

CAPC Minutes for April 21, 2009
11:30 – 12:30 University Center Room 268

Members present: Gail Barnes (for Ximena Zornosa), Maria Bullen, John Burningham, Jennell Charles, Becky Gmeiner, Todd Janke, Cathy Jeffrey, Catherine Matos, Paul Melvin (for Tatiana Krivosheev, Kelli Nipper, Katherine Ott, Manning Sabatier, Zi Wan

Non-members present: Virginia Bonner, Jeff Chastine, Susan Copeland, Tom Eaves, Jillian Jones, David Ludley, Melanie Poudevigne, Alan Caomin Xie

Approval of Minutes

A motion to approve the minutes from the meeting of April 7, 2009 was made by Jeffrey, seconded by Wan and approved by Council. They are posted at <http://adminsives.clayton.edu/provost/CAPC/minutesdefault.htm>

Old Business

None

New Business

1. AFAM 3200 – Black Arts Movement, new course proposal - Copeland gave a brief overview of the course. A memo to modify the program of study and a Banner Course Action form are needed. Janke made a motion to approve AFAM 3200 as a new course, it was seconded by Ott. Motion passes.
2. Art Minor, new minor – Missing course outline. Since courses need to be approved before the minor, approval of the minor has been tabled until Council meets on May 5. Ludley provided information on the minor for a first reading by Council.
3. CMS 3400 – Communication Law, new course proposal – Bonner gave a brief description of the course stating that it is a special topics course already and would become a permanent elective. Motion to approve CMS 3400 as a new course made by Janke. Motion passes.
4. CMS prerequisite changes:
 - a. CMS 2100, prerequisite change – There is currently no prerequisite for CMS 2100 which has cause confusion and a high number of failures in the course.
 - b. CMS 4500, prerequisite change – Students are currently required to take CMS 3200 as a prerequisite. Bonner stated that in order to facilitate graduation, the wish is to change it to a co-requisite.
5. ENGL addition to list of courses in B.A. of English and new course proposals:
 - a. Copeland gave a brief description of each of the following courses:
 - i. ENGL 3220
 - ii. ENGL 4020
 - iii. ENGL 4030

Motion to approve the CMS prerequisite changes, new ENGL courses and the addition of ENGL 3220 to the list of courses in B.A. of English was made by Janke and seconded by Barnes and passed unanimously.

6. CHEM new course proposals:
 - a. Motion to add CHEM 4202L – Biochemistry Laboratory and CHEM 4812 Spectroscopy to chemistry and biology curriculum made by Melvin, seconded by Nipper. Motion passes.
7. B.S. in Legal Studies, curriculum change – Motion was made by Melvin to add MGMT 4510 and MGMT/MKTG 3520 as upper division major electives and seconded by Wan, the motion passes.
8. HFMG 4400 – Exercise & Sports Psychology, new course proposal – Poudevigne gave a brief overview of the course stating that this course had been proposed as an addition to the current Health & Fitness Management curriculum to meet accreditation criteria. Motion to approve HFMG 4400 as a new course was made by Melvin, seconded by Wan, motion passes.
9. Revision in BS in Computer Science – Brief overview given by Burningham and Chastine. Merging CSCI 1100 with CSCI 2101 and CSCI 2102 to make it a three hour course instead of a three one hour courses. Motion was made by Melvin, seconded by Jeffrey to approve these revisions. Motion passes.

Announcements

Looking Ahead May 5 (Finals Week)

Council will be notified of the location of the May 5 meeting by email.

A motion was made to adjourn.

Submitted by Jillian Jones

AFAM 3200: Black Arts Movement

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

1 change p. 3

Department: Communicative Arts & Integrative Studies

Degree Program: African American Minor

Signature, Department Head	Action Taken Date of Action ()Approved ()Disapproved ()Non-Applicable
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School/College: Arts and Sciences

Signature, Dean of School/College originating proposal	Action Taken Date of Action ()Approved ()Disapproved ()Non-Applicable
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Provost Office

Signature, Associate Provost	Action Taken Date of Action ()Approved ()Disapproved ()Non-Applicable
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CAPC

Signature, Chairperson of CAPC	Action Taken Date of Action ()Approved ()Disapproved ()Non-Applicable
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Provost

Signature, Provost	Action Taken Date of Action ()Approved ()Disapproved ()Non-Applicable
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A. Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)
AFAM 3200 (3-0-3)
2. **Title:** *Black Arts Movement*
3. **Restrictions (if any):**
 - a. Prerequisite(s): AFAM 2010 with a C
 - b. Co-requisite(s) (normal or absolute): N/A
 - c. Other restrictions (e.g. major, junior standing, permission, etc.): N/A
 - d. Other comments (e.g. recommended sequencing, career course notice, etc.): N/A
 - e. Fees (Explain): None
 - f. Grade mode (normal or pass/fail): Normal
 - g. Course(s) are deleted as a consequence: None
4. **Course description for catalog:**
A course focusing on the history, literature, culture and art of the Black Arts Movement.
5. **Semester of implementation:**
Fall 2009

B. Justification

1. **Where will the course fit in the curriculum and what students are likely to take it?**
The course is directed toward the African American Studies minor.
2. **Why is the course needed at CSU?**
The course will enrich existing African American Studies offerings.
3. **What similar courses (models) at other institutions have helped guide this proposal?**
 - Emory University, AAS 385, The Harlem Renaissance: The Black Arts Movement
Content: Black Arts Movement emerged as the cultural arm of the Black Power Movement, also militant and demanding human rights. This course compares and contrasts the two movements, examines the social and political context of each era and interrogates the ideas of a collective self and art as politics.
 - Columbia College, 51 2104, The Black Arts Movement
The 1960s was a period when many "revolutionary" Black Americans, artists, dramatists, writers, critics and philosophers engaged in intense debates over the role of the artist in the making of a cultural revolution, and over what constitutes a "genuine" or "true" black aesthetic. The Black Arts Movement explicitly targeted a number of long-standing assumptions of literary critics and historians; in particular, the role of the text, the timelessness of art, the responsibility of artists to their communities, and the significance of oral forms in cultural struggles.
 - University of Michigan, CAAS 104, The Black Arts Movement
No description available

4. Why are the restrictions (prerequisites, co-requisites, etc.) needed?

The prerequisite of AFAM 2010 ensures that undergraduate students are studying with a group of qualified peers.

5. What impact will the addition of this course have on *other* courses and/or *other* programs (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) at CSU?

None

C. Course Content**1. What learning outcomes for the major will the course address?**

Student will be able to;

- Discuss the historical and cultural context of the peoples of the African Diaspora,
- Discuss the contributions of the descendents of African civilizations,
- Effectively discuss the connections of the African American community to Africa,
- Write effective persuasive essays using scholarly research.

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2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

- a. Through analysis and evaluation of texts and other research materials this course will enhance students' critical thinking skills.
- b. Content and assignments in the course will allow students to improve their research and writing skills to levels of excellence expected of undergraduate students.
- c. Course discussion and spoken presentations in this course will require students to demonstrate speaking skills at levels of competence expected of undergraduate students.

3. Tentative course materials (textbooks, software, etc.)

Baraka, Amiri and Larry Neal. *Black Fire: An Anthology*. 2007.

Collins, Lisa Gail and Margo Natalie Crawford. *New Thoughts on the Black Arts Movement*. 2006.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

Week One: Introduction

Week Two: History of Black Arts Movement

Week Three: Black Arts Movement and the Black Power Movement

Week Four: Black Nationalism

Week Five: Black Liberation Theory

Week Six: Black Panther Party

Week Seven: Student and Professional Organizations

Week Eight: The Black Aesthetic

Week Nine: Political Strategies

Week Ten: Community Theatre

Week Eleven: Poetry and Music of the Black Arts Movement

Week Twelve: Community Art

Week Thirteen: Black Studies Programs

Week Fourteen: Decline of Black Arts Movement

Week Fifteen: Conclusion

D. Faculty, Facilities, and Expenses

- 1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?**

The course will be taught by existing faculty with current qualifications.

- 2. What impact will having faculty teach this course have on other courses?**

This will not affect major offerings or significantly diminish AFAM offerings on the whole.

- 3. What proportion of course sections are expected to be taught by full-time and part-time faculty?**

All sections will be taught by full-time faculty.

- 4. What expenditures (e.g., new equipment, new facilities, new software, etc.), if any, will be required beyond faculty salaries and routine clerical support?**

None

- 5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.**

- Galileo, MLA Int'l specifically Arts and Humanities

- 6. What additional library resources must be added to support the proposed course?**

The course can be taught with existing resources.

- 7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?**

None

E. Enrollment

- 1. What is the estimated number of sections per year?**

Section offerings will vary according to need.

- 2. What is the estimated average enrollment per section?**

Twenty-five

- 3. What is the estimated total enrollment per year?**

Twenty-five or more

- 4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any)**

None.

CLAYTON STATE UNIVERISTY

PROPOSAL FOR ART MINOR

February 5, 2009
Arts & Sciences
Communicative Arts and Integrative Studies
CIP Code 50.0799

Starting Date: Fall 2009

Program Description and Objectives:

The minor description, written in a one page abstract, is a summary of the proposed minor. It should include the objectives of the program; the needs the program would meet; and an explanation of how the program is to be delivered; and information related to curriculum, faculty, and enrollment.

The Art minor enhances a student's ability and conceptualization development. It promotes the application of creative thinking to visual art that could be applied to many interdisciplinary fields. The Art minor would provide a venue for further skill/talent development.

The objective of the art minor is to provide students with an understanding of studio art and art history, embodied in the practice of art through the study of contemporary visual culture as well as with an appreciation of the formal language utilized by artists. Students will also become aware of disciplinary methodology and conventions. Students will have the choice of two emphases: studio art or art history.

The minor in art will benefit students majoring in any liberal arts discipline with a practical component, including the studio art, digital imaging, video and film studies, art history, art criticism, and liberal studies. Students minoring in art will gain a sense of the overall studio art, digital art, and evolution of the history of art, as well as in-depth knowledge of visual art in different disciplines.

