers involved, and the President not later than 30 calendar days after the date of the accused’s request for reconsideration is filed with the Committee. If the FAGC finds that the accused’s case was not given adequate consideration, it shall indicate in its report the respects in which it believes the consideration may have been inadequate and the point in the process at which reconsideration is to begin. If the FAGC finds that the accused’s case received adequate consideration, the Committee’s determination shall be final.

4.5.2 Appeal to the President In the case of dismissal or other major sanction, the faculty member may appeal to the President within 15 calendar days of receipt of the written sanction from the Provost. If the faculty member appeals to the President, the Provost will transmit to the President the record of the case. The President’s review will be based on the record of the formal hearings; the President will determine whether his/her review will provide opportunity for oral or written argument or both, by the parties at the hearings or by their representatives. The decision of the Provost will either be sustained, or the proceeding returned to the Provost or the FAGC, depending on where the earliest disagreement occurs, with specific objections and/or instructions. The Provost or the FAGC will then reconsider, taking into account the President’s stated objections and receiving new evidence if necessary. The President will make a final decision only after study of the report of reconsideration; the decision will be transmitted to the faculty member in writing.

4.5.3 Appeal to the Board of Visitors If a decision for dismissal or major sanction is appealed to the President, the President renders the final decision on the substance of the appeal. A faculty member may request, through the President, that a further appeal to the Board of Visitors is warranted on the grounds that the faculty member’s due process rights were not properly followed during the procedures for determining that violation of university policy had occurred. A claim that the faculty member’s due process rights had been abridged is the only grounds for requesting that the President notify the Board of Visitors of the faculty member’s request for an appeal to the Board. The determination of whether the faculty member’s due process rights were violated will be made by the Office of the Attorney General of the Commonwealth of Virginia.

4.6 ALLEGATIONS OF INCOMPETENCE, NEGLECT OF DUTY, OR MISCONDUCT Incompetence, neglect of duty, or misconduct must be of such a nature as to render the individual unfit to continue as a member of the faculty. Adequate cause for sanctions including dismissal must be related directly and substantially to the fitness of faculty members in their professional capacity as academicians. Dismissal shall not be used to restrain faculty members in their lawful exercise of any individual legal rights.

4.6.1 Inquiry When a program director, department chair, or college dean receives an allegation or finds evidence that a faculty member under his or her supervision may be guilty of
To: University Faculty Council  
From: Oversight Committee on Faculty Evaluations Matters  
Subject: College Promotion and Tenure Handbook Guidelines for:  
College of Business  
College of Education  
College of Arts and Sciences  
Date: March 5, 2011

The Oversight Committee on Faculty Evaluations Matters (OCFEM) reviewed the Promotion and Tenure documents of the three Colleges and submitted its recommendations to each College’s respective Promotion and Tenure Committee. In accordance with the directives issued by the University Faculty Council (UFC), the OCFEM made recommendations intended to ensure that the Promotion and Tenure guidelines of each College are clear and that a university-wide parallelism be established while recognizing the specifics within each College.

Duties included:
  1. The redistribution of criteria among teaching, professional activity, and service.  
  2. Editorial revisions.  
  4. Revisions in regards to terms of service on P&T committees.  
  5. Revision in the COE document that all tenured faculty within a department be invited to write a letter for a candidate for tenure or provide a letter of abstention.  
  6. The development of a pre-tenure mentoring and review system.

Request sent to the Deans of the three Colleges:

In regards to the promotion and tenure discussion initiated by Provost Harper at the CAS senate meeting dated Dec. 1, 2010, the UFC Oversight Committee would like to make the following suggestions:

As we prepare for the future of UMW and attempt to identify some potential issues with promotion and tenure across campuses, we ask that the deans meet with the chairs of their programs and determine a mentoring system to aid candidates as they prepare for promotion and/or tenure.

It would be beneficial to have the chairs work together on this, rather than taking it back to the department and working separately. There needs to be consistency in the mentoring for all candidates. We are not concerned with individual department requirements (micro-managing); this is an attempt to rectify past issues in the process leading up to faculty evaluation matters.

Some things to consider:

a. Establish a committee to mentor the candidate.

b. Require class visits by committee mentors and any tenured faculty that will write a letter of support.
c. Require a three-year (mini-tenure) review.

7. Additionally, the committee reviewed the UFC proposal to assign university P&T oversight to the UFAC and to charge it with appointing one of its members to P&T appeals committees as necessary. The OCFEM is in support of this proposal.

Final actions:

1. The COB P&T sections were revised and accepted by the COB P&T Committee and faculty body. The final document has been forwarded to John Morello.

2. The COE P&T sections were revised and accepted by the COE P&T Committee and faculty body except for one area under:

1.2 Criteria for the Evaluation of Scholarship and Professional Development.

The overarching umbrella which guides the College of Education's principle of professional, scholarly, and creative activity derives from Ernest Boyer's statement on the Scholarship of Engagement (1990). Boyer expressed the belief that scholarship within the field connect to our most pressing social, civic, and ethical problems, and to the community at large (educators, schools, and communities). Thus, in the field of education, the traditional categories of professional activity, scholarly activity, and creative activity overlap to a great extent with each other and with the traditional category of Service. In the category of Scholarship and Professional Development, consideration for the award for tenure in the College of Education places emphasis on activities that involve the acquisition and dissemination of knowledge—whether through discovery (research toward intellectual advancement in the academic field), integration (bringing new insight to the research of others), or application (engaging in service activities that are directly connected to one’s special field of knowledge (Boyer, 1990).

Note from our committee: While the committee does not disagree with this segment, we assert that this section is superfluous to the P&T process and that this document should focus on a candidate’s performance and professional conduct and potential to make ongoing contributions to the College, University, and discipline. Also problematic: not all members of the COE are in agreement, academic freedom, potential risk for retaliation in the case of a problematic file.

The final document has been forwarded to John Morello with the following insertion (provided by COE) under 1.2 Criteria for the Evaluation of Scholarship and Professional Development:

FAC and Oversight members are divided on the inclusion of Boyer in this document – will defer to the UFC for final decision on inclusion or not.

3. The CAS P&T changes to the Handbook language were accepted and have been forwarded to John Morello. The CAS committee has expressed their opinions about the proposed draft language for the
faculty handbook in a letter to Suzanne Sumner, president of the CAS Faculty Senate. Results are pending
Present:

Voting members:
- Stephen Davies, chair – Computer Science
- Theresa Grana – Biological Sciences
- Randall Helmstutler, secretary – Mathematics
- Gary Richards – English, Linguistics and Communication
- Bob Rycroft – Economics
- Sarah Staunton – student representative (junior, International Affairs)
- Marie Wellington – Modern Foreign Languages

Non-voting members:
- Rosemary Barra – Interim Dean, CAS
- Susan Colbow – Registrar’s Office
- Renee Davis – Simpson Library
- John Morello – Associate Provost
- Suzanne Stewart – Registrar’s Office

Chair Stephen Davies called the meeting to order at 4:40 p.m.

New Business

A new special major proposal from Tolani Adebanjo (Biochemistry) was approved as a 39-credit major with the electives removed from the original proposal. The committee returned three new special major requests.

The committee approved special major resubmissions from Sajia Alaha Ahrar (Human Rights) and Patricia Callahan (Popular Media Journalism). The committee returned one resubmission.

Revisions to previously-approved special majors were approved for Rebecca Forer (Linguistics), Alexandra Jaffee (Linguistics and Child Language), and McKenna Lehman (Communication).

The committee voted to instate a new policy regarding resubmissions of special major proposals that have been denied. Resubmissions of such proposals must now be reconsidered by the committee no more than two meetings after the original proposal was denied. If the resubmission occurs later than this it will be considered a new proposal and subject to the same credit constraints as all new proposals.

The committee held elections for its officers to serve in the 2010-2011 academic year. Randall Helmstutler (Mathematics) was elected as chair and Gary Richards (English, Linguistics and Communication) as secretary.

The meeting adjourned at 5:50 p.m.

Respectfully submitted,

Randall Helmstutler
Minutes of the Curriculum Committee  
University of Mary Washington  
15 September 2010

Present:
Voting members:
- Randall Helmstutler, chair – Mathematics  
- David Ambuel – Classics, Philosophy, and Religion  
- Alyssa Clifford – student representative (sophomore, International Affairs)  
- Jen Crystle – student representative (sophomore, English)  
- Theresa Grana – Biological Sciences  
- Marisa Martinez-Mira – Modern Foreign Languages  
- Gary Richards, secretary – English, Linguistics and Communication  
- Marie Wellington – Modern Foreign Languages  

Non-voting members:
- Ana Chichester – Associate Dean, College of Arts and Sciences  
- Susan Colbow – Registrar’s Office  
- Renee Davis – Simpson Library  
- John Morello – Associate Provost  
- Suzanne Stewart – Registrar’s Office

Chair Randall Helmstutler called the meeting to order at 4:01 p.m., offering welcome remarks and facilitating introductions.

Randall relayed that John Morello has invited the committee’s suggestions concerning the design of the committee’s website with the goal being improved user-friendliness. Discussion will follow at the next meeting.

The committee approved a proposal from the Department of Political Science and International Affairs for a new course, PSCI 387: Security and Conflict Studies. (The committee did suggest departmental exploration of an increase in library resources as related to this course.)

The committee approved a proposal from the Department of Art and Art History for a new course, ARTS 341: Multiple Imaging.

The committee approved a proposal from the Department of Earth and Environmental Sciences for a new course, EESC/GEOL 493: Honors Research.

The committee approved three resubmitted proposals from the Department of Classics, Philosophy, and Religion, feeling that previously articulated concerns had been successfully addressed. The first was for a new course, PHIL 110: Introduction to Law and Legal Writing. The second was for a new course, PHIL 275: Mock Trial Practicum. (The committee did request departmental clarification of the proposed frequency of the offering of the course and suggested catalog copy addressing the limits of course repeatability and inapplicability to the major. The final catalog number was revised and approved after the meeting.) The third was for a new
course, PHIL 425: Philosophy Tutoring Practicum. (The committee did suggest catalog copy addressing the limits of course repeatability.)

The committee approved two proposals from the Department of Music for new courses: MUPR 216: Class Guitar II and MUPR 344G: Guitar Ensemble.

The committee approved a proposal from the Department of Earth and Environmental Studies to revise the Environmental Sustainability Minor by adding EESC 326: Pollution Prevention Planning and EESC 330: Environmental Regulations Compliance to the list of elective courses allowed for the minor. A student may take one of these within the core requirements of the minor and allow the other to function as an elective.

The committee approved a proposal from the Department of Chemistry to change the prerequisites and catalog description for CHEM 383, 384: Physical Chemistry I, II. To allow greater flexibility for students in meeting prerequisites, those are changed to CHEM 112, MATH 122, and either PHYS 102 or PHYS 106.

The committee approved a resubmitted proposal from Kathleen Russell for a special major (Financial Mathematics).

The committee approved proposals revising the special majors of Alessandra Askins (Italian Studies) and Austin Broderick (Urban Environment).

The meeting adjourned at 5:30 p.m.

Respectfully submitted,

Gary Richards
Minutes of the Curriculum Committee  
University of Mary Washington  
20 October 2010

Present:
Voting members:
- Randall Helmstutler, chair – Mathematics
- David Ambuel – Classics, Philosophy, and Religion
- Alyssa Clifford – student representative (sophomore, International Affairs)
- Jen Crystle – student representative (sophomore, English)
- Theresa Grana – Biological Sciences
- Marisa Martinez-Mira – Modern Foreign Languages
- Gary Richards, secretary – English, Linguistics, and Communication
- Marie Wellington – Modern Foreign Languages

Non-voting members:
- Ana Chichester – Associate Dean, College of Arts and Sciences
- Susan Colbow – Registrar’s Office
- Renee Davis – Simpson Library
- Suzanne Stewart – Registrar’s Office

Chair Randall Helmstutler called the meeting to order at 4:02 p.m.

The committee approved a proposal from the Department of Political Science and International Affairs for a new minor in Security and Conflict Studies. (The committee did suggest clarification of the internship credits that may be applied within this minor and removal of one of the elective courses.)

The committee approved a proposal from the Department of Geography to revise the major in Geography. GISC 351: Spatial Analyses, Data Models, and Modeling was added to the options to complete the major’s research methods requirement, with catalog copy changed to reflect this addition. (The committee did suggest clarification of catalog copy.)

The committee approved a proposal from the Department of Geography to change the title and course description of GISC 450: ArcObjects Programming to GISC 450: GIS Programming.

The committee approved a proposal from the Department of Biological Sciences to change the prerequisites for BIOL 323: Entomology. These prerequisites changed from BIOL 211: Cellular Biology to BIOL 121-122: Biological Concepts I, II or BIOL 125-126: Phage Hunters I, II; CHEM 111-112: General Chemistry I, II.

The committee approved a proposal from the Department of Mathematics to change the credit hours for MATH 205: Selected Topics in Mathematics from 3 credits to 1-3 credits.

The committee approved a resubmitted proposal from Victoria Wong for a special major (Environmental Communications).
The committee returned six proposals for special majors and invited resubmissions.

Randall Helmstutler reported on changes in the design of the committee’s website.

The meeting adjourned at 5:14 p.m.