Justification and Need for the Minor:

Provide evidence that the program is desirable, including student demand, exceptional qualifications of the faculty, special facilities, etc.

Demand for art courses has increased over the past few years from students in the Communication and Media Studies Program. Approval of the art minor will allow these students to document a minor area of concentration.

In addition, Clayton State University has just changed the name of its Integrative Studies BA to BA in Liberal Studies. In conjunction with that name change, the degree requires

a minor in a discipline or program with Arts & Sciences. Adding an art minor will support the new degree program.

Procedures Used to Develop the Program:

Describe the process by which the department developed the proposed minor.

Procedures used to develop the art minor include research into art occupation and societal needs, research into other schools' programs, and the needs of CSU.

Curriculum:

1. *List the entire course of study required and recommended to complete the program.*
 - a. *Clearly differentiate which courses are existing and which are newly developed courses.*
 - b. *Append course description for all new courses.*
 - c. *When describing required or elective courses, list all course prerequisites.*
 - d. *List student outcomes associated with this minor.*

At least 18 semester hours are required for the Art Minor.

**ART MINOR (Studio Art or Art History emphasis)
(All courses listed already exist, unless otherwise indicated.)**

1. Lower Division Art:

9 hours

Required of Both Studio Art and Art History Emphases:

ART 1101/Drawing I (3-0-3)

As the first course in drawing, drawing I provides a systematic study in the basic concept skills in drawing, through traditional approaches to contemporary visual languages. By working from direct observation, students will demonstrate through in-class exercises and formal assignments an understanding of the basic skills and concepts.

ART 2302/Art of the Modern World (3-0-3)

A survey of world art from approximately 1600 through the present day, viewed in both historical and contemporary perspective. Critical thinking and communication skills are emphasized. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

For Studio Art Emphasis, choose one from the following:

ART 1102/Drawing II (3-0-3)

A continuing study of the planar relationships between objects, with anatomy and improvement of drawing skills being the primary focus. Through systematic exercise, media and material exploration, students will develop their personal visual language.

ART 1104/2-D Design/Color Theory (3-0-3)

This course develops students' understanding of the various organizations in designing for the 2-D surface. Basic elements of design, such as line, shape, value, texture, color contrast and color composition, as well as principles of design, such as unity and variety, balance, repetition, rhythm, movement and emphasis.

ART 1301/3-D Design (3-0-3)

This course is dedicated to the study of design in the three dimensions—space and volume. Students work with a variety of media to learn how to manipulate, construct and analyze 3-D forms and space.
Prerequisite: Drawing I.

For Art History Emphasis, Choose One from the Following:

ART 2301/Art of the Pre-Modern World (3-0-3)

A survey of world art from prehistoric times through approximately 1600, viewed in both historical and contemporary perspective. Critical thinking and communication skills are emphasized. [Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course.]

ART 2303/Introduction to Non-western Art (3-0-3) (Proposed/Newly Developed)

A survey of early non-western art, including African, Asian, Islamic, Mesoamerican and Andean, Native American, and Oceanic art, viewed in historical perspective.

Three Upper Division Courses: 9 hours

2. Required for Studio Art Emphasis: 6 hours

ART 3001/Painting Studio (requested change from ART 2001) (3-0-3)

This course offers traditional and contemporary processes for painting. Through a variety of skills training, students will learn how to plan and develop a visual idea. The course applies the study of color and composition to the creation of paintings in oil and water-based media, and students prepare sound painting supports for canvas, paper and panel.
Prerequisites: Drawing I

ART 4900/Independent Study of Studio Art (3-0-3) (Proposed/Newly Developed)

This course explores the use of traditional and nontraditional materials, installations, and new technologies for creative production and expression. Emphasis is placed on the using of cross-media, such as traditional painting, sculpture, and digital media.

For Studio Art Emphasis, choose one from the following:

3 hours

CMS 4410/Digital Video Production (3-0-3) (requested for cross-listing to ART 4410)

An introduction to the three phases of digital video creation: pre-production, production, and post-production. Students will be required to attend events (e.g., video shoots) scheduled outside of regular class hours.

Prerequisite: CMS 2100

ART 3101/The Visual Arts & Society (3-0-3)

A topical or thematic approach to the study of the networks of relationship between works in the visual arts and the social structures in which those works are created and interpreted, considering both historical and contemporary perspectives. Critical thinking and communication skills are emphasized.

Prerequisites: ENGL 1102. Completion of CRIT 1101 and Area C recommended.

ART 3401/American Art Visions (3-0-3)

A survey of American Art from the foundation of American identity within the New World - Colonial era, through the multiple trends and identities of Modern America. Prerequisites: ENGL 1102. Completion of CRIT 1101 and Area C recommended.

ART 3310/Nineteenth and Twentieth Century Art (3-0-3) (Proposed/Newly Developed)

A survey of western art throughout the nineteenth and twentieth centuries, viewed through a historical perspective. Prerequisites: ENGL 1102. Completion of CRIT 1101 and Area C recommended.

HUMN 4800/Special Topics in the Humanities

Seminar in Humanities Topics. May be repeated when topics vary. Under this course, Dr. Bonner taught Impressionist & Post-Impressionist Art and Italian Renaissance Art & Architecture.

CMS 4310/Film Analysis and Criticism

This course continues the humanities-based approach to cinema begun in Introduction to Film, now in a writing-intensive format. Through weekly writing assignments students master the analysis of motion-picture form, including camerawork, editing, narrative, sound, and mise-en-scene. The course also considers multiple approaches to film theory and criticism within historical and international contexts. Attendance is required for weekly out-of-class screenings.

Prerequisite(s): ENGL 1102 (C); CMS 2110 (C).

CMS 4320/Women and Film

This course explores the role of women in cinema as on-screen representation, as spectators, and as filmmakers. We will study selected films and readings particularly in light of women's gender, class, race, and sexuality.
Prerequisite(s): ENGL 1102 (C); CMS 2110 (C).

For Art History Emphasis, choose three from the following:

9 hours

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Prerequisite(s): ENGL 1102 (C); CMS 2110 (C).

ART 4810/Women and the Arts (3-0-3) (on request for cross-listing from WST 4810 and CMS 4810)

In this course, we will explore the role of women as artists, spectators, and representations in the visual, literary, and performing arts. Our primary category of analysis in Women & the Arts is gender, the socially constructed and historically variable understanding of what it means to be a woman or a man, but we will further consider how this category interacts with race, class, and sexuality in the arts. Additionally, a central idea in our class is that knowledge and images conveyed through artistic texts are not neutral; rather, the arts socialize and discipline us even as they entertain and enlighten us. Prerequisites: ENGL 1102 and ART 2302.

Student Outcomes Associated with the Art Minor:

1. Demonstrate knowledge of the subject matter and history of art: major works, issues, and movements.
2. Demonstrate techniques of introductory level drawing.
3. Demonstrate communication skills in one or more of the following ways:
 - a. Orally critiquing student's own art works
 - b. Orally critiquing the works of others, including historical art works
4. Demonstrate critical thinking skills in effectively analyzing art concepts and successfully applying these skills in aesthetic judgments.

Administration:

Describe how the proposed minor will be administered within the structure of the institution.

The program will be administered by the Head of the Department of Visual and Performing Arts in the College of Arts & Sciences.

Assessment:

Indicate the measures that will be taken to assess the effectiveness of the minor and the learning outcomes of students enrolled.

Planned major assessments include program entry and exit assessments by studio instructor. Students will be required to have solo exhibitions after they finish the

curriculum. Finally, the Department of Visual and Performing Arts will participate in the university's five-year program review process, which includes program evaluation by outside reviewers.

Minors that are proposed for areas where Clayton College & State University does not have a major must also address the following:

The Societal Need for Graduates Prepared in this Program:

Indicate the societal need for graduates prepared in this program. Describe the process used to reach these conclusions, the basis for estimating this need, and those factors that were considered in documenting the program need.

Societal Need:

According to the *Occupational Outlook Handbook*, 2002-2003 edition, from the U.S. Department of Labor, employment of artists and related workers is expected to grow as fast as the average through the year 2012. The *OOH* divides the societal need into three categories: Art Directors, Fine Artists, Multi-media artists and animators. They explain:

"Art directors work in a variety of industries, such as advertising, public relations, publishing, and design firms. There is an expanding number of opportunities...

Fine artists mostly work on a freelance, or commission, basis and may find it difficult to earn a living solely by selling their artwork. Only the most successful fine artists receive major commissions for their work. Grants from sponsors such as private foundations, State and local arts councils, and the National Endowment for the Arts should remain competitive. Studios, galleries, and individual clients are always on the lookout for artists who display outstanding talent, creativity, and style. Talented fine artists who have developed a mastery of artistic techniques and skills, including computer skills, will have the best job prospects...

The need for artists to illustrate and animate materials for magazines, journals, and other printed or electronic media will spur demand for illustrators and animators of all types. Growth in motion picture and video industries will provide new job opportunities for illustrators, cartoonists, and animators"(<http://www.bls.gov/oco/home.htm>).

According to "Occupational Outlook for Metro Atlanta WIA Area," jobs for Art and Design Workers in the Metro Atlanta area will experience an impressive 45.44% increase in demand from 2000 to 2010. Art Directors will experience a similar, 42% increase in demand for the Metro Atlanta area by 2010

(<http://quickstats.dol.state.ga.us/demand/occupation/baseoc07.htm>).

Georgia, and in particular the Metro Atlanta area, will experience impressive growth in the need for employees trained in the visual arts. Degrees such as our Art Minor will be essential in helping our students compete for this growing sector of the job market.

Art has an impact on all of us. An artist can influence public attitudes and opinions that promote a moral and ethical responsibility to change the society. Art is the enrichment of the cultural life as an integral part of society's essential needs through enhancement of both the general living environment and the special cultural or aesthetic experiences of the citizens of the Southern Crescent.

Atlanta is the art and cultural center of the Southeast, which has many job opportunities for artists and designers. The Minor in Art is designed to appeal to undergraduate students who wish to broaden their education and enhance their employment opportunities. Students minoring in art can prepare for a professional career in the following fields: studio artists, art directors, graphic designers, or art educators.