Respectfully submitted,

Gary Richards
Minutes of the Curriculum Committee
University of Mary Washington
12 November 2010

Present: Voting members:
• Randall Helmstutler, chair – Mathematics
• David Ambuel – Classics, Philosophy, and Religion
• Alyssa Clifford – student representative (sophomore, International Affairs)
• Jen Crystle – student representative (sophomore, English)
• Theresa Grana – Biological Sciences
• Gary Richards, secretary – English, Linguistics, and Communication
• Marie Wellington – Modern Foreign Languages

Non-voting members:
• Ana Chichester – Associate Dean, College of Arts and Sciences
• Suzanne Stewart – Registrar’s Office
• Renee Davis – Simpson Library

Chair Randall Helmstutler called the meeting to order at 4:02 p.m.

The committee approved revised language addressing the role of special major advisors as featured on the committee’s webpage. Randall will circulate final copy to the committee and have Ana Chichester post the revision.

The committee approved a number of items, as listed below. Approved actions involving individual courses meet the deadline to become effective Summer 2011. Approved actions involving majors and minors meet the deadline to become effective Fall 2011 and to be included in the 2011-2012 Academic Catalog.

The committee approved a proposal from the Department of History and American Studies for a new course, HIST 396: History of Sexuality in the U.S.

The committee approved a proposal from the Department of Computer Science to change the number of credits for CPSC 330: Object-Oriented Analysis and Design from three to four credits and to change both tracks of the major in Computer Science to reflect this change in credits.

The committee approved a series of proposals from the Department of Classics, Philosophy, and Religion: to delete PHIL 405: Freud; to create a new course, PHIL 260: Freud’s Greatest Hits (contingent that the course not be equated with FSEM 100: Freud: Images and Interpretations); to create a new course, PHIL 226: Medical Ethics; and to create a new course, PHIL 160: Introduction to Ethics. The committee also approved the following prerequisites:

PHIL 318: Philosophy of Religion: at least one course in Philosophy or permission of instructor
PHIL 320: Philosophy of Law I: junior or senior standing or permission of instructor
PHIL 325: Philosophy of Law II: junior or senior standing or permission of instructor
PHIL 330: Environmental Ethics: junior or senior standing or permission of instructor
PHIL 331: *Topics in Philosophy*: at least one course in Philosophy or permission of instructor

PHIL 335: *Ethical Theory*: junior or senior standing or permission of instructor

PHIL 342: *Phenomenology*: at least one course in Philosophy or permission of instructor

PHIL 343: *Existentialism*: at least one course in Philosophy or permission of instructor

PHIL 354: *Philosophy of Education*: at least one course in Philosophy or permission of instructor

PHIL 481: *Readings in Philosophy*: at least one course in Philosophy or permission of instructor

PHIL 485: *Research in Philosophy*: senior standing, Philosophy major

The committee also approved proposals to create two new courses, CLAS 103: *Ideas and Culture: Greek Civilization* and CLAS 105: *Ideas and Culture: Roman Civilization*, and to revise the three major concentrations in Classics to reflect these changes. The committee deferred approval of a proposal to delete CLAS 101: *Ideas and Culture: The Classical Tradition* until CLAS 103 and CLAS 105 have been approved by the General Education committee. The committee invited the Department to resubmit the proposed deletion at that time as well as to submit a transition plan to address Classics majors who may be affected by these changes. The committee also approved the following prerequisites:

- **CLAS 310: Women in Antiquity**: Art History 114 or Classics 103 or Classics 105
- **CLAS 380: Archeology of the Greek and Roman World**: Art History 114 or Classics 103 or Classics 105
- **CLAS 390: The Ancient City**: Art History 114 or Classics 103 or Classics 105

Finally, in regards to the proposals from the Department of Classics, Philosophy, and Religion, the committee approved revisions in the requirements for the major in Philosophy and in the requirements for the pre-law concentration in Philosophy to reflect the deleted and added courses.

The committee approved a series of proposals from the Department of Mathematics: to revise the major in Mathematics to include MATH 207: *History of Mathematics* as an elective and to remove CPSC 302: *Computer Ethics* as an elective; to revise the minor in Mathematics to include MATH 207: *History of Mathematics* as a course that can be applied within the minor; to change the prerequisites for MATH 351: *Numerical Analysis* from “Mathematics 300 or Mathematics 312 or Computer Science 220” to “Mathematics 223 and either Mathematics 300 or Mathematics 312”; and to change the course number for *Statistical Methods* from MATH 210 to MATH 280 and to revise the minor in Applied Mathematics to reflect this change in course number.

The committee approved changes to the special majors of Kaylee McDowell (Linguistics Lang Develop) and Alexandra Jaffee (Ling & Child Language).

The committee returned two resubmitted special majors and invited second resubmissions.
The committee approved a proposal from Alexandra Crowder for a special major (Archaeology) and returned and invited resubmission for an additional proposal for a special major.

The meeting adjourned at 6:04 p.m.

Respectfully submitted,

Gary Richards
Chair Randall Helmstutler called the meeting to order at 4:01 p.m. in Trinkle 119.

With Dean Richard Finkelstein, the committee continued its discussion of the proposal for the Honors Program and voted to endorse the general features and structures of the proposed program while registering concerns about the logistics of implementation by the fall of 2012.

With minor changes to the proposed catalog descriptions, the committee approved proposals from the Bachelor of Liberal Studies Program for two new courses, BLST 491: Individual Study (3 credits) and BLST 499: Internship (3-6 credits). The committee also approved a tandem proposal for a 39-credit Bachelor of Liberal Studies major in Leadership and Management to be operational in the fall of 2011 with the following changes:

- to restructure the presentation of the categories within the major;
- to delete CPSC 302: Computer Ethics from the category of Leadership and Communication (the only change in content demanded by the restructuring);
- to revise the program description to reflect the restructuring and to emphasize that this major is limited to only students in the Bachelor of Liberal Studies Program.

The committee approved two proposals from the Department of Modern Foreign Languages for new courses, SPAN 345: Ideas about Nature in Latin American Literature and FREN 320: Topics in French Studies, for the fall of 2011. The committee also approved a proposal to change
the title of SPAN 393: *Spanish for Professional Use* to SPAN 393: *Business Spanish*, for the fall of 2011.

The committee approved a proposal from the Department of Economics for a new course, ECON 333: *Introduction to Game Theory*, for the fall of 2011.

The committee approved two proposals from the Department of Biological Sciences for the fall of 2011:

- to change the credits for BIOL 260: *The Research Process* from two credits to three credits;
- to change the prerequisite for BIOL 321: *Invertebrate Zoology* from BIOL 211: *Cellular Biology* to BIOL 210: *Introduction to Ecology and Evolution*.

The committee approved three proposals from the Department of Sociology and Anthropology for the fall of 2011 and noted that catalog copy for the major should be rewritten to reflect these changes:

- to change the number of ANTH 200: *Ethnography* to ANTH 298: *Ethnography*;
- to change the number and the title of ANTH 203: *Theories of Culture* to ANTH 299: *Arguments in Anthropology*;
- to change the number of ANTH 302: *The Anthropology of “Race”* to ANTH 211: *The Anthropology of “Race.”*

The committee approved a resubmitted proposal from Caitlin Murphy for a special major (Digital Media Studies).

The committee approved a proposal from the Department of Modern Foreign Languages for a minor in German for the fall 2012.

The committee returned a proposal from the Department of Theatre and Dance to revise the minor in Musical Theatre.

The committee approved a proposal from the Department of Music for a new course, MUHL 200: *Research and Methods in Music History*, and approved a tandem proposal to change the major to reflect this new required course. These changes are for the fall of 2012.

The meeting adjourned at 5:57 p.m.

Respectfully submitted,

Gary Richards
General COVER SHEET FOR A NEW COURSE PROPOSAL

Submit 9 copies of the completed form with attachments to the Chair of the Curriculum Committee.

<table>
<thead>
<tr>
<th>DESCRIPTION OF PROPOSED COURSE</th>
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<tbody>
<tr>
<td>Submitted By: Gail Brooks</td>
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<td>Date Prepared: 1/16/2011</td>
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<table>
<thead>
<tr>
<th>Course Title: Database Management Systems</th>
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<tr>
<td>Department/discipline and course number*: BUAD 354</td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
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<tr>
<td>Prerequisites: All lower level BUAD core courses</td>
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<tr>
<td>Is this a “special topics” course?</td>
<td>NO x YES</td>
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| Date of first offering of this course: | Fall 2012 |
| Proposed frequency of offering for this course: | Once a year |
| List the faculty who will likely teach the course: | Gail Brooks |

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<th>Impact of Proposed Change on:</th>
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<th>Other Programs</th>
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This course will be (check all that apply):

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<th>Required in the major</th>
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<tr>
<td>Elective in the major x An MIS area of emphasis elective</td>
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Catalog Description: This course covers relational database concepts and theory. The importance of relational databases in business environments is emphasized and demonstrated through real-world case studies and exercises. Students gain experience in planning, designing, developing and implementing business application databases for different business purposes such as modeling and decision making.

COURSE HISTORY

Was this course taught previously as a topics or experimental course? YES x NO

If so, list prior offerings and enrollments.

CIST 401: Database Systems Semester Offered Enrollment

Spring 2011 16

X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

1. Rationale statement (Why is this course needed? What purposes will it serve? Resource needs?)
2. Syllabus

Department Chair Signature: [Signature] Date: 4 Feb 11
Rationale Statement for BUAD 354: Database Management Systems

Database Management System courses are an integral part of any undergraduate business degree program that includes management information system courses. Since the College of Business faculty voted to include a management information systems area of emphasis in the elective area of the new business major, this course should be included.

Additionally, this course is currently taught as CIST 401: Database Systems in the BPS degree program and it is either a required course or a recommended elective course in several of the BPS concentrations.
BUAD 354: Database Management Systems (3 credits)

Spring 2012

Course Description

This course covers relational database concepts and theory. The importance of relational databases in business environments is emphasized and demonstrated through real-world case studies and exercises. Students gain experience in planning, designing, developing and implementing business application databases for different business purposes such as modeling and decision making.

Learning Objectives

1. Understand the design, implementation, and maintenance of business-oriented relational databases;
2. Normalize a flat file database to the third normal form;
3. Query a relational database using Query By Example and Structured Query Language;
4. Design professional-quality forms and reports;
5. Understand the concepts of data mining and data warehousing;
6. Analyze the relevance of distributed, object-oriented and object-relational databases and their potential impact on the future of database management systems;
7. Demonstrate an understanding of database concepts through the design, implementation, documentation, and presentation of a database development project;
8. Evaluate the benefits and uses of databases in organizations today.

Sample Textbook:

Course Topics Include:

1. History of Database Models
2. The Relational Database Model
3. Security, Backup and Disaster Recovery of Databases
4. The importance of databases in organizations
5. Database Design
6. Data Dictionaries
7. Data Warehouses
8. Distributed Databases
9. Data Manipulation
10. Report Generation
11. Database queries and forms
12. Data validation rules
**General COVER SHEET FOR A NEW COURSE PROPOSAL**

Submit 9 copies of the completed form with attachments to the Chair of the Curriculum Committee.

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Course Title: Principles of Knowledge Management Systems

Department/discipline and course number*: BUAD 356

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

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<td>NO</td>
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Date of first offering of this course: Fall 2012

Proposed frequency of offering for this course: Once a year

List the faculty who will likely teach the course: Gail Brooks

Impact of Proposed Change on: Required | Recommended | Amount/Description

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| Elective in the major | x | An MIS area of emphasis elective |

**Catalog Description:** The course introduces the theory and principles of knowledge management systems. The design and implementation of knowledge management systems that support a variety of business areas are emphasized. Management challenges associated with collecting, organizing and sharing knowledge are discussed in detail.

**COURSE HISTORY**

<table>
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<tr>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
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</table>

**CHECK HERE** if the proposed course is to be **equated** with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. Rationale statement (Why is this course needed? What purposes will it serve? Resource needs?)
2. Syllabus
Rationale Statement for BUAD 356: Principles of Knowledge Management Systems

Knowledge Management System courses are an integral part of any undergraduate business degree program that includes management information system courses. Since the College of Business faculty voted to include a management information systems area of emphasis in the elective area of the new business major, this course should be included.

Additionally, this course is also taught at the graduate level in the Master of Science in Management Information Systems and the MBA program as MBUS 555 Knowledge Management Systems.
BUAD 356: Principles of Knowledge Management Systems (3 credits)

Spring 2012

Course Description

The course introduces the theory and principles of knowledge management systems. The design and implementation of knowledge management systems that support a variety of business areas are emphasized. Management challenges associated with collecting, organizing and sharing knowledge are discussed in detail.

Learning Objectives

- Evaluate and appraise the role and importance of knowledge management systems in today’s business environment.
- Compare how knowledge management systems support management functions such as strategic planning, knowledge sharing and decision making.
- Analyze the changes associated with technological advancements in knowledge management systems.
- Categorize and discuss the challenges involved in designing and implementing a knowledge management system, both from a management, security and operational perspective.
- Evaluate, compare and measure the challenges of implementing knowledge management systems into a variety of business environments.
- Detect, discover and investigate the ethical, social and political issues associated with knowledge systems in today’s business environment.

Sample Textbook:

Course Topics Include:

1. Types of knowledge
2. Knowledge workers
3. Knowledge organizations
4. Organizational learning
5. Knowledge creation
6. Knowledge storage and retrieval
7. Knowledge management
8. Knowledge sharing
9. Knowledge processes
10. Technologies supporting knowledge management
11. Designing a knowledge management system
12. Different types of knowledge management systems
13. Management challenges associated with knowledge management systems
14. Supporting business processes and management with knowledge management systems
15. How knowledge management systems can create a competitive advantage
General COVER SHEET FOR A NEW COURSE PROPOSAL

DESCRIPTION OF PROPOSED COURSE

This course emphasizes the growing role of digital communication within the business sector. Students will analyze, conceptualize, design, implement and test a website or interactive media project. In so doing, students will be introduced to broader communication concepts such as written and visual rhetoric, digital design, information architecture, and organizational image.