In Georgia and in Metro Atlanta, Savannah College of art & Design, Atlanta College of Art and The Art Institute of Atlanta are three major professional art institutions. The University of Georgia and Georgia State University have graduate study programs in art and design. In recent years, all those schools have been expanding their art programs rapidly. The demand from students is growing. The Art Minor in CSU will offer undergraduate students systematic preparation for further studies in art and design.

Public and Private Institutions in the State Offering Majors in the Area of the Proposed Minor:

University of Georgia
Georgia State University
Kennesaw State University
Savannah College of Art & Design
The Art institute of Atlanta
Atlanta College of Art
Armstrong Atlantic State University
Augusta State University
North Georgia College & State University
Georgia College & State University
Valdosta State University
Columbus State University
Fort Valley State University
Georgia Southwestern University
Georgia Southern University

Inventory of Faculty Directly Involved:

For each faculty member, give the following data.

- a. Name, rank, academic discipline, institutions attended, degrees earned;*
- b. Current workload for typical semester, including specific courses usually taught; explain how workload will be impacted with the addition of proposed program;*
- c. Scholarship and publication record for past five years;*
- d. Professional activity;*
- e. Expected responsibilities in this program;*

Full-time faculty currently housed in the School of Arts & Sciences who will teach program courses include the following:

1.
 - a. David A. Ludley, Ph.D., Professor of Art History and English (Ph.D., Emory U, 1981; MA, Illinois State U, 1973; BA, Illinois State U, 1972).
 - b. Current workload: four courses per semester in art history—a graduate level survey, one lower-division survey, and an online Contemporary Art course; release time for graduate level teaching. No real impact on workload, since he already teaches most of the courses involved.
 - c. Dr. Ludley has published in *Woman's Art Journal*, Georgia Historical journals, and other publications. He has also published several peer-reviewed abstracts for the International Society for Exploring Teaching and Learning and gave a presentation at each conference, including one at Johns Hopkins University in Baltimore. He has made several art historical presentations at conferences such as the International Conference on Literature, the Visual Arts, and Film. He has been twice named a Fulbright Scholar, researching in Egypt, Israel, and Thailand, and has published for governmental agencies as well. In addition he has been frequently commissioned by the High Museum in Atlanta to give presentations, including being a Keynote Speaker at major exhibitions.
 - d. Dr. Ludley is a member of the College Art Association, Association of Historians of Nineteenth Century Art, Association of the Interdisciplinary Study of the Arts, and many other art history professional organizations.
 - e. Dr. Ludley will teach Art 2301 (Art of the Pre-Modern World), Art 2302 (Art of the Modern World), Art 3401 (American Art Visions), and Art 3101 (The Visual Arts and Society: Contemporary Art).

2.
 - a. Alan Caomin Xie, MFA, Assistant Professor of Art (MFA, Savannah College of Art & Design, 2001; BFA China National Academy of Fine Arts, 1998).
 - b. Current workload: five courses per semester in studio art; release time for Cygnet art editor.
 - c. Mr. Alan Caomin Xie's works are selected in exhibitions nationally and internationally, which includes "Pour L'Amour des Chiens", Mona Bismarck Foundation, Paris, France, 2003; "In Response-National Juried Exhibition" Red Gallery, Savannah, GA, 2002; "International Young Art 2002", Elizabeth Foundation for the Art, New York; "International Young Art 2002" Sotheby's Amsterdam, Netherlands; "Motion Still" Savannah, GA, 2004. "Moth Dream", Spiller-Vincenty Gallery, Jacksonville, FL, 2003 (solo exhibition); "Still Image II" Millennium in Midtown, Atlanta, 2004 (solo exhibition); "Outwin Boochever Portrait Competition", Smithsonian National Portrait Gallery, 2006; "Yellow Box--Contemporary Art and Architecture in Chinese Space", Qinpu, China, 2006.
 - d. Mr. Alan Caomin Xie is a member of the College Art Association.
 - e. Mr. Alan Caomin Xie will teach Art 1101 (Drawing I), Art 1102 (Drawing II), Art 1104 (2-D Design & Color Theory), Art 1301 (3-D Design), and Art 2001 (Painting Studio I).
3.
 - a. Dr. Virginia Bonner, Assistant Professor of Film & Media Studies (Ph.D. Women's Studies and Film Studies, Emory University 2003, M.A. Art History, University of Florida 1993, B.S. Psychology, University of Florida 1991). Dr. Bonner is Assistant Professor of Film and Media Studies, with training and teaching experience in Art History and Women's Studies as well.
 - b. Current workload: four courses per semester in cinema studies, art studies, women studies, media studies.
 - c. She regularly presents papers on these areas at national professional conferences (SCMS, NWSA, MLA, etc.), and she is presently writing a book manuscript on the experimental documentary cinema of the Left Bank (Paris). She has published a book review in *Film Quarterly*, has a forthcoming chapter on Agnès Varda in the anthology (*Un*)*Making the Cut: Feminism, Filmmaking, Fluidity*, and has submitted articles to peer-reviewed journals. Dr. Bonner will teach upper-division electives in Art History for the Art minor.
 - d. Dr. Bonner is a member of Society for Cinema and Media Studies, Modern Language Association, South Atlantic Modern Language Association, the Georgia Association for Women in Higher Education.

e. Dr. Bonner will teach CMS 4810 (Women and the Arts), CMS 4320 (Women and Film), CMS 4310 (Film Analysis and Criticism), and CMS 2100 (Introduction to Film).

Outstanding Programs of this Nature in Other Institutions:

List three outstanding programs of this nature in the country, giving location name, and telephone number of official responsible for each program. Indicate features that make these programs stand out. When available, append descriptive literature of the outstanding program. Indicate what aspects of these outstanding programs, if any, will be included in your program.

University of Georgia

Minor - Art/Art History

A minor must contain at least 9 hours of upper division course work. Courses taken to satisfy Core Areas A through E may not be counted as course work in the minor. Courses taken in Core Area F may be counted as course work in the minor.

Required Courses: (18 hours)

ARHI 2100

Five upper-level ARHI courses (at least 2 of which must be at the 4000-level)

All courses used to satisfy the minor requirement must be passed with a grade of "C" or better.

TOTAL HOURS: 18

Contact:

Franklin College of Arts and Sciences
New College
The University of Georgia
Athens, GA 30602
706/542-3400 or 542-3401
<http://www.franklin.uga.edu/>

Savannah College of Art & Design

The college offers 40 minor programs. In each minor, students must complete required introductory level courses, followed by a sequence of advanced courses and/or electives carefully selected under the guidance of a faculty adviser. Some required courses have prerequisites. Required courses in the foundation studies, general education or major curricula may count toward a minor. Students

choosing to complete a minor may need to take more than the minimum number of hours required for graduation. Students may choose to complete more than one minor or may apply the hours earned for the minor toward completion of a double major. A minimum of 40 credit hours is required to complete a minor, and students must maintain an overall grade point average of at least 2.0 (C) in the minor to receive the minor designation.

Contact:

E-mail: admission@scad.edu

Admission Department

342 Bull Street

Savannah, Georgia 31401

United States of America

800.869.7223

912.525.5986 (fax)

Emory University

Minor in Art: 24 hours of course credit:

Twelve hours (12) of Visual Arts (3 four hour courses)

No more than 2 courses (eight credit hours) may be in any one Area. The areas are:

1. Drawing and Painting
2. Photography, Film and Video
3. Ceramics and Sculpture

At least one of the three studio courses must be at the 200 level.

Twelve hours (3 courses) of Art History, including:

ARTHIST 266 (Contemporary Visual Arts)

OR

ARTHIST 210 (Contemporary Art Issues Workshop)

Office of Admission

Emory University

200 Boisfeuillet Jones Center

Atlanta, GA 30322-1950

404-727-6036 or 800-727-6036

404-727-4303 (fax)

Inventory of Pertinent Library Resources:

Because Clayton State has had an Area F in Art/Art History for many years, and has offered lower level courses and upper level art courses over many years, the Clayton State library has acquired an adequate base collection in circulating books and reference works upon which to build, over 2,025 titles. We subscribe to eight art-oriented journals. The availability of electronic journals through Galileo adds to the good inventory of print art journals. In addition, "GIL Express" provides the Union catalog for all System libraries, whose books are all available to us. As the art program progresses, additional works and journals can be added to library resources as needed and as funds allow.

CMS 3400 COMMUNICATION LAW

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: _____ CAIS _____

Degree Program: _____ Communication and Media Studies _____

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: _____ Arts and Sciences _____

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.) CMS 3400 (3-0-3)

2. Title: Communication Law

3. Restrictions (if any):

- a. **Prerequisite(s):** ENGL 1102 (C),
- b. **Co-requisite(s) (normal or absolute):** N/A
- c. **Other restrictions: e.g. major, junior standing, permission, etc.:** Junior standing
- d. **Other comments: e.g. recommended sequencing, career course notice, etc.:** N/A
- e. **Fees:** N/A
- f. **Grade mode [normal or pass/fail]:** normal
- g. **What course(s) are deleted as a consequence:** N/A

4. Course description for catalog:

This course is designed to give students an understanding of pertinent constitutional, statutory, common, equity and regulatory laws as they relate to mass media, and to provide students with a basic understanding of how existing laws control the operation of mass media. Students will be encouraged to express their views about these laws and their impact on communication within our society.

5. Semester of Implementation: Fall 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will serve CMS majors, serving as a major elective. The course also is likely to be popular as an elective among students in other majors, since the mass media play a highly visible role within contemporary culture.

2. Why is the course needed at CSU?

CMS majors and other students need to be aware of the laws that surround mass media. With our ever-growing world of technology, this class will offer students much needed information about the use of internet, copyright, privacy laws, advertising and more. Because these issues are couched in the First Amendment, it will help students understand their rights as well as important rules and regulations as they pertain to the mass media.