Submitted By: Cheryl Hawkinson Melkun  Date Prepared: 1/14/2011
Course Title:  Communication and Technology
Department/discipline and course number*: BUAD 426

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>All lower level BUAD core courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

| Date of first offering of this new course: | Fall 2011 |
| Proposed frequency of offering of the course: | Twice a year |
| List the faculty who will likely teach the course: | Cheryl Hawkinson Melkun |
| New Library resources required? | NO | YES |
| New space or equipment needed? | NO | YES |

This new course will be (check all that apply):

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>X General Education**</td>
</tr>
</tbody>
</table>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:

ATC Designation: Speaking Intensive and Writing Intensive. This course emphasizes the growing role of digital communication within the business sector. Students will analyze, design, implement and test a website or interactive media project. In so doing, students will be introduced to broader communication concepts such as written and visual rhetoric, digital design, information architecture, and organizational image.

COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course was taught as COMM 315 Spring &amp; fall 2008-2010 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

New Course Proposal Cover Sheet (revised April 2010)
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale statement  (Why is this course needed? What purposes will it serve? Resources needed?)
2. Major Program Impact  (Explain how the new course affects major requirements. If major requirements have been changed recently, how will this course affect prior major requirements?)
3. Sample Syllabus

Department Chair Signature: ___________________________  Date: 2/7/11
Rationale:

Though print communication is rapidly being replaced by digital media, most students have had little, if any, exposure to written and visual rhetoric produced within a digital, multimedia environment. The ability to design effective, interactive multimedia sites and projects is essential for business communicators. Students will analyze, discuss, produce, and test a multimedia project. They will write a proposal, give a business briefing, conduct usability testing, launch their project, and share their project with the class via a formal presentation.

Course Objectives:

- Conceptualize, plan, and design a multimedia project.
- Incorporate hyperlinks into a multimedia project.
- Understand key development stages of interactive documents and projects.
- Understand how multimedia writing differs from print media writing.
- Develop an effective multimedia writing style.
- Write an effective multimedia proposal that clearly establishes timeline requirements, program objectives, the target audience, content, scope, and level of interactivity.
- Learn to design navigation maps, wireframes, and storyboards.
- Create an electronic survey to test usability.
- Discuss applications of interactive media for education, training, communication, marketing, art, performance and entertainment.
BUAD 426: Communication and Technology

Course Description:

This course emphasizes the growing role of digital communication within the business sector. Students will analyze, design, implement and test a website or interactive media project. In so doing, students will be introduced to broader communication concepts such as written and visual rhetoric, digital design, information architecture, and organizational image.

Required Texts:


Course Objectives:

- Conceptualize, plan, and design a multimedia project that has a real purpose and audience.
- Write an effective multimedia proposal that clearly establishes timeline requirements, project objectives, target audience, content, scope, and level of interactivity as well as technology requirements.
- Understand key development stages of interactive projects.
- Design storyboards, scripts, navigation maps, and flowcharts as needed for project.
- Learn new technologies and incorporate those technologies into the final project as needed.
- Develop a writing style that is effective for the project and its intended audience.
- Understand how writing for the web differs from writing for a print publication.
- Learn the importance of usability testing and create a usability study related to the multimedia project.
- Discover how interactive media may be used for a variety of purposes including education, training, communication, marketing, art, performance, and entertainment.

Course Requirements:

Students will be required to design and create a culminating multimedia project. Projects include but are not limited to blogs, websites, e-learning lessons, training programs, portfolios, and games. Students are encouraged to choose a project that has meaning to them and will help them
fulfill either personal or professional goals. Since students will be doing diverse projects, a substantial amount of time will be spent outside of the classroom researching, investigating, and learning technologies that will allow students to realize their project’s goals. For blogs and websites, students may want to use UMW Blogs. This website provides UMW students with instant access to blog and website software as well as access to the university’s server.

Since this is a blended class, it is anticipated that approximately 50% of the students’ time will be spent working with technology outside of the classroom and meeting virtually with other class members.

All assignments relate to the student’s final project. Late assignments will be accepted with a penalty of one letter grade for each class period late. Any portion of the project that was not critiqued by group members will be considered late and downgraded accordingly.

Since Communication and Technology is a workshop course, class participation is essential. Students are required to come to class as well as to contribute to and take part in class discussions and activities. In addition, students are required to participate actively in all online assignments and discussions. Absences, late work, missing work, and/or poor participation will all adversely affect your grade.

**Blackboard:**

Blackboard will be used throughout this course, both for online instruction and for communication. Approximately 50% of the course will be conducted through online instruction and writing tasks. Please check Blackboard frequently for announcements concerning class and online assignments.

**Classroom Etiquette:**

Classroom etiquette is particularly important in lab classrooms where there is a strong temptation to check e-mail, surf the web, or even play games. Students are expected to pay attention, contribute to conversations, and act appropriately throughout class. Students should turn off their cell phones before coming to class or leave them in the car.

**Students with Disabilities:**

From the UMW Office of Disability web page, “Depending on the student’s needs, the Office of Disability Services coordinates accommodations for students with disabilities, advises and assists in arranging accommodations and acts as a liaison between students and faculty/administration/staff on issues relating to accommodations. Each student may require a different approach in order to achieve equal access to programs and services.” If you suspect or know that you have a disability, contact the Office of Disability Services at 540-654-1266 or visit them in the Fredericksburg campus in Lee Hall, Rm. 401.

**Peer Review:**

New Course Proposal Cover Sheet (revised April 2010)
Students will be assigned to peer review groups and corresponding group pages will be formed on Blackboard. Students are responsible for submitting their work in a timely fashion for review and for returning commentary on their colleagues’ submissions within 24 hours. Commentaries should contain praise as well suggestions for improvement.

Submission of Assignments:

All major graded assignments should be submitted through the designated “Assignment” page on Blackboard. Smaller assignments that count toward the class participation grade should be submitted via the Blackboard digital drop box. Specific instructions will be given with each assignment.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 88</td>
</tr>
<tr>
<td>B</td>
<td>87 – 84</td>
</tr>
<tr>
<td>B-</td>
<td>83 – 81</td>
</tr>
<tr>
<td>C+</td>
<td>80 – 79</td>
</tr>
<tr>
<td>C</td>
<td>78 – 75</td>
</tr>
<tr>
<td>C-</td>
<td>74 – 73</td>
</tr>
<tr>
<td>D+</td>
<td>72 – 71</td>
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<tr>
<td>D</td>
<td>70 – 67</td>
</tr>
<tr>
<td>D-</td>
<td>66 – 65</td>
</tr>
<tr>
<td>F</td>
<td>64 –</td>
</tr>
</tbody>
</table>

Grade Computation:

- Project proposal and specifications 15%
- Elevator pitch presentation 5%
- Graphic presentation of project 5%
- Storyboards/wireframes 5%
- Usability study and lessons learned report 15%
- Final project 35%
- Formal project presentation 10%
- Participation 10%

Note: Class participation grades will be determined by the student’s submission of assignments, contribution to class discussions, participation in workshops and labs, peer evaluations of performance, and instructor observation of performance. Missed classes will affect the participation grade as will failure to participate in online discussion groups. Missing more than two classes may result in the student receiving an “F” in the course.
Honor Code:

Students are expected to read and comply with all aspects of the Honor Code. Plagiarized work will result in an “F” for the work and the course. In addition, the student will be referred to the Honor Council for further disciplinary action, including possible dismissal from the university.

Important University Deadlines:

<table>
<thead>
<tr>
<th>SEPTEMBER</th>
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</thead>
<tbody>
<tr>
<td>Wed. 1</td>
<td>Last day to drop a 1st 8-week course without a grade of W</td>
</tr>
<tr>
<td>Fri. 10</td>
<td>Last day to change to/from a pass/fail grade for 1st 8-week</td>
</tr>
<tr>
<td></td>
<td>term</td>
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<tr>
<td>Fri. 17</td>
<td>Last day to withdraw from a 1st 8-week course without a grade</td>
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<td>of F</td>
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</table>

<table>
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<tr>
<th>OCTOBER</th>
<th></th>
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<tbody>
<tr>
<td>Fri. 1</td>
<td>Last day to change to/from a pass/fail grade (16-week</td>
</tr>
<tr>
<td></td>
<td>semester)</td>
</tr>
<tr>
<td>Fri. 8</td>
<td>Classes end for 1st 8-week term</td>
</tr>
</tbody>
</table>

Tentative Course Schedule

New Course Proposal Cover Sheet (revised April 2010)
August 24

In class: Discuss course requirements and syllabus / Project description and discussion of first assignment: project planning proposal

Outside work for week of August 24 – August 30:

• Submit through the Blackboard drop box a brief description of what you hope to achieve in the course and describe your level of expertise in relation to computer technologies. Be sure to list all technologies that you have previously used.
• Determine the type of project you will be creating in the class and write a brief description of the project that stresses need, purpose, and audience. (This will be shared with class colleagues at the next class meeting.)
• Visit sites or find projects that are similar to that which you are proposing. Submit a list of visited URLs via the Blackboard digital drop box.
• Make a list of features that would enhance your project.
• Begin exploring technologies that will allow you to create the project you envision.

Reading for the week of August 24 – August 30: Chapter 2

August 31

Due this class: A brief description of your class project that includes the need, purpose, and audience for the project.

In class: Continued discussion and clarification of proposal assignment / Demonstration of technology and web sites / Types of projects / Audience analysis / Incorporating graphics and images / Official style / Revision for clarity and conciseness / Reader vs. writer based prose / Lab time / Discuss speaking assignment: The Elevator Pitch

Outside work for the week of August 31 – September 6:

• Create a polished draft of your proposal.
• Create specifications for your project (include these in your proposal).
• Send polished draft to group members for critique.
• Comment on all group proposals within 24 hours of receiving them and post critiques on the group discussion board.
• Prepare and practice elevator pitch

Reading for the week August 31 – September 6: Chapter 3 and case study 3.
September 7  
Due this class: Final copy of proposal and specifications submitted via "Assignments" on Blackboard.

In Class: Elevator pitches / Content development guidelines / Discussion of plagiarism and proper citation / Organization and formatting / Site maps, storyboards, and wireframes / Discussion of common page types / Lab time

Outside work for the week of September 7 – September 13:
- Create a graphic depiction of your project and its organization.
- Create storyboard, frames, or scripts depending on the project.
- Continue to develop site content and continue experimenting with content delivery methods.
- Experiment with organization, formatting, and design.
- Submit graphic site depiction and wireframes for group review.
- Comment on graphic depictions and wireframes of other group members.

Reading for the week of September 7 – September 13: Chapter 4

September 14  
Due this class: Submit via "Assignments" on Blackboard the final graphic depiction of project or website and accompanying wireframes or storyboards.

In class: Discussion of usability testing via surveys, focus groups, and videotaped observations / Demonstration of survey platforms / Survey design / Discussion of usability testing assignment / Lab time

Outside work for the week of September 13 – September 20:
- Continue developing project.
- Create a plan for usability testing that incorporates surveys and focus groups.
- Submit usability testing plan and surveys to group members for commentary via your group discussion page by September 18

September 21  
In class: Discussion of final presentation assignment / PowerPoint tips / Presentation pointers / Discussion of previous presentations / Lab time

Outside work:
- Begin developing your PowerPoint presentation.
- Continue work on final project and have project ready for focus
group review at the next class.

- Continue usability testing.

Reading for the week of September 28 – October 4: Chapter 5

September 28  Due this class: Usability testing plan in memo format. Project must be ready and available for focus group testing during class.

In class: Discussion of web writing and editing / Brief review of common writing errors / Focus group analysis of projects

Outside work:
- Finalize PowerPoint presentation.
- Draft report on lessons learned from usability testing.
- Submit report to group members for review.
- Submit PowerPoint presentation to group members for review.
- Participate in reviewing fellow group members’ lessons learned reports and PowerPoint presentations.

October 5  In class: Final Presentations

October 12  Due this class: PowerPoint presentations containing active links to final projects.

In class: Final Presentations

New Course Proposal Cover Sheet (revised April 2010)
# General COVER SHEET FOR A NEW COURSE PROPOSAL

Submit 9 copies of the completed form with attachments to the Chair of the Curriculum Committee.

## DESCRIPTION OF PROPOSED COURSE

<table>
<thead>
<tr>
<th>Submitted By: Gladys Gomez</th>
<th>Date Prepared: 1/21/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>Accounting Information Systems</td>
</tr>
<tr>
<td><strong>Department/discipline and course number:</strong></td>
<td>BUAD 437</td>
</tr>
</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.*

<table>
<thead>
<tr>
<th>Number of credits proposed: 3</th>
<th>Prerequisites: All lower level BUAD core courses</th>
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<tbody>
<tr>
<td><strong>Is this a “special topics” course?</strong></td>
<td>YES</td>
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<table>
<thead>
<tr>
<th>Date of first offering of this course: Fall 2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Proposed frequency of offering for this course:</strong> Once a year</td>
</tr>
<tr>
<td><strong>List the faculty who will likely teach the course:</strong> Gladys Gomez</td>
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### Impact of Proposed Change on:

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
<th>Amount/Description</th>
</tr>
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</table>

**Technology**  Lab classroom  Should be able to use current labs

**Other Programs**

### This course will be (check all that apply):

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>Elective in the major</th>
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<td></td>
<td>x</td>
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</table>

**Catalog Description:** This course covers how information technology is used to effectively manage and control the financial transactions associated with electronic commerce in a global, internet-based economy. Systems selection/development and implementation is analyzed as are the business processes that are integral to the value chain. Specific transaction cycles are discussed with an internal controls focus.

## COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>NO</th>
<th>x</th>
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<tbody>
<tr>
<td>If so, list prior offerings and enrollments.</td>
<td>Semester Offered</td>
<td>Enrollment</td>
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**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

### REQUIRED ATTACHMENTS:

1. **Rationale statement** (Why is this course needed? What purposes will it serve? Resource needs?)
2. **Syllabus**

**Department Chair Signature:** [Signature]  **Date:** 4 Feb 11
Rationale Statement for BUAD 437: Accounting Information Systems

Accounting Information Systems are an integral part of any undergraduate business degree program that includes Accounting courses. Since the College of Business faculty voted to include an Accounting area of emphasis in the elective area of the new business major, this course should be included.

Additionally, this course is also taught at the graduate level in the MBA program as ACCT 564 Accounting Information Systems.
BUAD 437: Accounting Information Systems (3 credits)

Fall 2011

Sample Textbook:

Other available textbooks include:


COURSE DESCRIPTION:
This course covers how information technology is used to effectively manage and control the financial transactions associated with electronic commerce in a global, internet-based economy. Systems selection/development and implementation is analyzed as are the business processes that are integral to the value chain. Specific transaction cycles are discussed with an internal controls focus.

COURSE OBJECTIVES/LEARNING OUTCOMES:
Upon successful completion of this course, you will be able to:

- Understand information system techniques and documentation.
- Identify ethical considerations in the design of an accounting information system.
- Develop familiarity with overall systems analysis and planning, including development/selection and implementation.
- Appreciate the importance of internal controls within the context of confidentiality, privacy, processing integrity and availability.
- Determine key aspects of appropriate levels of information security, including threat assessment, contingency planning and approaches to overall risk assessment.
- Analyze major business processes that comprise the value chain using various narrative and flowcharting methods.
- Design key internal controls in the revenue and expenditure cycles as well as for the general ledger and financial reporting cycles.
- Differentiate between general and application controls.
- Understand the role of information systems auditing and available techniques.
General COVER SHEET FOR A NEW COURSE PROPOSAL

Submit 9 copies of the completed form with attachments to the Chair of the Curriculum Committee.

DESCRIPTION OF PROPOSED COURSE

Submitted By: Gail Brooks          Date Prepared: 1/16/2011

Course Title: Information Security
Department/discipline and course number*: BUAD 441

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3 Prerequisites: All lower level BUAD core courses
Is this a “special topics” course?  NO x YES

Date of first offering of this course: Spring 2013
Proposed frequency of offering for this course: Once a year
List the faculty who will likely teach the course: Gail Brooks

Impact of Proposed Change on:

<table>
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<tr>
<th>Required</th>
<th>Recommended</th>
<th>Amount/Description</th>
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</thead>
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<td>Faculty Scheduling</td>
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<tr>
<td>Library</td>
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</tr>
<tr>
<td>Technology</td>
<td>Lab classroom</td>
<td>Should be able to use current labs</td>
</tr>
<tr>
<td>Other Programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course will be (check all that apply):

Required in the major
Elective in the major x An MIS area of emphasis elective

Catalog Description: This course provides an understanding of the concepts involved in securing information, both from a technical and business perspective. Skills required to analyze and evaluate the security of information from a variety of viewpoints are presented. Current research is used to discuss management issues associated with creating policies and implementing procedures for information security in organizations.

COURSE HISTORY

Was this course taught previously as a topics or experimental course? YES x NO

If so, list prior offerings and enrollments.
CIST 441 : Computer Information Security

<table>
<thead>
<tr>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Spring 2011</td>
<td>15</td>
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CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

1. Rationale statement (Why is this course needed? What purposes will it serve? Resource needs?)
2. Syllabus

Department Chair Signature: ___________________________ Date: 4 Feb 11
Rationale Statement for BUAD 441: Information Security

Information security is a vital component of all organizations and should therefore be an integral part of any business degree program. Since the College of Business faculty voted to include a management information systems area of emphasis in the elective area of the new business major, this course should be included.

Additionally, this course is currently taught as CIST 440: Computer Information Security in the BPS degree program and it is being taught at the graduate level in the MSMIS and MBA programs as MMIS 540: Computer Information Security.
BUAD 441: Information Security (3 credits)

Spring 2012

Course Description

This course provides an understanding of the concepts involved in securing information, both from a technical and business perspective. Skills required to analyze and evaluate the security of information from a variety of viewpoints are presented. Current research is used to discuss management issues associated with creating policies and implementing procedures for information security in organizations.

Learning Objectives

1. Identify common risks, threats, and countermeasures related to computing systems.
2. Analyze computing situations with respect to security risks, threats, and countermeasures and assess a network for threats and vulnerabilities.
3. Identify computer risks such as common virus, worms and other malicious code and prevent attacks.
5. Formulate a security policy for the organization.
6. Configure firewall and intrusion detection system for any organization and use secure remote access as private networks to enforce security.

Sample Textbook:

Course Topics Include:

1. Information Security Concepts
2. Information Security Body of Knowledge
3. Information Security Professionals
4. Information Security Ethical, Legal and Social Issues
5. Information Security Management
6. Physical Information Security
7. Operational Information Security
8. Information Security Policies and Procedures
9. Securing Information on computers, networks and the Internet
10. Disaster Recovery
General COVER SHEET FOR A NEW COURSE PROPOSAL

Submit 9 copies of the completed form with attachments to the Chair of the Curriculum Committee.

**DESCRIPTION OF PROPOSED COURSE**

<table>
<thead>
<tr>
<th>Submitted By: Gail Brooks</th>
<th>Date Prepared:</th>
<th>1/16/2011</th>
</tr>
</thead>
</table>

**Course Title:** Systems Analysis and Design

**Department/discipline and course number:** BUAD 446

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>All lower level BUAD core courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a “special topics” course?</td>
<td>NO</td>
<td>x</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Date of first offering of this course:** Fall 2012

**Proposed frequency of offering for this course:** Once a year

**List the faculty who will likely teach the course:** Gail Brooks

**Impact of Proposed Change on:**

<table>
<thead>
<tr>
<th>Faculty Scheduling</th>
<th>Required</th>
<th>Recommended</th>
<th>Amount/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td>Should be able to use current labs</td>
</tr>
</tbody>
</table>

**Other Programs**

**This course will be (check all that apply):**

<table>
<thead>
<tr>
<th>Required in the major</th>
<th></th>
</tr>
</thead>
</table>
|x                     | An MIS area of emphasis elective

**Catalog Description:** This course examines systems analysis theory and concepts that are used to design and analyze different types of information systems from a technical and business perspective. System analysis techniques and design processes used by organizations are presented. The complexity of analyzing and designing information systems to support current and future business processes is discussed.

**COURSE HISTORY**

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>x</th>
<th>NO</th>
</tr>
</thead>
</table>

If so, list prior offerings and enrollments.

<table>
<thead>
<tr>
<th>CIST 425: Systems Analysis</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010</td>
<td>18</td>
</tr>
</tbody>
</table>

x **CHECK HERE** if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached course justification why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale statement** (Why is this course needed? What purposes will it serve? Resource needs?)
2. **Syllabus**

Department Chair Signature: [Signature]

Date: 4 Feb 11
Rationale Statement for BUAD 446: Systems Analysis and Design

System Analysis and Design is a required course in almost all programs with an MIS component. Since the College of Business faculty voted to include a management information systems area of emphasis in the elective area of the new business major, this course should be included.

Additionally, this course is currently taught as CIST 425: Systems Analysis in the BPS degree program.
BUAD 446: Systems Analysis and Design (3 credits)

Spring 2012

Course Description

This course examines systems analysis theory and concepts that are used to design and analyze different types of information systems from a technical and business perspective. System analysis techniques and design processes used by organizations are presented. The complexity of analyzing and designing information systems to support current and future business processes is discussed.

Learning Objectives:
1. Acquire knowledge of current system analysis and design theory
2. Understand the different system analysis and design methodologies
3. Thoroughly study the different phases in systems analysis
4. Discuss current issues in systems analysis through case studies and current research
5. Learn to evaluate systems design methods and choose the best methodology based on system requirements

Sample Textbooks:

Course Topics Include:
1. Introduction to the systems analysis theory
2. Systems analysis modeling techniques
3. Systems analysis planning phase
4. Systems analysis requirements phase
5. Systems analysis design phase
6. Systems analysis development and implementation phases
7. Systems analysis operations and maintenance phases
8. Tools and technologies used in system analysis
9. Importance of systems analysis in today’s business environment
10. Management challenges associated with systems analysis and design
January 27, 2011

To: COB Curriculum Committee
From: Raul Chavez Chair, Management & Marketing
Subject: Change Course Number for BUAD 415: International Marketing

The current course number for International Marketing is BUAD 415.

During the discussion of the new business administration major structure at the November 3, 2010 COB Faculty Senate meeting, a recommendation was made by a marketing faculty member to make BUAD 415: International Marketing a prerequisite for BUAD 414: Marketing Strategy. In order to prevent a prerequisite course from having a higher number than the course that it is a prerequisite for, the number for BUAD 415 must change.

Therefore, the recommendation is to change the number for International Marketing from 415 to 410.

With this change, the academic catalog course change would read as follows:

**BUAD 410: International Marketing (3) Prerequisite: Business Administration 310.**
The focus of this course is to understand the challenges companies face in conducting the international marketing. Students explore various strategies to successfully manage international marketing efforts, including analysis of world markets, consumer behavior, foreign environments, and the marketing management methods required to meet the demands of the global marketplace. The problems of foreign competition, diminishing U.S. market share, and US economy's interdependence with world markets are covered. Also assessed are different foreign market entry strategies.

Thank you for your attention to this matter.
January 17, 2011

To: COB Faculty Senate

From: Raul Chavez
      Chair, Management & Marketing
      Dan Hubbard
      Chair, Accounting & Management Information Systems

Subject: Change the Requirements for the Major

(1) The current major requirements

Requirements for the business administration major from the current UMW Undergraduate
Academic Catalog 2010-2011:

Requirements for the Business Major
Thirty-nine (39) credits in Business
Administration Courses, as follows:

Lower-Division Requirements:
Business Administration 131, 132, 152, 259, and 283.

Upper-Division Requirements:
Business Administration 300, 310, 350, 353, 381, 490 and six (6) additional upper-level elective(s) credits. Students considering majoring in Business Administration must take Mathematics 200 or its equivalent (Computer Science 320, Economics 361, or Psychology 261), and Economics 201 and 202 are required prerequisites for certain upper-division courses in the major.

(2) The new requirements proposed

Requirements for the Business Administration Major:

Forty-five (45) credits in Business courses, as follows:

Lower-Division Requirements:
Business Administration 131, 132, 152, 259 and 283.

Upper-Division Requirements:
Business Administration 300, 310, 350, 353, 381, 490A and twelve (12) additional upper-level business elective(s) credits. If students would like to emphasize a specific business area through the selection of their electives, they may choose courses from the following areas and courses. Accounting: 331, 332, 333, 334, 335, 435A, 437. Management Information Systems: 354, 356, 441, 446. Marketing: 410, 413, 414. Management: 345, 346, 425, 473. Additional elective courses in these areas of emphasis may be selected in consultation with the student’s advisor.
Students considering majoring in Business Administration must take Mathematics 200 or its equivalent (Computer Science 320, Economics 361, or Psychology 261), and Economics 201 and 202 are required prerequisites for certain courses in the major.

ALL lower division requirements must be met before taking any upper division course EXCEPT the following courses: 300, 345 and 425(explicit prerequisites listed for 300, 345 and 425 must be met).

(3) **An explanation of why the major requirements should be changed**

The faculty spent the past year researching and designing an undergraduate curriculum for the new College of Business that combines the goals and objectives of the two existing UMW undergraduate business programs, the Bachelor of Science Business Administration major and the Bachelor of Professional Studies degree. Both programs have been extremely successful, providing a high quality educational experience while preparing students for graduate programs and careers in many different areas of business. The faculty has taken this opportunity to research peer institutions’ undergraduate business degrees, particularly AACSB accredited programs. The new business major combines a set of lower and upper level core courses with a set of business elective courses. The lower and upper level core courses provide the business foundational knowledge with a core set of skill sets required to be successful in today’s business environment. The business elective courses give students the flexibility to pursue knowledge and skills in different business areas allowing them to meet their personal and professional goals. These areas include accounting, management information systems, marketing and management.

(4) **Date that the change is to take effect:** Fall Semester 2011
January 26, 2011

To: COB Curriculum Committee

From: Raul Chavez Chair, Management & Marketing
       Dan Hubbard Chair, Accounting and Management Information Systems

Subject: Change in Course Names

This change proposal affects the following courses:

<table>
<thead>
<tr>
<th>Current Course Name</th>
<th>Proposed New Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 283: Legal Environment of Organizations</td>
<td>BUAD 283: Legal &amp; Ethical Environment of Business</td>
</tr>
<tr>
<td>BUAD 381: Financial Management</td>
<td>BUAD 381: Principles of Finance</td>
</tr>
<tr>
<td>BUAD 490A: Seminar in Policy and Strategy</td>
<td>BUAD 490A: Strategic Management (WI)</td>
</tr>
</tbody>
</table>

Description and rationale for change:

A two year study of the current Bachelor of Science in Business Administration major, the Bachelor of Professional Studies degree program and several AACSB accredited business degree programs was conducted by a number of faculty members in the College of Business. The results of this study concluded that some existing BUAD course names should be modified to better reflect the purpose and content of the courses. The recommended course name changes are provided in the following table.