3. What similar courses (models) at other institutions have helped guide this proposal?

Many universities offer a course in Communications Law or Mass Media Law. This course is found in Mass Media Programs, Communication Programs, Media Studies Programs, Journalism Programs and more. The following is a partial list:

AUGUSTA STATE UNIVERSITY

COMC 3000: MEDIA LAW AND ETHICS

A broad application of the principles of law and ethics to the mass communications media, media practice, advertising, freedom of information, libel, contempt of court, copyright, private and self/professional censorship. Required for all communications majors except for those following the drama track.

ALBANY STATE UNIVERSITY

MACO 4412: COMMUNICATION LAW

Study of various laws affecting American media. Students examine the concepts of freedom of speech and press, specific laws and alternative interpretations of those laws, federal regulatory agencies, rights in news and advertising, libel, slander, copyright, and invasion of privacy.

COLUMBUS STATE UNIVERSITY

COMM 4125. FREEDOM OF SPEECH AND THE FIRST AMENDMENT

Examines basic arguments and theories related to freedom and control of speech and expression in the United States, including landmark Supreme Court decisions interpreting the First Amendment. Critically explores major free speech issues in contemporary American society, such as campus free speech, hate speech, obscenity, privacy concerns, defamatory speech, destruction of American symbols, corporate silencing of speech, campaign finance reform, and government efforts to expand control over speech.

GEORGIA SOUTHERN UNIVERSITY

JOUR/BRCT 3337. LAW AND ETHICS OF MASS COMMUNICATION

Surveys freedom of speech and press and its limitations by laws governing libel, privacy, copyright, contempt, free press, broadcast regulation, fair trial, and reporter's shield. Broadcast industry self-regulation and ethical concerns of mass communications will be discussed.

GEORGIA STATE UNIVERSITY

JOUR 3060: COMMUNICATION LAW AND REGULATION

The law as applied to press, film and telecommunication. A philosophical basis and evolution of legal precedent governing media. Slander, privacy, copyright, information access, constitutional issues and practical limitations of libel.

KENNESAW STATE UNIVERSITY

COM 4470: MEDIA LAW

An in-depth examination of the existing legal structure within which the media operates, and the antecedent statutory and case law through which this structure has evolved. Also addresses ethical concepts and considerations surrounding the media.

SAVANNAH STATE UNIVERSITY

COMM 4705: COMMUNICATION LAW AND ETHICS

Study of the laws affecting American media, including the concept of freedom of speech and press, federal regulatory agencies, libel, slander, copyright, and invasion of privacy. Junior or senior standing.

CLARK ATLANTA UNIVERSITY

CMMA 425: COMMUNICATION LAW.

Study of various laws affecting American Media. Concepts of freedom of speech and press, specific laws and alternative interpretations of those laws, federal regulatory agencies' rights in news and advertising, libel, slander, copyright and invasion of privacy.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Successful prerequisite completion of ENGL 1102 ensures that students develop basic writing, research, and analytical skills before addressing the more advanced study of media.

Junior standing is required because this course will be taught as an upper-division elective, and will ensure that students have the proper foundations necessary for the rigorous material.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

No courses need to be dropped in order to implement this course. Instead, the addition of this course will add to the elective choices of both CMS majors and all university students. It will be of great interest to students interested in media studies, law, art, public relations, communications, history, and politics. Further, the CAIS department already has faculty in place to teach this course.

C. Course Content

1. What learning outcomes for the major will the course address?

CMS Outcome 1: "High-level communication skills in a variety of written and spoken presentations and interpersonal and group interactions."

The course requires students to write about legal scenarios and to make arguments based on court decisions.

CMS Outcome 2: "High-level critical thinking skills in effective analysis of a variety of communication situations (involving purpose, audience, and media) and in successful decision-making adaptation to the demands or opportunities of those situations."

The course provides foundational concepts and tools needed for rigorous thinking about media and the laws that surround media. Students will analyze case decisions and judicial commentary.

CMS Outcome 3: "Knowledge of the interrelationships between communication media and human society through history and across various global cultures."

The course overviews the historical development of media law, and examines how basic rights, such as freedom of expression, are affected by communication laws.

CMS Outcome 4: “Knowledge of aesthetics, differing conceptions of beauty and taste, and their relevance to human communication throughout history and across cultures.”

The course specifically examines issues of advertising, obscenity, and art as they pertain to media law.

CMS Outcome 5: “Knowledge of ethics, differing conceptions of right conduct, moral character, and justice, and the central role of ethical behavior in sustaining human culture and communication.”

The course specifically examines issues of copyright, privacy, obscenity, hate speech, false advertising and other topics that directly relate to ethics, conduct, and legal choices.

CMS Outcome 6: “Knowledge of the current major forms of global communication and media, including those involving recent technological innovations.”

The course specifically addresses issues of internet practices and examines broadcasting and other media regulations in the world of changing technology.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

For both communication and critical thinking, see “CMS Outcome 2” in section C1.

3. Tentative course materials (textbooks, software, etc.)

Students will be assigned one or two of the following textbooks along with excerpts from primary texts, made available through library and/or electronic reserves:

Don Pember, *Mass Media Law*;

Janice Schuetz, *Communicating the Law*;

Kent R. Middleton and William Lee, *The Law of Public Communication*;

Wayne Overbeck, *Major Principles of Media Law*;

John D. Zelezny, *Communications Law: Liberties, Restraints, and the Modern Media*;

John D. Zelezny, *Cases in Communications Law*.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

Initially, all sections will be offered on campus.

5. Attach a tentative course outline (one page or less):

See final page.

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty will teach the course. Dr. Felicia Stewart will offer the initial section.

2. What impact will having faculty teach this course have on other courses?

Having Dr. Stewart teach this course allows her to teach in one of her areas of expertise and leaves other faculty to teach in their areas of expertise as well.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

For the foreseeable future, all sections will be taught by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

No additional expenditures are needed, though the course will need to be offered in a classroom with good projection and sound equipment (e.g. in the Music Building or University Center).

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

FCC: Frontline in the culture and regulation wars. / Kimberly Zarkin and Michael Zarkin, 2006.

Internet surf and turf- revealed: the essential guide to copyright, fair use and finding media/Barbara M. Waxer and Marsha L. Baum, 2006

Mayhem: violence as public entertainment/ Sissela Buk, 1998

Rodney King case (video recording): what the jury saw in CA v. Powell/ Courtroom Television Network, Producers Peter Aronson and Kristen Jeanette-Meyers, 1991

Popular trials (computer file): rhetoric, mass media and the law/ editor Robert Hariman, 1990

Mass Media and the Constitution: an encyclopedia of Supreme Court decisions/ Richard F. Hixson, 1989

6. What additional library resources must be added to support the proposed course?

None are immediately necessary, beyond the regular CMS and COMM purchases.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

For now, no amount needs to be added to support this course.

Part E. Enrollment

1. What is the estimated number of sections per year? 1

2. What is the estimated average enrollment per section? 24

3. What is the estimated total enrollment per year? 24

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any)

The only reduction in other courses would be in an elective that a student may have taken instead of this course. It is not possible to determine what that might be, since students have so many electives from which to choose.

One-page Outline: CMS _____ Communication Law

Weeks One and Two: Introductions

The first two weeks would be a basic introduction to the law. It will include looking at the American Legal System, Civil Law, Criminal Law, Sources of Law, State Court System, Federal Court System, and the Supreme Court.

Weeks Three and Four: The First Amendment and the Meaning of Freedom

These two weeks would be devoted to examining the 1st Amendment and its theories of interpretation. Also included would be an examination of Prior Restraint of the Press, Freedom of Speech in Schools, Hate Speech, and Internet issues.

Weeks Five and Six: Privacy Issues

During these two weeks, students would examine the 4 areas of privacy law that have been interpreted from the First Amendment. They will study cases in Appropriation, Intrusion, Publication of Private Facts, and False Light. They will also begin assignments on Libel and Defamation of Public Figures.

Weeks Seven, Eight and Nine: Protection of News Sources and Contempt

Students will spend time learning about such things as the Freedom of Information Act, and confidentiality. Additionally, they will learn how other basic rights are balanced with the 1st Amendment as they examine issues such as newsroom searches and telephone records. They will also examine cases that deal with refusing to obey court orders and contempt of court.

Week Ten: Free Press and Fair Trial

In this week, students will learn about issues that develop between 1st Amendment rights to publish and 6th Amendment rights to fair trials. They will examine issues of changing venues, jury sequestration and gag orders.

Weeks Eleven and Twelve: Obscenity

Students will see how the law of obscenity developed and examine contemporary cases. They will also learn the differences in obscenity and non-obscene erotic material and learn about the regulations of each.

Weeks Thirteen and Fourteen: Regulation of Advertising

These two weeks will focus on advertising and the First Amendment, the regulation of advertising, the Federal Trade Commission and false advertising issues and sanctions.

Week Fifteen: Copyright

Students will examine the basics of intellectual property law. They will learn about fair use, copyright infringement and protection, freelancing and internet copyright issues.

Week Sixteen: Telecommunications Regulation

Students will learn about the basic broadcast regulations, the history of regulation and examine the changes over the past several years. They will specifically look at the regulation of program content, political programming and the regulation of new technology.

Communication (COMM)

COMM 1001 - Presentational Speaking (1-0-1)

A course of instruction in the essentials of effective informative public speaking. The goal of the course is to help students develop credibility as speakers by gaining basic competence in the preparation and delivery of spoken reports or other informative presentations. (Not open to students enrolled in or with credit for COMM 1110.)

COMM 1002 - Presentation Applications (1-0-1)

A course providing instruction and practice in the use of a variety of audio-visual media, including electronic media, often employed to enhance speaking presentations in a variety of situations. (Not open to students enrolled in or with credit for COMM 1110.)

Prerequisite(s): COMM 1001.

COMM 1110 - Spoken Communication (Public Speaking) (3-0-3)

A study of the fundamentals of effective speaking, with emphasis on preparation and delivery of spoken presentations to inform and persuade. Instruction in and assessment of speaking skills are based on the elements described by the Clayton State Communication Outcome, focusing on the interrelationships among speaker, listener, situation, purpose, knowledge, organization, vocal and physical delivery, and language. Attention to group and inter-personal interaction is also included. Basic instruction is provided in preparing audio-visuals, including electronic media, to accompany end-of-semester presentations. (Not open to students with credit for COMM 1001 and COMM 1002 without permission of the Department of Communicative Arts and Integrative Studies.)