Thank you for your attention to this matter.
January 14, 2011

To: COB Curriculum Committee

From: Dan Hubbard Chair, Accounting and Management Information Systems

Subject: Change Course Description for BUAD 152
Course Title Change for BUAD 152

The current course title for BUAD 152 is Management Information Systems. The current course description for BUAD 152 is given in the next paragraph.

"The course mission is to increase the student’s skills in communications. The business world thrives on information: acquiring it, analyzing it, presenting it, and applying it. Information flows through every business organization and affects all decision-making processes. This course focuses on the fundamentals of computers, the communication functions of computer and software systems, and the interdependence with Internet/Web resources. Microsoft Office Suite is incorporated as the common communication application flowing through and linking with most business activities."

The faculty determined that the focus of this course should be on the concepts and theory of several types of information systems and how they are used in different business areas. Hands on exercises and labs that utilize some of the more widely used software applications associated with information systems will give students experience solving real world business problems. Providing these skill sets will better prepare students for future courses in business and other areas.

With this change, the academic catalog course change would read as follows:

BUAD 152: Management Information Systems and Applications

The purpose of this course is to examine the technical, business and management aspects of management information systems through the study of MIS theory and concepts. Emphasis is placed on how and why different types of information systems have become an essential part of organizations. Students gain experience solving real world business problems using different information systems applications throughout the course.

Thank you for your attention to this matter.
University of Mary Washington
College Of Business
Academic Policy and Admissions Committee
Graduate Admissions
Chair, Galen deGraff

DATE OF FACULTY SENATE MEETING: February 28, 2011

1. PROPOSED MOTION: Adopt College Of Business Graduate Admissions Process and Requirements

2. DESCRIPTION OF MOTION:

Graduate
As part of the University’s mission emphasizing “excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity”, the College of Business admits students of the basis of academic performance, as well as on communication skills, personal character, motivation, and leadership. The goal of the faculty admission committee is to admit students with the greatest potential for success both academically and professionally. To be admitted to the program, transfer applicants must have completed a Bachelor's degree from a regionally accredited university. Successful applicants ordinarily will have earned a cumulative grade point average of 3.25 or better. It is important to understand that GPAs are only one factor in determining admissibility. Meeting minimum requirements does not guarantee admission to the program.

A TOEFL score of 570 (230 computer based/88 internet based) or International English Language Testing System (IELTS) score of 6.5 on the academic exam is required of non-native English speakers.

Applicants must submit:
1. An official application for admission,
2. Official transcripts from each college attended,
3. Official GMAT scores (GRE, MCAT or LSAT may be considered in lieu of GMAT), taken within the last 5 years,
4. Official TOEFL (or ELITS) scores if applicable, taken within the last 2 years,
5. Three letters of recommendation (one should be from an employer or former employer and one should be from a faculty member),
6. A résumé (2 pages maximum),
7. One essay—show us you can write (must be at least 250 words but should not exceed two pages),
8. Two years of full-time, post-baccalaureate professional employment is recommended

Students are admitted for the fall or spring semester. Application Due Dates:
Fall admission: April 1
Spring Admission: Oct 1.

Deferred Enrollment. Accepted applicants may ask the College of Business for the option of deferring enrollment for up to one year. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the College of Business must reapply for admission.

PROPOSED BY: Galen deGraff

3. RATIONALE: The College of Business, a new college at University of Mary Washington, requires the adoption of specific language for the above Academic Catalog entries.

4. IMPLEMENTATION DATE: Upon BOV approval (tentative: SPRING 2011)

5. SIGNATURE OF FACULTY MAKING PROPOSAL
Galen deGraff

Faculty Member Date
University of Mary Washington  
College of Business  
Academic Policy and Admissions Committee  
Undergraduate Admissions  
Chair, Galen deGraff

DATE OF FACULTY SENATE MEETING: February 28, 2011

1. PROPOSED MOTION: Adopt COB Undergraduate Admissions Process and Requirements

2. DESCRIPTION OF MOTION:
As part of the University’s mission emphasizing “excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity” the College of Business admits students of the basis of academic performance, as well as on communication skills, personal character, motivation, and leadership. The goal of the faculty admission committee is to admit students with the greatest potential for success both academically and professionally. Only those students admitted to the College of Business may declare a business major or minor. All applicants must be in good standing with the university (not subject to probation or suspension or in financial arrears).

Successful applicants ordinarily will have earned a cumulative grade point average of 2.5 or better (the average admitted student will have a 3.2 grade point average). To be admitted to the program, applicants must have completed a minimum of 27 college credits. Preference will be given to students who have completed 45 credits or more.

Applicants will have completed the following courses for the College of Business to be admitted to the program: Accounting 131, 132 (6 credits), Economics 201, 202 (6 credits) and Statistics (Math 200) (3 credits) or equivalents. Admissions personnel will recalculate a GPA in these areas expecting a 2.5 or better. It is important to understand that GPAs are only one factor in determining admissibility. Meeting minimum requirements does not guarantee admission to the program.

Applicants must submit:
1. An official application for admission,
2. Three letters of recommendation (one should be from a faculty member),
3. A résumé (2 pages maximum),
4. One essay—show us you can write (must be at least 250 words but should not exceed two pages),

Interviews are by invitation only.

Students are admitted for the fall or spring semester. Application Due Dates:
Fall admission: Jan 15
Spring Admission: Sept 15

Deferred Enrollment. Accepted applicants may ask the College of Business for the option of deferring enrollment for up to one year. Each case is considered on an individual
basis. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at the College of Business must reapply for admission.

PROPOSED BY: Galen deGraff / Academic Policy and Admissions Committee

3. RATIONALE: The College of Business, a new college at University of Mary Washington, requires the adoption of specific language for the above Academic Catalog entries.

4. IMPLEMENTATION DATE: Upon BOV approval (tentative: SPRING 2011)

5. SIGNATURE OF FACULTY MAKING PROPOSAL
   Galen deGraff
   Faculty Member
   3-10-21
   Date
MINUTES

Curriculum, Assessment and Budget Committee

Meeting of February 23, 2011

Call to Order: The Meeting of the Curriculum, Assessment and Budget Committee was called to order at 3:20 P.M. on February 23, 2011, by Dr. Gail Brooks, Committee Chair at the North Conference Room of Stafford Campus.

Members present (listed alphabetically): Paul Boger, Gail Brooks (Chair), Kevin Caffrey, Wei Chen, Rita Dunston, Alan Heffner, Dan Hubbard, Paul Messplay, Smita Jain Oxford, and Tom Whitman.

1. The Minutes of the January 21, 2011 meeting were approved.

2. Confusion exists as to our role in the University Honors Program. The committee voted to support the proposal that Dean Richard Finkelstein discussed at the last committee meeting.

3. Smita moved, Dan seconded that we go through the new course proposals and request of changes.

   a. Proposal to Change the prerequisite for BUAD 414: Dan moved, Tom seconded, and all approved to table the request to change the prerequisite for BUAD 414 (Marketing Strategy) from BUAD 310 to BUAD 410 (International Marketing) pending discussion with the faculty currently teaching the class.

   b. New course proposal for BUAD 448 Project Management for IT which was tabled at last meeting: the committee recommends adding the language “Credit is not granted for both BUAD 448 and CIST 461.” Dan moved, Smita seconded, and all approved the proposal with amendment.

   c. New course proposal of BUAD 423 Corporate Interpersonal Communication: there is confusion as to the business implication of this course. The committee suggests a revision to show the course is a business course that does not overlap with BUAD 350 Business Communication. Dan moved, Tom seconded, Smita recused herself from the discussion and vote, and all others approved to table the proposal.

   d. New course proposal of BUAD 363 Operations Management: the committee recommends adding the language of “Credit is not granted for both LRSP 433 and BUAD 363.” Dan moved, Smita seconded, and all approved the new course proposal with amendment.

4. Outcome assessment update: The outcome assessment includes the Major Field Assessment Test (MFAT), Senior Exit Survey, and the Capstone course. Only BUAD
major field courses will be assessed for the MFAT. The test will be administered in March in the BUAD 490 courses in paper format. Ken and Smita will analyze the results. The resulting statistics will be submitted to department Chairs Dan and Raul and they will assess the data to find out what need to be done to meet SACS requirements.

It is recommended that FOWC study and consider the creation of a Program Assessment Committee starting fall 2011. This committee will work closely with the COB faculty members on the University Assessment Committee to ensure that their work corresponds to the assessment measures established at the University level. Dan moved, Alan seconded, and all approved this proposal.

5. Faculty development and grants: It is proposed that we combine the faculty development and grants and academic resources advisory functions. The committee recommends using the CAS Faculty Development and Grants Committee existing composition (section F.8.5 of the CAS 2010-2011 Faculty Handbook) and form a four-member committee of Faculty Development, Grants, and Academic Resources with the Dean of COB as an ex officio member with tie-breaking voting privileges.

6. Mapping existing BPS courses to the BUAD new curriculum: the purpose is to facilitate the phase-out of BPS courses. The department Chairs will discuss the list with the Dean and report back to the committee at out next meeting.

Next Meeting Date and Time:

The next CABC meeting is scheduled on Wednesday, March 23, 2011 3:00 p.m. – 5:00 p.m. at Chandler 304.

Dan moved, Smita seconded, and the meeting adjourned at 4:50 P.M.
Proposal:

Require EDCI 540: Characteristics and Education of Gifted Students as a prerequisite for:
- EDCI 541 (Identification of Gifted Students),
- EDCI 542 (Models and Strategies for Teaching Gifted Students), and
- EDCI 543 (Differentiation for Gifted Students)

NOTE: In the current catalog EDCI 540 is listed as a recommended prerequisite or co-

Rationale:

EDCI 540, Characteristics and Education of Gifted Students, is an introductory course for gifted education. Students need to have completed this course prior to taking EDCI 541, 542, and 543 so they have the basic knowledge and understandings of gifted students and their needs.

Resource Impact:

None

Proposed Effective Date:

Fall semester, 2011

Academic Catalog Copy:

EDCI 541 – Identification of Gifted Students (3) Recommended prerequisite or corequisite of EDCI 540. This course explores the variety of techniques that can be used to identify gifted students, including psychometric procedures and performance and product assessment. Emphasis will be placed on identifying giftedness in various areas and on identifying special populations of gifted students. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

EDCI 542 - Models and Strategies for Teaching Gifted Students (3) Recommended prerequisite or corequisite of EDCI 540. This course focuses on specific strategies and program models that adapt instruction for gifted students. Specific strategies that relate to student differences will be applied in the classroom setting. Participants should develop an understanding of both the theoretical and practical implications of the models and strategies and learn how they can contribute to promoting academic challenge and learner independence. Topics include accelerated and enriched core academic programs, models and strategies that
address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

**EDCI 543 - Differentiated Curriculum for the Gifted** Recommended prerequisite or corequisite of EDCI 540. This course focuses on current theory and principles of differentiation and specific strategies that adapt instruction in order to meet the needs of the characteristics of gifted learners. Specific differentiation strategies that relate to student differences with high levels of ability will be applied in the classroom setting.

**Proposed Changes**

The italicized statements for each course should instead read: *Required prerequisite: EDCI 540 or permission from the instructor*
University of Mary Washington  College of Education

Proposed:   Special Education: Adapted Curriculum Certificate

Requirements:

The Certificate will require the completion of 21 – 27 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 507</td>
<td>Early Literacy and Language Development (may be waived with proof of equivalent course)</td>
</tr>
<tr>
<td>EDSE 539</td>
<td>Characteristics of Students Accessing an Adapted Curriculum</td>
</tr>
<tr>
<td>EDSE 541</td>
<td>Goals and Practices for Students Accessing an Adapted Curriculum</td>
</tr>
<tr>
<td>EDSE 521</td>
<td>Language and Literacy for Special Populations</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
</tr>
<tr>
<td>EDSE 533</td>
<td>Positive Approaches to Behavior Management</td>
</tr>
<tr>
<td>EDSE 534</td>
<td>Assessment, Evaluation, and Instructional Planning</td>
</tr>
<tr>
<td>EDSE 535</td>
<td>Collaborative Consultation and Transition Planning</td>
</tr>
<tr>
<td>EDCI 551</td>
<td>Field Internship (may be waived with appropriate experience)</td>
</tr>
</tbody>
</table>

EDCI 507 (Early Literacy and Language Development) will be waived if the candidate is an elementary teacher since he would have had an equivalent course in his initial preparation program.

EDCI 511 (Field Internship) will be waived if the candidate is teaching special education general curriculum on a provisional license.

These are the courses that correspond with the competencies outlined in the endorsement requirements by the State of Virginia.

Rationale:

Graduate certificate programs equivalent to this proposed program are currently offered in seven areas including Teaching English as a Second Language, Literacy Specialist, and Education Leadership. The Special Education: Adapted Curriculum initial endorsement program is new,
and currently has low enrollment. The initiation of a certificate in teaching adapted curriculum students may help to increase the enrollment.

**Resource Impact**

It is expected that candidates pursuing the Special Education Certificate will fit into classes that are already offered on the Stafford Campus. No additional sections or faculty will be required. They will use the existing library resources.

**Proposed Effective Date:**

Spring semester, 2011.