COMM 3010 - Research Design and Analysis (3-0-3)

This course familiarizes CMS majors with social science research. Specifically, the course introduces students to theory formation, research methodology, data measurement and data analysis.

Prerequisite(s): ENGL 1102 (C); COMM 1110 (C); CMS 2100 (C)

COMM 3100 - Professional Speaking (3-0-3)

An advanced study and application of principles of effective spoken communication skills in a variety of business and other professional settings, focusing on persuasive public speaking and group dynamics. As part of the communication process, listening competence is included as a skill of professional speaking, in the contexts of both large audiences and collaborative work teams. The strategic uses of multimedia presentational aids will also be emphasized.

Prerequisite(s): COMM 1110 (C) or permission of the Department of Communicative Arts and Integrative Studies; ENGL 1102 (C).

COMM 3300 - Interpersonal Communication (3-0-3)

This course is designed to help students develop effective interpersonal communication skills. Students can expect to learn the theories and concepts of interpersonal communication, and then apply them to "real world" situations. It is expected that students will develop proficiencies in dyadic interactions and their analysis. In other words, students should be able to evaluate and moderate their own behavior, and assess the skills of others. In this way, students develop skills and a critical mindset that can be applied when they venture into the workplace. Recommended completion of Area C and E.3.

Prerequisite(s): ENGL 1102.

COMM 3400 – Communication Law (3-0-3)

This course is designed to give students an understanding of pertinent constitutional, statutory, common, equity and regulatory laws as they relate to mass media, and to provide students with a basic understanding of how existing laws control the operation

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of mass media. Students will be encouraged to express their views about these laws and their impact on communication within our society.

COMM 4100 - Organizational Communication (3-0-3)

Organizational Communication introduces students to theories of management and communication. Students apply their knowledge of theory to real-world phenomena utilizing a case-study approach. This combination of theory and application develops knowledge and skills necessary for success in corporate communication environments.

Prerequisite(s): COMM 1110 (C) and [CMS 3500 or ENGL 3900 (C)].

COMM 4510 - Intercultural Communication (3-0-3)

Intercultural Communication is a course dedicated to theories and practices of communicating across cultures. The students will learn how other cultures deal with conflict, context, and communication.

Prerequisite(s): COMM 1110(C).

Communication and Media Studies (CMS)

CMS 2010 - Introduction to Media Studies (3-0-3)

The course offers an overview of the cultural, social, political, and economic impact of mediated communication. Topics include the nature and function of media, core media institutions, and media in transition. Students will analyze media critically, including the contemporary mediascape, and develop a historical perspective on major media forms.

CMS 2100 - Introduction to Film (3-2-3)

A humanities-based approach to cinema as an art form, this course introduces the basic elements of motion-picture form: camerawork, editing, narrative, sound, and mise-en-scène. The course also locates contemporary filmmaking within historical and international contexts. Attendance is required for weekly out-of-class screenings.

Note: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course. [Prerequisite ENGL 1102 \(C\)](#)

CMS 3020 - Research Methods (3-0-3)

This course provides CMS majors with the necessary skills to conduct independent, primary, interdisciplinary research in Media Studies and Cultural Studies. Students learn a variety of humanistic and social-scientific methodologies, which may include some or all of the following: in-depth interviewing, focus groups, archival research, content analysis, semiotics and textual analysis. Students choose an appropriate media topic to study through a variety of research modes and methods over the length of the semester. Open to students who have been admitted to the Communication and Media Studies (CMS) minor or BA programs. Prerequisites ENGL 1102 (C), CMS 2010, (C), CMS 2100 (C), COMM 1110 (C).

CMS 3101 - Media and Culture (3-0-3)

An introduction to humanities-based approaches to the study of media and culture. Theories of textual and visual signification are introduced, including the contributions of discursive contexts and audience expectations. The class considers questions of taste, quality, and cultural identity, particularly as applied to contemporary and emerging technologies. Open to students who have been admitted to the Communication and Media Studies (CMS) minor or BA programs.

Prerequisite(s): CMS 2010, (C), CMS 2100 (C), COMM 1110 (C), ENGL1102 (C).

CMS 3200 - History of Communication (3-0-3)

A chronological survey of major types and media of human communication, from pre-history through the present day, focusing upon the interrelationships between communication media and their larger social and cultural contexts. The history of

communication leading to English-language media is the main focus, but comparisons and contrasts with other world communication systems will also be explored.

Prerequisite(s): CMS 2100 (C), CMS 2010, (C), COMM 1110 (C), ENGL1102 (C).

Recommended: Completion of Areas C and E.3.

CMS 3310 - Film History (3-2-3)

A study of both artistic and technological developments in American and international cinema, with emphasis on significant film movements and filmmakers. Key films will be examined in depth. Attendance is required for weekly out-of-class screenings.

Prerequisites ENGL 1102 (C), CMS 2100 (C).

CMS 3340 - National Cinemas (3-2-3)

This course closely studies the development of a specific national or regional cinema in terms of its aesthetic, theoretical, and socio-political dimensions. Topics range from the study of a historical period (the Russian silent era, for example), to an in-depth analysis of a single movement (The French New Wave), to the conceptualization of a specific national or regional cinema (e.g., Japanese, Indian, French, Mexican, Canadian, African, New Zealand, etc.). May be repeated when topics vary. Attendance is required for weekly out-of-class screenings.

Prerequisites: ENGL 1102 (C); CMS 2100 (C).

CMS 3500 - Writing and Editing for Mass Media (3-0-3)

A course in writing and editing for mass audiences, including print, broadcast, and Internet journalism. Emphasis on news gathering, public affairs reporting, and practical applications of journalistic techniques and genres. Open to students who have been admitted to the Communication and Media Studies (CMS) minor or BA programs.

Prerequisite(s): CMS 2010, (C), CMS 2100 (C), COMM 1110 (C), ENGL1102 (C).

CMS 3710 - Writing for Digital Media: Theory and Practice (3-0-3)

An advanced writing course that examines dispersed computer networks as new media forms. The course surveys the aesthetic, historical, and theoretical contexts that shape communication using digital media. It also offers hands-on experience in the development of hypertext and multimedia documents.

Prerequisites ENGL 1102 (C).

CMS 3720 - New Media Design (3-0-3)

A studio course that focuses on aesthetic and communicative applications of graphic, streaming, and interactive digital media. Class projects will result in a portfolio of work integrating sound, typography, photo illustration, and moving images.

Prerequisite(s): CMS 2100 (C); [ENGL 3901 (C) or CMS 3710 (C)].

CMS 3810 - Women and Popular Culture (3-0-3)

This course explores how women are represented in American popular culture, and how popular culture shapes our common sense notions regarding women, men, and our gender-specific roles in society. We will consider what types of images we see and hear in various forms of popular culture, including Hollywood movies, fashion magazines, television, advertising, music and popular health. We will then question how we learn to respond to and interpret these messages. Throughout our course we will study how pop cultural texts work to create meanings and how we can become critical consumers of those messages.

Prerequisite(s): CMS 2100 (C); ENGL 1102 (C).

CMS 3901 - Internship/Practicum in Communication and Media Studies (0-10-3)

This course is the principal experiential learning component of the Communication and Media Studies degree program. The placement site will be in a professional communication, performance, or other media environment—either on- or off-campus, as appropriate—related to the career interests or goals of the individual student. Students must coordinate their placements both with their desired internship/practicum sites and with the Clayton State Office of Experiential Learning. Placement opportunities outside the U.S. are encouraged. Enrollment is limited to students

majoring in Communication and Media Studies and also requires program approval. The course is repeatable for credit.
Prerequisite: CMS majors only and CMS program permission.

CMS 3902 - Internship: Teaching and Instruction (0-10-3)

This course offers Communication and Media Studies students an additional experiential-learning opportunity that may be completed in addition to the required internship, CMS 3901. The course involves supervised work in teaching, training, and/or tutoring related to the career interests or goals of the individual student. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval. The course may be repeated for credit.
Prerequisite: CMS majors only and CMS program permission.

CMS 3903 - Advanced Media Production (0-10-3)

This course offers Communication and Media Studies students an additional experiential-learning opportunity that may be completed in addition to the required internship, CMS 3901. The course involves supervised work in advanced media production related to the career interests or goals of the individual student. Enrollment is limited to students majoring in Communication and Media Studies and also requires program approval. The course may be repeated for credit.
Prerequisite: CMS majors only and CMS program permission.

CMS 4310 - Film Analysis and Criticism (3-2-3)

This course continues the humanities-based approach to cinema begun in CMS 2100, now in a writing-intensive format. Through weekly writing assignments, students master the analysis of motion-picture form, including camerawork, editing, narrative, sound, and mise-en-scène. The course also considers multiple approaches to film theory and criticism within historical and international contexts. Attendance is required for weekly out-of-class screenings.
Prerequisite(s): ENGL 1102 (C); CMS 2100 (C).

CMS 4320 - Women and Film (3-2-3)

This course explores the role of women in cinema as on-screen representations, as spectators, and as filmmakers. We will study selected films and readings particularly in light of women's gender, class, race, and sexuality.
Prerequisite(s): ENGL 1102 (C); CMS 2110 (C).

CMS 4330 - Film Genres (3-2-3)

An analysis of specific genres of American and international cinema, focusing on the conventions and icons of those genres and examining significant films within them. Attendance is required for weekly out-of-class screenings. May be repeated when topics vary.
Prerequisite(s): ENGL 1102 (C); CMS 2110 (C).

CMS 4410 - Digital Video Production (3-0-3)

An introduction to the three phases of digital video creation: pre-production, production, and post-production. Students will be required to attend events (e.g. video shoots) scheduled outside of regular class hours.
Prerequisite(s): CMS 2100 (C).

CMS 4450 - Digital Video Post Production (3-0-3)

Through lectures, demonstrations, and hands-on exercises, students master the basic terminology, principles, and skills of digital post production, with an emphasis on nonlinear video editing. Fundamentals of visual storytelling—including continuity, pacing, and dramatic structure—are emphasized.
Prerequisite(s): CMS 2100 (C).

CMS 4500 - Global Contexts in Communication and Media Studies (3-0-3)

A study of communication and media in selected non-Western cultures. In addition, the course examines the roles played by media in the processes of cultural and economic globalization. A capstone course, it includes exit assessment of writing and

speaking skills for the baccalaureate degree program in Communication and Media Studies.

Prerequisites: CMS 3101 (C), and [CMS 3020 (C), or COMM 3010 (C)].

[Prerequisite or Co-requisite: CMS 3200 \(C\)](#)

CMS 4560 - Public Relations Principles and Practices (3-0-3)

A study of public relations theories and practices with emphasis on the various ways in which public relations and promotional messages are delivered to various audiences.

Prerequisites: CMS 3500 (C)

CMS 4800 - Selected Topics in Communication and Media Studies (3-0-3)

Seminar in Communication and Media Studies topics. May be repeated when topics vary. Prerequisites: Junior-level status

CMS 4810 - Women and the Arts (3-0-3)

In this course, we will explore the role of women as artists, spectators, and representations in the visual, literary, and performing arts. Our primary category of analysis in Women & the Arts is gender, the socially constructed and historically variable understanding of what it means to be a woman or man, but we will further consider how this category interacts with race, class, and sexuality in the arts. Likewise, a central idea in our class is that knowledge and images conveyed through artistic texts are not neutral; rather, the arts socialize and discipline us even as they entertain and enlighten us.

Prerequisites: ENGL 1102 (C) and [ART 2302 or CMS 2100 (C), or PHIL 2401 (C), or THEA 1100 (C), or WST 2500 (C)];

CMS 4900 - Directed Research in Communication and Media Studies (3-0-3)

Independent study in Communication and Media Studies (credit varies)

Prerequisites: Junior-level status and CMS program permission.

Journalism (JOUR)

JOUR 1011 - Journalism Practicum (0-V-1)

Basic principles of newspaper or literary journal publication. A conference and workshop course for student newspaper or literary journal staff members. May be repeated for credit, not to exceed four semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the College of Arts and Sciences.

JOUR 1012 - Mass Communication Practicum (0-V-1)

Supervised practical experience with University multimedia systems. May be repeated for credit, not to exceed four semester credit hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the College of Arts and Sciences.

JOUR 3011 - Journalism Workshop (0-V-1)

A workshop for upper division students who participate in the production of student publications or other campus print-oriented media. May be repeated for credit, not to exceed nine semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the College of Arts and Sciences.

JOUR 3012 - Mass Communication Workshop (0-V-1)

A workshop for upper division students who participate in the production of student or other campus multi-media publications (emphasizing non-print media). May be repeated for credit, not to exceed nine semester hours. Interested students should consult with the Program Coordinator for Communication and Media Studies in the College of Arts and Sciences.

MEMORANDUM

TO: Tom Barnett

FROM: Steve Spence, Communication and Media Studies Coordinator

RE: Proposal for Modifications to existing CMS and COMM courses

DATE: October 15, 2008

We propose changes to the following courses. Attached is a marked version of the proposed curriculum compared to the current curriculum.

Prerequisites: Summary and Rationales for Changes

1. CMS 2100 Introduction to Film:
Add ENGL 1102 (C) as a prerequisite.

CMS 2100 Introduction to Film is a challenging course, a fact that surprises many students. Recently it was flagged by the Board of Regents as a course with an unacceptable number of failing grades. We believe the new prerequisite will help to solve this problem, since it will ensure that enrolled students have some experience with university-level expectations and workloads.

In addition, successful completion of ENGL 1102 ensures that students have experience interpreting the meanings of a particular works of art through close scrutiny of their form. This is precisely the approach of CMS 2100, which teaches students to do close readings of the language of cinema: lighting, camera work, *mis en scene*, sound design, etc.

2. CMS 4500 Global Contexts in CMS:
Change CMS 3200 (C) from prerequisite to co-requisite OR prerequisite.

CMS 4500 focuses on contemporary media in cultures outside of North America. Because it does not emphasize historical contexts, it is unnecessary for students to complete CMS 3200 History of Communication prior to enrolling in CMS 4500. Since both of these courses are offered only once each year, it is important to remove an unnecessary bottleneck that can delay students' graduation.

ENGL 4020 Methods in Teaching Literature

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Language and Literature

Degree Program: Bachelors of Arts in English Education

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A. Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

ENGL 4020 (3 hours credit)

2. Title: Methods of Teaching Literature

3. Restrictions (if any):

a. Prerequisite(s): English 1102 (minimum C) and English 2111, 2112, 2121, 2122, 2131, or 2132 (minimum C)

b. Co-requisite(s) (normal or absolute): N/A

c. Other restrictions (e.g. major, junior standing, permission, etc.): N/A

d. Other comments (e.g. recommended sequencing, career course notice, etc.): N/A

e. Fees (Explain): None

f. Grade mode (normal or pass/fail): Normal

g. Course(s) are deleted as a consequence: None

4. Course description for catalog:

This course prepares English Education majors in the theory and practice of teaching literature in secondary schools. The class will emphasize planning, selecting, and evaluating instructional materials for grades six through twelve. Students will develop lessons and units to become effective teachers of literature at the secondary level. Significant field experiences will include educational interactions with students.

5. Semester of implementation:

Fall 2009

B. Justification

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will fit into the curriculum as a required course for English Education B.A. program participants.

2. Why is the course needed at CSU?

The course will help prepare teacher candidates for the high school classroom. It will also meet several NCATE and NCTE requirements for accreditation. This course will explore current research and methodology necessary to become a model English teacher. It will help candidates develop strategies for creating, shaping, and completing lessons and units with a particular purpose and for a specific audience.

3. What similar courses (models) at other institutions have helped guide this proposal?

- **Kennesaw State University**, ENED 4414. Teaching of English/Language Arts. 6-0-6. *Prerequisite: ENGL 3310, ENGL 3391, admission to teacher education.* An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school English/ Language Arts in the multicultural and diverse classroom of today. Emphasis is on developing teachers who possess the capability, intent, and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in the classroom.

- **Georgia Southwestern State University, EDSC 4060.** A pre-service course giving special emphasis to theory and practice in teaching English in secondary schools. Special emphases of the course include the following: planning, selecting, and evaluating instructional materials; classroom management, group interaction, and discipline; evaluating and reporting on pupil progress; and performing other instructional duties related to high school teaching. This course includes an assessment component and extensive field experience in the secondary English classroom. Recommended immediately prior to Student Teaching. (3-8-5) Prerequisites: (Teacher Education 1 or Teacher Education 2)
- **Southeastern Louisiana University, ENGL 468 Teaching of Literature**
This course prepares English Education majors to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom. Significant field experiences will include educational interactions with students. One to two hours of laboratory per week.

4. Why are the restrictions (prerequisites, co-requisites, etc.) needed?

N/A

5. What impact will the addition of this course have on *other* courses and/or *other* programs (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) at CSU?

The course will be included in the rotation of courses in English. No other courses or programs will be affected since this is a new program.

C. Course Content

1. What learning outcomes for the major will the course address?

- to provide content/discipline foundation for careers in education, media, public relations, writing/editing, and others
- to enhance students' critical thinking skills through detailed, intensive analysis and evaluation of texts and other research materials
- to improve students' research and writing skills to levels of excellence expected of English majors

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

- a. Through intensive analysis and evaluation of texts this course will enhance students' writing and critical thinking skills.
- b. Assignments in the course will allow students to improve their writing and research skills to levels of excellence expected of senior-level students.
- c. Analysis of the tools and techniques as well as the theories of teaching literature will allow students to apply their knowledge of literature to methods of teaching.

3. Tentative course materials (textbooks, software, etc.)

Roberts, Edgar V. and Henry E. Jacobs, eds. Literature: An Introduction to Reading and Writing. 7th ed. Upper Saddle River: Prentice Hall, 2004.
Maxwell, Rhoda J. and Mary Jordan Meiser. Teaching English in Middle and Secondary Schools. 4th ed. Upper Saddle River: Prentice Hall, 2005.
Out of the Dust by Hesse; Bud, Not Buddy by Curtis; The Giver by Lowry

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.) On campus**5. Attach a tentative course outline (one page or less)**Week One Introductions to course and study of literatureWeek Two Response #1--Maxwell, Chapters 1-2

Response #2—Teaching Poetry—Nature and Beauty: Keats, p. 971, 730; Blake, p. 644, 703; Shelley, p. 832, 874; Wordsworth, p. 749, 997, 1000; Whitman, p. 912; Frost, p. 621, 1056-1060, 1063-64; Dickinson, p. 1022-23, 1026; Clifton, p. 768; Hopkins, p. 818, 1107

Week Three

Response #3--Maxwell, Chapters 3-5

Response #4—Teaching Poetry—Life, War, and Death: Donne, p. 1090; Tennyson, p. 933; Thomas, p. 876; Milton, p. 871; Shakespeare, p. 873, 1138; Yeats, p. 787; Hughes, p. 740; Herbert, p. 856; Robinson, p. 655; Brooks, p. 811; Gray, p. 676; Dickinson, pp. 1020-23; Hardy, p. 622, 710; Owen, p. 698, 760; Whitman, p. 1156-57; Sassoon, p. 1135; Crane, p. 1084; Emerson, p. 876; Melville, p. 823; Jarrell, p. 624; Ballad, p. 666

Week FourResponse #5--Maxwell, Chapters 10-11; Response #6 Teaching Historical Fiction--*Out of the Dust*Week Five

Response #7--Maxwell, Chapter 12-13

Response #8—Teaching Poetry—Love and Relationships: Shakespeare, p. 718, 746, 852; R. Browning, p. 673; E. Browning, p. 704; Burns, p. 734; Jonson, p. 970; Marvell, p. 909; Herrick, p. 968; Donne, p. 735, 813, 897; Arnold, p. 671; Raleigh, p. 684; Plath, p. 744; Roethke, p. 784; Poe, p. 825