**Academic Catalog Copy:**

*A Graduate Certificate in Special Education: Adapted Curriculum is offered for candidates who possess a bachelor’s degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to pursue an add-on endorsement. A minimum of 21 credits are required, as the courses are part of an endorsement program that has been approved by the Virginia Department of Education. EDCI 507 will be waived for elementary teachers as an equivalent course was part of their initial endorsement program. EDCI 551 will be waived if the candidate is teaching Special Education: Adapted Curriculum on a provisional license. Once all course work is completed, application for the add-on endorsement is made to the Virginia Department of Education through the school division’s personnel office.*
University of Mary Washington College of Education

Proposed: Special Education Certificate: General Curriculum

Requirements:

The Certificate will require the completion of 21 – 27 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 507</td>
<td>Early Literacy and Language Development <em>(may be waived with proof of equivalent course)</em></td>
</tr>
<tr>
<td>EDCI 511</td>
<td>Educational Goals and Practices: Middle or Secondary</td>
</tr>
<tr>
<td>EDSE 519</td>
<td>General and Special Education Goals and Practices: Elementary</td>
</tr>
<tr>
<td>EDSE 521</td>
<td>Language and Literacy for Special Populations</td>
</tr>
<tr>
<td>EDSE 531</td>
<td>Survey of Special Education: Characteristics and Legal Issues</td>
</tr>
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<tr>
<td>EDSE 535</td>
<td>Collaborative Consultation and Transition Planning</td>
</tr>
<tr>
<td>EDCI 551</td>
<td>Field Internship <em>(may be waived with appropriate experience)</em></td>
</tr>
</tbody>
</table>

EDCI 507 (Early Literacy and Language Development) will be waived if the candidate is an elementary teacher since he would have had an equivalent course in his initial preparation program.

EDCI 511 (Field Internship) will be waived if the candidate is teaching special education general curriculum on a provisional license.

These are the courses that correspond with the competencies outlined in the endorsement requirements by the State of Virginia.

Rationale:

Graduate certificate programs equivalent to this proposed program are currently offered in seven areas including Teaching English as a Second Language, Literacy Specialist, and Education Leadership. In the past year we have seen an increase in licensed teachers who want to add an endorsement in Special Education: General Curriculum. Without an official certificate program
they have applied to the Track II program or obtained the courses as non-degree students, both of which are unsatisfactory options. Initiation of this certificate will enable such candidates to be admitted officially and follow a clear path to their special education endorsement.

Resource Impact

It is expected that candidates pursuing the Special Education Certificate will fit into classes that are already offered on the Stafford Campus. No additional sections or faculty will be required. They will use the existing library resources.

Proposed Effective Date:

Spring semester, 2011.

Academic Catalog Copy:

A Graduate Certificate in Special Education: General Curriculum is offered for candidates who possess a bachelor’s degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to pursue an add-on endorsement. A minimum of 21 credits are required, as the courses are part of an endorsement program that has been approved by the Virginia Department of Education. EDCI 507 will be waived for elementary teachers as an equivalent course was part of their initial endorsement program. EDCI 551 will be waived if the candidate is teaching Special Education: General Curriculum on a provisional license. Once all course work is completed, application for the add-on endorsement is made to the Virginia Department of Education through the school division’s personnel office.
University of Mary Washington  College of Education
Department of Foundations, Leadership and Special Populations

Proposed:  **Graduate Certificate in PreK-12 English as a Second Language**

Replaces the current “Graduate Certificate in Teaching English as a Second Language”

**Requirements:**

The Certificate will require the completion of 18 graduate credits, plus language requirement:

<table>
<thead>
<tr>
<th>Required Courses (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL 500</td>
</tr>
<tr>
<td>TESL 514</td>
</tr>
<tr>
<td>TESL 515</td>
</tr>
<tr>
<td>EDCI 515</td>
</tr>
<tr>
<td>TESL 530</td>
</tr>
<tr>
<td>Electives (3 credits to be selected)</td>
</tr>
<tr>
<td>TESL 502A</td>
</tr>
<tr>
<td>TESL 511A</td>
</tr>
<tr>
<td>TESL 512</td>
</tr>
<tr>
<td>TESL 513</td>
</tr>
<tr>
<td>TESL 531</td>
</tr>
<tr>
<td>TESL 532</td>
</tr>
</tbody>
</table>

**Additional Requirement**

Official transcripts showing completion of six (6) credits of a modern foreign language are required prior to the awarding of the certificate. If a student’s primary language is not English, all six credits must be in English courses.

* Change in name of course from *Second Language Methods: PreK-12 Literacy and Language Skills*. Change course description as follows:

This course covers current principles, practices, and approaches for teaching second language reading, writing, listening and speaking to PreK-12 learners at varying levels of proficiency in both second and foreign language programs. It includes basics of second language acquisition theory. The emphasis is on techniques for lesson design, literacy, content-based language instruction, and integrating components of communicative competence in the second language classroom.

Applicants for this program should possess a valid Virginia teaching license or be eligible to obtain one.

A TESL or literacy elective may be selected if the candidate already has a course in reading in the content areas equivalent to TESL 515. This and other substitutions may be made upon approval of the academic advisor or TESL Program Director.
These courses correspond with the competencies outlined in the Virginia Department of Education endorsement requirements for English as a Second Language.

Rationale:

This certificate is for currently licensed teachers who seek an added endorsement in English as a Second Language. The difference between this certificate and the current certificate is the addition of EDCI 515 as a required course, and the corresponding reduction in the number of elective courses (the total of 18 credits remains the same). The reason for this change is that the VDOE requires 3 credits in “reading in the content areas” when reviewing applications for a license endorsement in ESL from those who are already teaching. This change aligns the certificate for added endorsement in ESL more directly with the licensure requirements of the VDOE, which is important since those who are already teaching do not obtain their license through UMW.

Resource Impact

None; all the courses listed are already offered at UMW as part of other programs.

Proposed Effective Date:

Fall 2011

Academic Catalog Copy:

The Graduate Certificate in PreK-12 English as a Second Language is offered to prospective students who possess both a bachelor’s degree and a valid Virginia teaching license and who wish to pursue the ESL add-on endorsement only. The certificate requires a minimum of 18 credits of graduate coursework, plus course work in a foreign language (or in English if the candidate’s primary language is not English). Proficiency in spoken and written English must also be demonstrated. Graduate courses taken at other institutions and approved for the certificate must be officially transferred into the program. Once all course work is completed, application for the add-on endorsement is made to the Virginia Department of Education through the school division’s personnel office.

Note: Official transcripts showing completion of six credits in modern foreign language course work are required prior to the awarding of the certificate. If a student’s primary language is not English, all six credits must be in English courses.
University of Mary Washington College of Education

Department of Foundations, Leadership and Special Populations

Proposed: **Graduate Certificate in Teaching English as a Second or Foreign Language**

(This is a new certificate option)

**Requirements:**

The Certificate will require the completion of 17 graduate credits, plus language requirement:

<table>
<thead>
<tr>
<th><strong>Required Courses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL 500  Introduction to English Linguistics (3 credits)</td>
</tr>
<tr>
<td>TESL 502A Sociolinguistics and Cross-cultural Communication (3 credits)</td>
</tr>
<tr>
<td>TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)</td>
</tr>
<tr>
<td>TESL 512  Second Language Acquisition (3 credits)</td>
</tr>
<tr>
<td>TESL 530  Second Language Methods: Literacy and Language Skills (3 credits)*</td>
</tr>
<tr>
<td>TESL 535  Individual Practicum (2 credits)**</td>
</tr>
</tbody>
</table>

**Additional Requirement:**

Official transcripts showing completion of six (6) credits of a modern foreign language are required prior to the awarding of the certificate. If a student’s primary language is not English, all six credits must be in advanced English courses.

* Change in name of course from *Second Language Methods: PreK-12 Literacy and Language Skills*. Change course description as follows:

This course covers current principles, practices, and approaches for teaching second language reading, writing, listening and speaking to PreK-12 learners at varying levels of proficiency in both second and foreign language programs. It includes basics of second language acquisition theory. The emphasis is on techniques for lesson design, literacy, content-based language instruction, and integrating components of communicative competence in the second language classroom.

** New course: Research shows that most international certificates for ESL include a practicum, so this will make our program competitive. The faculty will work with local ESL providers outside the PreK-12 setting to coordinate appropriate experiences. The network for doing this is already established. The course description is:

**TESL 535 Individual Practicum (2 credits)**

*Prerequisite or corequisite: TESL 530*

This course provides practical experience for students enrolled in the Graduate Certificate in Teaching English as a Second or Foreign Language. The course requires a minimum of 25 on-site hours involving systematic observation of and supervised teaching in an ESL classroom outside of the PreK-12 setting. Students will work individually with a faculty member to create a teaching portfolio as the capstone project for the Certificate.
Notes:

Students who have prior course work equivalent to any of the required courses may substitute TESL or other electives upon approval of the academic advisor or TESL Program Director.

This certificate will not lead to an added endorsement in ESL on a Virginia teaching license, but courses may apply toward credit in the UMW Master of Education licensure programs in Teaching English as a Second Language.

For the practicum, 28 contact hours are required for 2 credits.

Rationale:

This is a new certificate designed for students who wish to teach English as a second language in adult learning contexts in the US or as a foreign language abroad. It serves the needs of students seeking this kind of professional training much more specifically and adequately than the PreK-12 added endorsement in ESL. We have been trying to serve both markets with our current “Graduate TESL Certificate”, which is not specifically designed for either of them. This certificate has the potential to serve a number of UMW undergraduate seniors with English or Foreign Language majors who are seeking credentials to work abroad after graduation. Once they are within 18 credits of graduation, they would be eligible to take up to 6 graduate credits before completing their bachelor’s degree (see p. 70 of the UMW Undergraduate Academic Catalog, 2010-2011). After receiving the bachelor’s degree they may apply for the graduate certificate program and, upon admission, apply those credits to the certificate requirements. This certificate program is comparable to and competitive with similar certificates offered at George Mason, Shenandoah, Virginia International (Fairfax), and Old Dominion Universities, among others.

Resource Impact

The new practicum experience will require supervision by the TESL faculty and coordination by the faculty or the Director of Clinical Experiences and Partnerships. The number of students to be placed is estimated at 2 or 3 per year.

Proposed Effective Date:

Fall 2011

Academic Catalog Copy:

The Graduate Certificate in Teaching English as a Second or Foreign Language is offered to prospective students who possess a bachelor’s degree and six credits of foreign language study. The certificate is an internationally recognized credential for teaching English in a variety of instructional settings overseas and in some adult education settings in the U.S. It does not fulfill the licensure requirements for teaching English as a second
language in the Virginia public schools, although courses in this certificate program may meet partial requirements of UMW licensure programs. Graduate courses taken at other institutions and approved for the certificate must be officially transferred into the program.

Note: Official transcripts showing completion of six credits in modern foreign language course work are required prior to the awarding of the certificate. If a student’s primary language is not English, all six credits must be in advanced English course work.
MOTION: Alignment of Pass/Fail Selection Deadline With Course Withdrawal

The deadline to change a course from graded credit to Pass/Fail or vice versa be moved to the ninth week of the semester to coincide with the deadline to withdraw from a course.

Rationale: Student Senate unanimously passed a motion to delay the deadline to change a course from graded to Pass/Fail credit to after mid-semester grades are posted.

Students would like to know their mid-semester standing in a course while they still had an option to adjust their grades to/from Pass/Fail.

The Dictionary of Academic Regulations would be amended as follows:

PASS/FAIL OPTION.

A student may take one course each semester, or during a complete summer session, on a pass/fail basis, up to a maximum of eight pass/fail courses. B.L.S. students may take a maximum of 20% of courses (electives only) on a pass/fail basis. For such courses a grade of PA (pass) or FA (failure) is recorded; a grade of PA does not affect the grade-point average, but a grade of FA counts the same as an F in a graded course and will lower the grade-point average. Performance required to “pass” in a pass/fail course is the same as the performance required to “pass” in a graded course – i.e., D or better.

Courses taken pass/fail can be used only for elective credits; they cannot be used to fulfill Major Program or General Education Goal requirements or General Education Across-the-Curriculum requirements. Students should be careful about using the pass/fail option before choosing a major.

A student may take up to one pass/fail and two satisfactory/unsatisfactory courses in the same semester.

The decision to take a course pass/fail must be made within no later than the Friday of the ninth week of the semester. If the decision is not made at registration, the student must go to the Office of the Registrar within the first nine weeks to change a course from graded to pass/fail or from pass/fail to graded credit.

Before electing to use the pass/fail option, a student should consider its effect on the opportunity to earn academic awards, honors, and distinctions, for these are determined, in part, on the basis of a specified minimum number of graded credits earned, excluding pass/fail and satisfactory/unsatisfactory credits (see HONORS.).

The decision to take a course pass/fail must be made within no later than the end of the sixth week of the semester. If the decision is not made at registration, the student must go to the Office of the Registrar within the first six weeks to change a course from graded to pass/fail or from pass/fail to graded credit.
UMW’S RESPONSE TO SCHEV’S REQUIREMENTS FOR MILITARY SERVICE TUTION RELIEF, REFUND, AND REINSTATEMENT GUIDELINES
Report by John T. Morello, Associate Provost
Submitted to the University Faculty Council (March 15, 2011)

In a September 24, 2010 memo to Chief Academic Officers at Virginia public institutions of higher education, Joseph G. DeFilippo, Director of Academic Affairs for SCHEV, reported that the State Council of Higher Education had approved a resolution outlining guidelines institutions were to follow with respect to the treatment of students called up for military service. The memo also stated that, “Each institution should now review and revise its specific military reinstatement policies accordingly and seek approval of these policies from its Governing Board.” Submission of institutional policies to SCHEV was requested by June 1, 2011.

The guidelines provided by SCHEV noted that institutional policies “must include, but need not be limited to”:

A. Tuition and Required Fees. A description of the circumstances under which a student shall be entitled to receive a partial or full refund of the tuition and required fees that have been billed or paid for the term in which the student is forced to withdraw, including the factors that determine the amount of a refund.

B. Room and Board. A description of the circumstances under which the student is entitled to a full or partial refund for fees paid to the institution for room and board.

C. Deposits. A description of the circumstances under which deposits will be refunded and/or credited to the student.

D. Academic Credit. A description of a student’s options concerning grades assigned for the semester in which the student is forced to withdraw due to service in the uniformed services. The policy shall provide reasonable time for a student to eliminate any “pending” grades (i.e., “incomplete,” or “in progress,” or any other label used by the institution to indicate academic work remains to be completed in a given course).

E. Reinstatement. A description of the circumstances under which a student shall be entitled to reinstatement in the institution following the student’s release or return from service in the uniformed services, which shall provide that a student is entitled to reinstatement without having to re-qualify for admission if: (1) the student returns to the same institution after a cumulative absence of not more than five years, and (2) the student provides notice of intent to return to the institution not later than three years after the completion of the period of service. Deferral of Enrollment: A description of the circumstances under which a student who was admitted to a program but did not begin attendance because of uniformed services may be allowed to defer his or her enrollment in the program.

F. Documentation. A description of the types of documentation the student must submit to preserve his or her prerogatives under the policy and relevant deadlines for submission of such documentation.

G. Textbooks. Institutions are encouraged to adopt generous return and refund policies for textbooks.

The third page of this report includes UMW’s full statement of policy, and the pages following the policy statement show how various sections of the Academic Catalog will need to be modified to reflect this policy.
Various offices reviewed this student military service policy and agreed that it summarizes generally prevailing practice at UMW. The Provost’s Academic Affairs Council reviewed and endorsed the policy on March 3, 2011. While most of the policy puts in writing actions we already follow now, there are two wrinkles worth noting.

The first concerns deferred enrollment, and the handling of deposits by accepted applicants who defer. Any student may defer enrollment for up to two consecutive semesters by notifying the Office of Admissions in writing. For students in military service, an additional deferment period is possible if the student submits a copy of their military orders with the written request. Each of these cases will be handled on an individual basis. Deposits paid by students who defer enrollment are held as a credit currently. If the student does not eventually matriculate, the deposit is forfeited. For students in military service, the deposit would be refunded once their period of enrollment deferment expired and it was clear that the student would not matriculate to UMW on account of uniformed services obligations.

The second wrinkle worth noting is in the handling of an incomplete grade that could not be resolved by the deadline. While not formally stated as such in other cases, a student’s incomplete would be turned into a W (rather than an F) if the circumstances that caused the incomplete to be granted in the first place continued to prevent the student from being able to complete the work. For example, if a student who received an incomplete due to a medical condition, and the condition worsened rather than improved, the student’s “I” grade would be changed to W (rather than F) because the student’s health condition prevented him/her from finishing the incomplete. Under circumstances like these, it would be wrong to doubly punish the student and we do not do so. But we handle cases like these individually rather than specifying the option in our policy.

The policy statement on the following page will be presented to the Board for their approval at their meeting on April 15-16, 2011. Following the Board’s approval, a copy of the policy will be sent to SCHEV as required along with a statement of the date that the Board approved it.
UMW’S REPLY TO SCHEV’S POLICY ON MILITARY READMISSION

Student Military Activation Policy

The University of Mary Washington provides students who are in “uniformed services” with several exceptions to normal policies in cases where the student must discontinue enrollment as a result of military deployment, mobilization, or change in duty assignment. “Uniformed services” includes persons on active duty in the Armed Forces, in the reserves, or National Guard. The policies listed below apply to any person called for duty for a period of more than 30 days.

A. Deferred Enrollment. Accepted applicants may request to defer enrollment to the University of Mary Washington for up to two consecutive semesters from the time of acceptance by making a request in writing to the Office of Admissions. To request a deferment for longer than two consecutive semesters, copy of the person’s military orders must be provided with the written request. Any deposits paid by students who defer enrollment because of military service will be fully refunded.

B. Refund of tuition, required fees, and room and board charges. Students who are in military service and withdraw from all courses in a given term as a result of a military deployment, mobilization, or change in duty assignment will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts.

C. Textbook Refunds. Textbooks purchased from the UMW Bookstore may be returned to the University Store for credit in accordance with the UMW textbook return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

D. Refund of Deposits. Any deposits paid by students who defer or discontinue enrollment because of military service will be fully refunded.

E. Withdrawal from the term. Students who are in military service and will be unable to complete the courses in which they are enrolled because of a military deployment, mobilization, or change in duty assignment may withdraw from all courses as of the effective date on their military orders. Students should contact the Office of the Registrar in order to process the course withdrawals, and a copy of the military orders must be provided as documentation.

F. Incompletes. Students may request an incomplete grade for military deployment, mobilizations, or duty changes occurring in the final three (3) weeks of the course. A copy of the military orders must be provided to the Office of Academic Services as documentation. The deadline for removing an incomplete given on the basis of military service is last day of the semester following the one in which the incomplete was given. Every effort will be made to work with the student and the faculty member to facilitate completion of the incomplete. Should military service commitments prevent the student from fulfilling the requirements for removal of the incomplete, a grade of W will replace the incomplete.

G. Reinstatement of Students Returning from Military Service. Students who withdrew from the University as a result of military deployment, mobilizations, or duty changes are entitled to return without having to re-qualify for admission so long as the student (a) returns after a cumulative absence of no more than five years, and (b) notifies the Office of Admissions of the intent to return to the University not later than three (3) years after the completion of the military service obligation. The student must provide the Office of Admissions with a copy of the military orders to substantiate the end of duty date.
CHANGES TO THE UMW UNDERGRADUATE ACADEMIC CATALOG REQUIRED TO COMPLY WITH SCHEV'S MILITARY REINSTATEMENT GUIDELINES

New material is highlighted. Similar changes will need to be incorporated in relevant sections of the Graduate Catalog.

1. Add to page 13.

Deferred Enrollment. Accepted applicants may ask the University for the option of deferring enrollment for up to two consecutive semesters by notifying the Office of Admissions in writing. In cases involving military deployment, mobilization, or change in duty assignment, accepted applicants may request to extend the enrollment deferment for longer than two consecutive semesters. Any such requests will considered on an individual basis. A copy of the person’s military orders must be provided to the Office of Admissions to support such a request. Any deposits paid by students who defer enrollment are held as a credit until the student matriculates. Any accepted applicant who is eventually unable to matriculate to the University of Mary Washington because of military service will have any deposits made fully refunded. Those who are granted deferred enrollment are subject to rules, regulations, and financial charges in effect when they actually matriculate. Students who enroll at another institution before enrolling at the University of Mary Washington must reapply for admission.

2. Add to page 22.

Refund of Fees. A student who withdraws from the University during the semester should promptly complete an official withdrawal form in the Office of the Registrar in Lee Hall. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits. Students who are in military service (active duty, reserves, or National Guard) and withdraw from all courses in a given term as a result of a military deployment, mobilization, or change in duty assignment will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Any deposits paid by students who discontinue enrollment as a result of a military service obligation will be fully refunded. Textbooks purchased from the UMW Bookstore may be returned to the University Store for credit in accordance with the UMW textbook return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

3. Add to page 23-24 -- in a separate subsection, right before “Satisfactory Progression Policy”

Military Deployment Withdrawals and Financial Aid. Students receiving financial aid who withdraw from the University due to military deployment must contact the Office of Financial Aid prior to their withdrawal. Federal regulations require that financial aid funds be returned to the government when a student receiving financial aid withdraws from the University. Students must contact the Office of Financial Aid because federal refund guidelines are subject to change.
4. Add to page 55, before the “withdrawal from the university” section.

**Military Activation and Withdrawal from the term.** Students who are in military service (active duty, reserves, of National Guard) and will be unable to complete the courses in which they are enrolled because of a military deployment, mobilization, or change in duty assignment may withdraw from all courses as of the effective date on their military orders. Students should contact the Office of the Registrar in order to process the course withdrawals, and a copy of the military orders must be provided as documentation. Students withdrawing in this manner will receive a full refund of all tuition and fees and pro-rated refunds for dining or housing contracts. Textbooks purchased from the UMW Bookstore may be returned to the University Store for credit in accordance with the UMW textbook return policy. For withdrawals occurring beyond return policy end date, students should bring books to the Bookstore for the best available buyback prices.

5. Add to page 50 (in a section on Incomplete Grades)

**Incomplete Grade.** An Incomplete (I) is given only when the work of a course is not completed for reasons of extensive illness or serious emergency in the final 3 (three) weeks of the semester. The request for an incomplete can be made by a student, faculty, or academic advisor to the Office of Academic Services. A Dean from the Office of Academic Services shall contact the faculty member to determine if an incomplete is appropriate. The incomplete cannot be used merely to extend the semester. If approved, the incomplete grade must be removed from the student’s record no later than the last of the semester following the one in which the incomplete was given. Incompletes not removed by this deadline will change to a grade of F. Students who are in military service (active duty, reserves, of National Guard) may request an incomplete grade for military deployment, mobilizations, or duty changes occurring in the final three (3) weeks of the course. A copy of the military orders must be provided to the Office of Academic Services as documentation. The deadline for removing an incomplete given on the basis of military service is last day of the semester following the one in which the incomplete was given. Every effort will be made to work with the student and the faculty member to facilitate completion of the incomplete. Should military service commitments prevent the student from fulfilling the requirements for removal of the incomplete, a grade of W will replace the incomplete.

6. Add the following to the section on ”Readmission/Reinstatement” (after the “Readmission section”)

**Reinstatement of Students Returning from Military Service.** Students who withdrew from the University as a result of military deployment, mobilizations, or duty changes are entitled to return without having to re-qualify for admission so long as the student (a) returns after a cumulative absence of no more than five years, and (b) notifies the Office of Admissions of the intent to return to the University not later than three (3) years after the completion of the military service obligation. The student must provide the Office of Admissions with a copy of the military orders to substantiate the end of duty date.

**Reinstatement by the Committee on Academic Standing.** Students who fall into any one of the following categories are not considered degree-seeking students and are not eligible to return
to the University through the readmission process described above. Instead, they must be
reinstated by the Committee on Academic Standing.

1. Students on academic suspension.
2. Students who have previously been required to serve a period of suspension and who have
never subsequently returned to the University.
3. Students with an UMW cumulative grade-point average below 2.0 who have voluntarily
interrupted their enrollment without a leave of absence.

NOTE: corresponding sections in the Graduate Academic Catalog will be revised accordingly.
Motion to Amend Section 2.4.3.4 of the Proposed Faculty Handbook

(Amended) Motion from Charles Sharpless, CAS Faculty Senator from Chemistry, to revise the proposed language for the Faculty Handbook, section 2.4.3.4

Motion:

The CAS Faculty Senate moves to recommend that the UFC change the proposed language regarding reporting by the University-level committees from,

2.4.3.4 Reporting  Actions and decisions of these committees, including all motions passed by the committee will be reported in writing to the Chair of the UFC for inclusion in the UFC agenda. After a committee meets, and at least one week prior to the next regularly scheduled UFC meeting, the committee chair will submit a report containing the motions passed and summarizing any other actions taken and decisions rendered by the committee since the previous meeting of the UFC. When appropriate, courtesy copies of any reports from the committees to University administrators shall be sent to the Chair of the UFC. If so requested by the UFC chair, a committee’s chair shall also present an oral report to the UFC. Unless otherwise specified in section 2.6 or 2.8, no action or recommendation by a committee may be implemented until it has been announced and/or approved at a UFC meeting (if required). Recommendations of these committees stand subject to a call for review by any member of the UFC during the meeting at which they are announced. Prior to the end of each fiscal year (June 30), secretaries of these committees will deposit copies of committee minutes for the previous academic year in the University Archives.

to read (changes in italics),

2.4.3.4 Reporting  Actions and decisions of these committees, including all motions passed by the committee will be reported in writing to the governing bodies of the individual Colleges and to the Chair of the UFC for inclusion in the UFC agenda. After a committee meets, and at least one week prior to the next regularly scheduled meeting of the individual College governing bodies of the UFC meeting, the committee chair will submit a report containing the motions passed and summarizing any other actions taken and decisions rendered by the committee since the previous meeting of the UFC. Reports to the individual College governing bodies are intended to allow said bodies to deliberate the committee actions and to provide them an opportunity to submit advice and recommendations to the UFC in its deliberations of committee actions. When appropriate, courtesy copies of any reports from the committees to University administrators shall be sent to the Chair of the UFC. If so requested by the UFC chair, a committee’s chair shall also present an oral report to the UFC. Unless otherwise specified in section 2.6 or 2.8, no action or recommendation by a committee may be implemented until it has been announced and/or approved at a UFC meeting (if required). Recommendations of these committees stand subject to a call for review by any member of the UFC during the meeting at which they are announced. Prior to the end of each fiscal year (June 30), secretaries of these committees will deposit copies of committee minutes for the previous academic year in the University Archives.
Rationale

A fully informed faculty is a prerequisite for a properly operating faculty governance system, and business conducted by the pending University-level committees is of interest and importance to the faculty of the individual Colleges. Therefore, thorough deliberation by the UFC on actions and reports of University-level committees should take into consideration the opinions and recommendations of the individual College’s governing bodies (CGBs) in these matters. Such opinions and recommendations can only be provided if the University-level committee reporting procedures involve, to some extent, the CGBs. Insofar as the CGBs have no authority to accept or reject University-level committee reports, committee reports are specifically to be provided as a courtesy to the CGBs, who can then submit opinions and comments to the UFC.
University of Mary Washington Honors Program Proposal

Mission:

As appropriate to a small liberal arts university with strong traditions of individualized attention, honor, and strong community connections, the Honors Program at the University of Mary Washington will enhance students’ intellectual growth by engaging them in rigorous interdisciplinary seminars, tutorials, strong internship experiences, extended research and creative projects, and community service that enhances their development as leaders. The program will seek students whose performance and intellectual abilities demonstrate that they have the range of talents and skills to thrive in diverse communities. Ongoing assessment will insure that the program is continually updated to meet the needs of our students and the institution.