Week SixResponse #9 Teaching Young Adult Fantasy Fiction--*The Giver* (1st half)Week SevenResponse #10--Olson, Chapters 1-2; Response #11--*The Giver* (2nd half)Week Eight

Response #12--Olson, Chapters 5-6; Teaching Short Stories; Response #13--de Maupassant, p. 4; O' Brien, p. 72; Jackson, p. 244; Faulkner, p. 130, 177; Welty, p. 138

Week Nine

Response #14--Olson, Chapter 7; Teaching Short Stories; Response #15--Glaspell, p. 188; Walker, p. 86; Chopin, p. 362; Bierce, p. 234; Poe, p. 302; Hawthorne, p. 403

Week Ten

Response #16--Olson, Chapter 10; Teaching Short Stories; Response #17--Porter, p. 413; Steinbeck, p. 419; Gaines, p. 460; Wharton, p. 542; Gilman, p. 590; Olson, p. 600

Week Eleven

Response #18--Olson, Chapter 12-13; Teaching Drama; Response #19--Glaspell, p. 1181; Wilder, p. 1633

Week Twelve

Response #20—Teaching Shakespeare, p. 1306

Week Thirteen

Response #21--Olson, Chapter 14; Teaching Drama; Response #22--Williams, p. 1674

Week FourteenTeaching Young Adult Fiction; Response #23--*Bud, Not Buddy* (1st Half)Week FifteenResponse #24--*Bud, Not Buddy* (2nd Half); Response #25--Maxwell, Chapter 14**D. Faculty, Facilities, and Expenses****1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?**

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

This course will be part of the expected rotation for existing faculty.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All sections will be taught by full-time faculty.

4. What expenditures (e.g., new equipment, new facilities, new software, etc.), if any, will be required beyond faculty salaries and routine clerical support?

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

- Galileo (articles)
- MLA International Bibliography
- *English Journal*—journal of the National Council of Teachers of English

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None

E. Enrollment

1. What is the estimated number of sections per year? One

2. What is the estimated average enrollment per section? Fifteen

3. What is the estimated total enrollment per year? Fifteen

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any) None

ENGL 4030 Methods in Teaching Writing

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Language and Literature

Degree Program: Bachelors of Arts in English Education

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A. Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

ENGL 4030 (3 hours credit)

2. Title: Methods of Teaching Writing

3. Restrictions (if any):

a. Prerequisite(s): English 1102 (minimum C) and English 2111, 2112, 2121, 2122, 2131, or 2132 (minimum C)

b. Co-requisite(s) (normal or absolute): N/A

c. Other restrictions (e.g. major, junior standing, permission, etc.): N/A

d. Other comments (e.g. recommended sequencing, career course notice, etc.): N/A

e. Fees (Explain): None

f. Grade mode (normal or pass/fail): Normal

g. Course(s) are deleted as a consequence: None

4. Course description for catalog:

This course prepares English Education majors in the theory and practice of teaching writing in secondary schools. The class will emphasize planning, selecting, and evaluating instructional materials for grades six through twelve. Students will develop lessons and units to become effective teachers of writing at the secondary level. Significant field experiences will include educational interactions with students.

5. Semester of implementation:

Fall 2009

B. Justification

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will fit into the curriculum as a required course for English Education B.A. program participants.

2. Why is the course needed at CSU?

The course will help prepare teacher candidates for the high school classroom. It will also meet several NCATE and NCTE requirements for accreditation. This course will explore current research and methodology necessary to become a model English teacher. It will help candidates develop strategies for creating, shaping, and completing lessons and units with a particular purpose and for a specific audience.

3. What similar courses (models) at other institutions have helped guide this proposal?

- **Kennesaw State University**, ENED 4414. Teaching of English/Language Arts. 6-0-6. *Prerequisite: ENGL 3310, ENGL 3391, admission to teacher education.* An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school English/ Language Arts in the multicultural and diverse classroom of today. Emphasis is on developing teachers who possess the capability, intent, and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in the classroom.

- **Georgia Southwestern State University, EDSC 4060.** A pre-service course giving special emphasis to theory and practice in teaching English in secondary schools. Special emphases of the course include the following: planning, selecting, and evaluating instructional materials; classroom management, group interaction, and discipline; evaluating and reporting on pupil progress; and performing other instructional duties related to high school teaching. This course includes an assessment component and extensive field experience in the secondary English classroom. Recommended immediately prior to Student Teaching. (3-8-5) Prerequisites: (Teacher Education 1 or Teacher Education 2)
- **Southeastern Louisiana University, ENGL 467 Teaching of Writing**
This course prepares English Education majors to become effective teachers of writing at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom. Significant field experiences will include educational interactions with students. One to two hours of laboratory per week.

4. Why are the restrictions (prerequisites, co-requisites, etc.) needed?

N/A

5. What impact will the addition of this course have on *other* courses and/or *other* programs (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) at CSU?

The course will be included in the rotation of courses in English. No other courses or programs will be affected since this is a new program.

C. Course Content

1. What learning outcomes for the major will the course address?

- to provide content/discipline foundation for careers in education, media, public relations, writing/editing, and others
- to enhance students' critical thinking skills through detailed, intensive analysis and evaluation of texts and other research materials
- to improve students' research and writing skills to levels of excellence expected of English majors

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

a. Through intensive analysis and evaluation of theories and texts this course will enhance students' writing and critical thinking skills.

b. Assignments in the course will allow students to improve their writing and research skills to levels of excellence expected of senior-level students.

c. Analysis of the tools and techniques as well as the theories of teaching writing will allow students to apply their knowledge of composition pedagogy.

3. Tentative course materials (textbooks, software, etc.)

Villanueva, Victor, ed. Cross-Talk in Comp Theory: A Reader. 2nd ed. Urbana: National Council of Teachers of English, 2003.

Soven, Margot Iris. Teaching Writing in Middle and Secondary Schools: Theory, Research, and

Practice. Boston: Allyn and Bacon, 1999.

Weaver, Constance. Teaching Grammar in Context. Portsmouth: Heinemann, 1996.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.) On campus

5. Attach a tentative course outline (one page or less)

Week One

Introductions of course and first writing assignment

Week Two

Weaver, Ch. 1-2; Newkirk, pp. 3-68; Bring Life Map to class.

Week Three

Rough Draft of Personal Experience Essay Due

Weaver, Ch. 3-4 and Newkirk, pp. 71-112

Week Four

Final Copy of Personal Experience Essays Due

Mini Research (part 1); Weaver, Ch. 5-6 and Newkirk, pp. 113-160

Week Five

Mini Research (part 2)

Grammar Mini Lessons—Punctuation

Newkirk, pp. 163-189

Week Six

Grammar Mini-Lessons—Usage

Newkirk, pp. 191-232

Week Seven

Grammar Mini-Lessons—Mechanics

Newkirk, pp. 235-262

Week Eight

Grammar Mini-Lessons—Sentence Structure

Newkirk, pp. 263-309

Week Nine

Draft of 2nd Personal Writing

Villanueva—Murray, Emig, pp. 3-16

Week Ten

Final Copy of 2nd Personal Writing

Writing Mini-Lessons—Voice

Soven, Ch. 1 and Villanueva—Sommers, Ede & Lunsford, pp. 43-54 and 77-96

Week Eleven

Writing Mini-Lessons—Point of View

Soven, Ch. 2-3 and Villanueva—Britton, Berlin, pp. 151-174 and 255-270

Week Twelve

Writing Mini-Lessons—Audience

Soven, Ch. 4-5 and Villanueva—Flower, Shaughnessy, pp. 273-298 and 311-318

Week Thirteen

Writing Mini-Lessons—Descriptive Language

Soven, Ch. 6-7 and Villanueva—Bruffee, Myers, pp. 415-460

Week Fourteen

(No Presentations)

Soven, Ch. 8, 9-10 and Villanueva—Bartholomae, Brodkey, pp. 623-654 and 677-696

Week Fifteen

Paper Presentations

D. Faculty, Facilities, and Expenses

- 1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?**

The course will be taught by existing faculty with current qualifications.

- 2. What impact will having faculty teach this course have on other courses?**

This course will be part of the regular course rotation of existing faculty.

- 3. What proportion of course sections are expected to be taught by full-time and part-time faculty?**

All sections will be taught by full-time faculty.

- 4. What expenditures (e.g., new equipment, new facilities, new software, etc.), if any, will be required beyond faculty salaries and routine clerical support?**

None

- 5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.**

- Galileo (articles)
- MLA International Bibliography
- *English Journal*—journal of the National Council of Teachers of English

- 6. What additional library resources must be added to support the proposed course?**

The course can be taught with existing resources.

- 7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?** None

E. Enrollment

- 1. What is the estimated number of sections per year?** One

- 2. What is the estimated average enrollment per section?** Fifteen

- 3. What is the estimated total enrollment per year?** Fifteen

- 4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any)** None

HFMG 4400: Exercise & Sports Psychology

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Natural Sciences

Degree Program: BS, Health and Fitness Management

Signature, Department Head

Date of Action ()Approved
()Disapproved
()Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal
)Approved

Taken _____ **Action**
Date of Action ()Approved
()Disapproved
()Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action ()Approved
()Disapproved
()Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action ()Approved
()Disapproved
()Non-Applicable

Provost

Signature, Provost

Date of Action ()Approved
()Disapproved
()Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

HFMG 4400 (3-0-3)

2. Title: Exercise & Sport Psychology

3. Restrictions (if any):

- a. Prerequisite(s) – HFMG 3101: kinesiology
- b. Co-requisite(s) (normal or absolute) - NA
- c. Other restrictions:
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: none
- f. Grade mode: Normal
- g. What course(s) are deleted as a consequence: none

4. Course description for catalog:

The goal of this course is to discuss professional and ethical issues relevant to the practice of sport psychology. Students will study different methods to understand and evaluate psychological aspects of sport performance. Students will learn how to enhance exercise and health behavior change as well as how to increase motivation. Knowledge of different counseling approaches and the effects of exercise on anxiety, eating disorder, self-esteem and psychophysiology will be studied. Referrals to a medical/mental allied health professional will be discussed.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This course fits the HFMG upper division Program Requirements of Clayton State University students and can be taken as an elective by other majors on campus.