Background:

Development of an Honors Program has been a priority articulated by the current President and Provost of the University, and has been identified as a priority in the College of Arts and Sciences Strategic Plan. The kind of Honors Program designed by the 12 member committee that worked on the proposal will also help the University to move forward on several objectives and key strategies present in the University Strategic Plan, including recruiting and retaining a high achieving and diverse student body; increased funding for undergraduate research, creative activity, internships, and service learning; increased interdisciplinary learning experiences; building connections with alumni for service and mentorship; and promoting regional engagement through service to the public.

Initial Work:

The Dean of Arts and Sciences was this year charged by the Provost with setting up an Honors Program that could be advertised for students applying to the University during the summer/fall of 2011, and operational for students entering in the fall of 2012. The Dean set up a committee representing a broad set of constituents, including:

- Richard Finkelstein, Dean, College of Arts and Sciences
- Laurie Abeel, Associate Professor, College of Education
- Porter Blakemore, Associate Professor of History
- Gail Brooks, Professor of Computer Technology, College of Business
- Debra Hydorn, Professor of Mathematics
- Kim Johnston, Dean of Admissions
- Kevin McCluskey, Associate Professor, Theatre and Dance
- David Rettinger, Associate Professor of Psychology
- Marion Sanford, Director, James Farmer Multicultural Center
- Ray Scott, Professor of Chemistry
- Douglas Searcy, Vice President for Student Affairs
- Nina Thompson, Assistant Vice President for Stewardship and Operations,
University Advancement

This Committee met biweekly at 8 AM for most of the fall semester.

Core Assumptions:

- Honors as an expression of Mary Washington’s values
- Honors as a kind of prototype or pilot for programs university-wide
- Importance to honors programs of inclusivity, flexibility
- A program which would enhance service learning, internships, innovative pedagogy
- Porous-ness: multiple entry points, coordination with departmental honors
- Importance of community building but also connecting with rest of campus:
  hence, unlikely that students will be residentially segregated, although some discussion of planned scattering

- Program should enrich campus life for all, with speakers, social activities, mentoring (from outside and inside)
- Program will not increase workload and, in fact, provide a way to systemize and recognize work—such as independent study—already being done

Research:

The committee surveyed and discussed over a dozen Honors programs, including many at colleges that compete with UMW. These include the Echols Program at the University of Virginia, the Honors Program at James Madison, and the Nitze Scholars program at St. Mary’s, Maryland. In addition, 3 members of the committee traveled to Kansas City to attend a conference of the National Honors Program Association, which sponsored two days of discussions about setting up Honors programs.

Campus Input Gained:

The Dean and the committee presented its research, goals, and preliminary curricular recommendations at 3 forums to which all faculty were invited: 2 forums met on the Fredericksburg campus and 1 on the Stafford campus. The Dean also presented preliminary versions of the curriculum to Department Chairs and, in January, to members of the Alumni Board. Also planned is a forum or focus group for students to hear their ideas about the current proposal and about activities they would like to see Honors students have. After holding the Forums, the Dean and the committee distributed to the entire faculty the set of suggestions heard during the meetings, most of which were incorporated into the final version of the proposal.

Governance and the Approval Process:

Based on discussions that occurred between the Dean of Arts and Sciences and the Chair of the University Faculty Council, between the Dean of CAS and the Deans of Business and Education,
and between the Dean of CAS and members of the Arts and Sciences Faculty Senate, there is an understanding that one College, in this case Arts and Sciences, will “own” the proposal and move it through its appropriate faculty governance bodies, and finally to UFC. However, the proposal will also be presented for “affirmation” to the Colleges of Business and Education. There was also general agreement between these groups that because the governance process is new, and because nothing like the Honors program (which isn’t precisely a major, minor, or course change) has been presented before, at this stage it is best to approve the overall design of the curriculum in the process just described. Expectations are that next year, individual courses described in the proposal will be submitted for approval through the governance process.

Proposal For Honors Program Curriculum

In keeping with the mission outlined above, this curriculum provides students with an intellectually rigorous program that challenges them to apply academic excellence in the global community. It is a combination of fixed and elective requirements that offer students a great deal of flexibility. To this end, the program is “porous,” meaning that there are multiple points of entry, graceful exits, and many opportunities for non-Honors students to benefit from Honors offerings.

The first two years of the program will emphasize breadth of study in the liberal arts, interdisciplinary thinking, and community engagement. The second two years of the program will emphasize advanced work in a disciplinary or interdisciplinary problem.

In particular, the curricular goals of the program are:

1. To develop intellectual and leadership skills such as:
   1. Critical thinking
   2. Communication (oral and written)
   3. Creativity
   4. Independence
   5. Metacognition and thinking about epistemology
2. To integrate academic work with engagement in the global community through activities such as:
   1. Learning through service on campus and beyond
   2. Participating in internships
3. To provide
   1. enhanced opportunities for long-term student research and performance projects
   2. increased opportunities for interdisciplinary experiences in areas where appropriate

Requirements

All Honors students must complete 9 credits of Honors work each year and maintain a GPA of 3.2 in all of their coursework. “Honors work” is a broad category that encompasses many learning contexts and pedagogical methods. Students will be able to craft an individualized curriculum that suits and challenges them. Academic departments will also have flexibility to
offer those Honors experiences best suited to their curricular and logistical needs. Some Honors courses will have ATC and general education designations once approved by the appropriate committees.

**Yearly Requirements**

- Maintain a 3.2 GPA
- Successfully complete 9 Honors credits per year
- Participate in Honors cocurricular events

**First Year Requirements**

- First Honors Seminar (3 credits)
- Second Honors Seminar (3 credits)
- Departmental honors sections where appropriate and/or Honors contract based coursework (3 credits)

**Sophomore Requirements**

- Mentored Service Project (minimum 3 credits)
- Tutorial (2-3 students/faculty member, weekly presentations; 3 credits)
- Departmental honors sections where appropriate or contract based coursework (3 credits)

**Junior Requirements**

- Project Design Seminar (3 credits)
- Honors project (thesis or performance; 3 credits)
- Mentor First Year Honors students
- Departmental honors sections where appropriate or contract based coursework (3 credits)

**Senior Requirements**

- Honors Project (Thesis or Performance) in a discipline OR Interdisciplinary Project (6 credits)

- Departmental honors sections where appropriate or contract based coursework (3 credits)
- Honors Program leadership

(36 credits total)

**Overview**
All students in the program must complete 9 credits per year of Honors work in order to remain in good standing. All students in the program must successfully complete a-e below as part of those credits. The program will have multiple points of entry which are described later.

The Honors Program is comprised of several experiences, including:

1. Honors Seminars I & II
2. Sophomore Honors Service Learning
3. Tutorials
4. Junior Project Design Seminar
5. 3-semester capstone project
6. Honors Electives, including:
   - Independent Study or Internship
   - Tutorials
   - Honors sections of existing courses
   - Graduate courses
   - Honors individual learning contracts in non-Honors courses
   - Stand alone Honors courses (also open to non-Honors students)

Program Components

Honors Seminar I & II

All students (even those entering after their Freshman year) would be required to complete both of these seminars. The first seminar will be an introduction to college life for an Honors student. Using a variety of sources, the seminars will emphasize concepts such as leadership and civic engagement to develop important intellectual processes, such as critical thinking, writing, and oral expression. These seminars will be taught by faculty members from an interdisciplinary academic perspective.

(3 credits)

The second seminar will be problem-focused within a broad general area, e.g. the natural sciences, humanities, social sciences, or arts. Students will study a problem from multiple perspectives, working as a group to understand its academic and practical aspects. For example, a chemist and a geographer might lead a seminar on “Water Quality.” This might appeal to potential science majors, geographers, or others. Coursework would include water chemistry, understanding the nature of pollution from a chemical and social perspective, and techniques for finding and/or creating clean water. Students in this seminar would be encouraged to work in their second year as a group or individually on service projects dedicated to improving water supplies in communities that need them. Seminars focusing on topics such as biologically caused damage to historic buildings, developing ethics in schools, or green technology would serve this purpose as well.

(3 credits)
The first seminar will be intended to meet the FSEM general education requirement and be writing intensive, and the second seminar will meet general education requirements appropriate to its content area and be speaking intensive.

Sophomore Mentored Service Projects

During the Sophomore year, all Honors students will complete a service learning project. These can take many forms, including service internships, individual projects, and team service projects. In all cases, the goal will be to apply knowledge gained in coursework to problems in the “global community.” Projects will have a duration of one or two semesters. Students may enroll for service project credits in either or both semesters.

A distinctive option will be the Sophomore Honors Team Service Project. Students will be encouraged to create teams and engage in broad, multifaceted service projects that apply coursework from their First Year Seminars. In the “Water Quality” example, students from that seminar and interested others would work together on a year-long service project to, for example, bring clean water to a rural area in Appalachia (or Peru). All Honors Service Projects would be mentored by faculty members and Student Affairs staff.

(minimum of 3 credits over 1-2 semesters)

These projects will be intended to meet the experiential learning general education requirement.

Tutorials

Tutorials will be taught by a single faculty member to a group of no more than 3-4 students. Modeled after those at Oxford and Cambridge, these courses would resemble very small graduate seminars, in which students would read and discuss primary literature in the faculty member’s area of expertise. Each tutorial would earn 3 credits for the student, and a faculty member would receive a course release for having banked 4 tutorials.

Tutorials are intended to be writing intensive.

(3 credits)

Junior Project Design Seminar

A defining feature of the Honors program will be that capstone projects will be more substantial and better supported than they are currently. One of the mechanisms for doing so will be these seminars. The project design seminar will introduce students to epistemological questions both within and between disciplines. Students from many disciplines will work together with a faculty mentor to begin their capstone projects. This course will help them find a project advisor, define their learning objectives, explore methodology, consider the nature of disciplines and interdisciplinarity, and begin their literature review.

(3 credits)
**Capstone Project (3 semesters)**

There are two options for the capstone project. For both, it is anticipated that the project will grow out of the Project Design Seminar, to be taken during the first semester of the Junior year. The project would then begin during the second half of the student’s Junior year.

The first option is the completion of a departmental project that will bring University Honors. Departments will oversee these projects, perform evaluation, and provide project advising.

The second option is completion of an interdisciplinary project that will bring University Honors. These projects will be advised by appropriate faculty and must be pre-approved by the Honors Director/Committee. This option is intended for those students whose goals do not neatly fit the requirements of their major department(s), but who intend to complete a rigorous capstone research or performance experience.

*(9 credits)*

**Honors individual learning contracts in non-Honors courses**

Honors students may enter into a learning contract with the faculty member instructing any course. The instructor will, in consultation with the student and the Honors program director, create a different (not just additional) program of learning. This might include primary source reading, modified exam questions, projects, etc. The goal of these contracts is to provide flexibility to both students and departments. Instructors may choose to or not to enter into a contract.

*(credits as appropriate to discipline)*

**Honors courses**

If enrollments permit, departments will be encouraged to offer courses specifically designed for Honors and other advanced students. These courses would be designated as Honors courses, but would be open to all. Rigor, innovative pedagogy and special topics would distinguish Honors courses from other advanced work. Interdisciplinary and team-taught courses will also be encouraged and departments that participate will be supported with hire-behinds by the Dean’s Office.

*(credits as appropriate to discipline)*

**Entry Points**

Most students entering the Honors program will do so upon admission to the university. However, others may be accepted after matriculation, during their first year. Students entering after matriculation will be required to successfully complete Honors Seminars I & II, the Project Design Seminar, the Capstone experience and either the mentored service project or a tutorial, in order to be awarded University Honors. The 9 credit per year requirement will also apply to
these students for those semesters in which they are part of the Honors program. Exceptions to these policies can be made by the Honors committee in extraordinary circumstances.

**Transcript Designations**

A student completing all of these requirements would receive a designation on their transcript of “University Honors.” A student who solely completes departmental honors will have “Departmental Honors in Discipline” noted on their transcripts.

Note that departmental Honors will continue to be distinct from the Honors program. Honors in each discipline will still be administered by academic departments based on requirements they determine.
Motion from CoAS – Honors Program Proposal

The Honors Program Committee moves that the College of Arts and Sciences Faculty Senate endorse the general concept for the Honors program, as detailed in the attached document, with the understanding that specific program requirements can be revised. Such revisions will be considered by a committee, to be formed by the University Faculty Council, in consultation with the director of the honors program and with input from the faculty of all three colleges. The Committee also moves that The College of Arts and Sciences Faculty Senate recommend that the University Faculty Council take this program proposal under advisement.