2. Why is the course needed at CSU?

The purpose of HFMG 4400 is to prepare for the requirements of the HFMG program accreditation section 1.9 of Committee on Accreditation for the Exercise Sciences.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University, department of Exercise Sciences, KH 4280 Psychology of Physical Activity (3): Psychology of Physical Activity. The psychological principles underlying the teaching and performance of sport and physical activity are analyzed.

University of Georgia- Department of Kinesiology- EXRS 4400: Exercise & Sport Psychology (3): Effects of participating in exercise and sport on psychological traits and states. Cognitive and neurobiological mechanisms and psychological limitations to

athletic performance.

GA Southern University, dept of Kinesiology, KINS 3132 Foundations of Exercise & Sport Psychology (3)

4. **Why are the restrictions needed? (prerequisites, co-requisites, etc.)**

It provides the background necessary for students to understand the selected topics in exercise and sport psychology.

5. **What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)**

Addition of HFMG 4400 will not impact other courses or programs at CSU because it will be an elective to all students and as part of the curriculum in HFMG.

C. Course Content

1. **What learning outcomes for the major will the course address?**

- Knowledge of at least five behavioral strategies to enhance exercise and health behavior change (e.g., reinforcement, goal setting, social support).
- Knowledge of the five important elements that should be included in each counseling session.
- Knowledge of specific techniques to enhance motivation (e.g., posters, recognition, bulletin boards, games, competitions). Define extrinsic and intrinsic reinforcement and give examples of each.
- Knowledge of extrinsic and intrinsic reinforcement and give examples of each.
- Knowledge of the stages of motivational readiness.
- Knowledge of three counseling approaches that may assist less motivated clients to increase their physical activity.
- Knowledge of symptoms of anxiety and depression that may necessitate referral to a medical or mental health professional.
- Knowledge of the potential symptoms and causal factors of test anxiety (i.e., performance, appraisal threat during exercise testing) and how it may affect physiological responses to testing.

2. **How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)**

Not applicable as the course cannot be used in area A-F. It is an upper division elective.

3. **Tentative course materials (textbooks, software, etc.)**

Foundations of Sport and Exercise Psychology w/Web Study Guide-4th Edition.

4. **Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)**

On campus or online

5. Attach a tentative course outline (one page or less)

Topic
Course Introduction
Personality and sport
Motivation
Stress and anxiety
Competition and cooperation
Feedback, reinforcement
Group and team dynamics
Group cohesion
leadership
communication
Skills training
Behavioral Neurosciences
Arousal regulation
imagery
Self-confidence
Goal setting
concentration
Mental well-being
Exercise adherence
Addictive and unhealthy behaviors
Burn out and overtraining
Children and sport psychology
Aggression in sport
Character development and good sporting
Health behavior change
Health Behavior Change
Health behavior change
Mood and special populations
Perceived exertion

D. Faculty, Facilities and Expenses

- 1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?**

This course will be offered by existing faculty

- 2. What impact will having faculty teach this course have on other courses?**

It will have no impact on other courses.

- 3. What proportion of course sections are expected to be taught by full-time and part-time faculty?**

At this time it is expected that this course will be taught by full time faculty only.

4. **What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)**

None

5. **Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.**

[Exploring sport and exercise psychology / edited by Judy L. Van Raalte, Britton W. Brewer. 2002,](#)

[Handbook of sport psychology \[electronic resource\] / Robert Singer, Heather Hausenblas, Christopher Janelle, editors. 2001](#)

[Ethics and practice of applied sport psychology / Robert M. Nideffer. 1981](#)

6. **What additional library resources must be added to support the proposed course?**

None.

7. **What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?**

None.

Part E. Enrollment

1. **What is the estimated number of sections per year?** 1
2. **What is the estimated average enrollment per section?** 35 maximum
3. **What is the estimated total enrollment per year –** 35
4. **What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) -** none

MEMORANDUM

TO: CAPC

FROM: Mara Mooney, J.D., College of Professional Studies
Rodger Bates, Ph.D. Dean, College of Professional Studies *RBates*

DATE: April 13, 2009

RE: Addition of Upper Division Electives to the B.S. Degree in Legal Studies

The Legal Studies Program proposes to include two courses, MGMT 4510 (Labor Law and Labor Relations), and MGMT/MKTG 3520 (Negotiation and Dispute Resolution in Business), on the list of upper division electives for the B.S. degree in Legal Studies.

The addition of these courses will complement the substantive nature of our degree and further our goal of expanding our list of electives to provide students with writing, research and analytical skills. The proposed revised curriculum is attached as Exhibit A with changes appearing in underline and italics.

Thank you for your consideration of this proposal.

Appendix A

Bachelor of Science in Legal Studies

Curriculum Details

I. Core Curriculum (Areas A-E)

42 hours

The Legal Studies major will utilize the standard general education Core Curriculum.

II. Lower Division Major Requirements (Core Curriculum Area F) 18 hours

<i>Required courses</i>	<i>Hours</i>
PARA 1101 – Introduction to Law & Ethics	3
PARA 2203 – Civil Litigation	3
PARA 2205 – Legal Research & Writing	3
PARA 2209 – Business Organizations	3
PARA 2211 – Computers in the Law	3
PARA 2235 – Law Office Skills	3

III. Lower Division Major Electives

12 hours

<i>Select 4 courses from among</i>	<i>Hours</i>
PARA 2207 – Criminal Litigation	3
PARA 2213 – Real Estate Law	3
PARA 2225 – Family Law	3
PARA 2221 – Bankruptcy/Debtor-Creditor Relations	3
PARA 2223 – Wills, Trusts & Probate Law	3
PARA 2227 – Health Care Law	3
PARA 2229 – Intellectual Property Law	3
PARA 2231 – Administrative Law	3
PARA 2233 – Employment Law	3
CRJU 1150 – Introduction to Criminal Justice	3

IV. Upper Division Major Related Requirements

12 hours

<i>Required courses</i>	<i>Hours</i>
PARA 4020 – Advanced Civil Litigation	3
PARA 4030 – Advanced Legal Research & Writing	3
PARA 4098 – Practicum	3
PARA 4850 – Capstone Course	3

V. Upper Division Major Electives**36 hours**

<i>Select 12 courses from among</i>	<i>Hours</i>
COMM 3100 – Professional Speaking	3
ENGL 3210 – Advanced Grammar	3
ENGL 3212 – Advanced Composition	3
ENGL 3910 – Professional Editing	3
MGMT 3101 – Management Principles & Organizational Behavior	3
<u>MGMT 4510 – Labor Law and Labor Relations</u>	<u>3</u>
<u>MGMT/MKTG 3520 – Negotiation and Dispute Resolution in Business</u>	<u>3</u>
POLS 3212 – State and Local Government	3
POLS 3343 – Principles of Public Administration	3
(or CRJU 3343 – Principles of Public Administration)	3
POLS 4424 – Judicial Process	3
(or CRJU 4424 – Judicial Process)	3
POLS 4425 – Constitutional Law	3
(or CRJU 3420 – Constitutional Law)	3
POLS 4426 – Civil Liberties	3
(or CRJU 4426 – Civil Liberties)	3
TECH 3111 – Applied Economics	3
TECH 3115 – Legal Issues for Administrative Managers	3
TECH 4101 – Human Resources for Admin. and Tech. Managers	3
One – Three 3000-4000 level ENGL course	3
One – Two 3000-4000 level HIST course	3
One – Two 3000-4000 level PHIL course	3
One – Three 3000-4000 level POLS course	3

Total Degree Requirements**120 hours**

* Legal Studies majors are encouraged to pursue an English minor or a Political Science minor to complement the Legal Studies baccalaureate degree. Students who desire to obtain a minor in English or Political Science should consult their academic advisor and the academic catalog regarding the specific number and type of English or Political Science classes that should be taken in order to satisfy the minor requirement.

MEMORANDUM

TO: CAPC

FROM: Nasser Momayezi, Dean of Arts and Sciences

RE: ENGL 4020, Methods in Teaching Literature
ENGL 4030, Methods in Teaching Writing
ENGL 3220, Advanced Argumentative Writing

DATE: April 2, 2009

The Department of Language & Literature proposes two new courses for the undergraduate program in Secondary English Education:

ENGL 4020, Methods in Teaching Literature
ENGL 4030, Methods in Teaching Writing

These courses are part of the new program for English majors, with a concentration in secondary education. It is proposed that they also be available as electives for other English majors.

Additionally, the Department of Language & Literature proposes that the following course, already approved by CAPC, be added to the list of courses available in the B.A. in English.

ENGL 3220, Argumentative Writing

This course will increase the number of courses offered in the writing concentration in the English B.A. and may also be taken as an elective in the literature or education concentrations or as an elective course in other majors.

Sincerely,

E. Joe Johnson

Interim Head, Department of Language & Literature

Clayton State University

MEMORANDUM

TO: John Burningham, Chair of CAPC

CC: Lila Roberts, Dean of CIMS

FROM: Jeff Chastine, Interim Dept. Head of I.T.

RE: Proposal for modifications to the existing Computer Science curriculum

DATE: April 14, 2009

Modifications to the Computer Science curriculum

The Department of Computer Science proposes modifications to the existing Computer Science (CS) curriculum which will better organize course content and increase flexibility for students. The proposed modifications will not change the total number of hours to complete the degree, and the impact to students will be minimal - as the affected courses have not yet been offered. The current curriculum requires 4, one-hour courses which include:

- CSCI 1100 – Applied Computing (1 hour)
- CSCI 2101 – Game Analysis (1 hour)
- CSCI 2102 – Game Analysis II (1 hour)
- MATH 3099 – Math Methods for Computer Science (1 hour)

We propose:

1. to increase the number of hours of CSCI 1100 from (0-2-1) to (2-2-3). The course will include additional content which includes an overview of computer science as well as content from CSCI 2101 and CSCI 2102; the theme for the course remains applied forms of computing.
2. consequently, to remove the course CSCI 2101 and CSCI 2102 from the required curriculum.
3. to remove MATH 3099 from the curriculum with the justification that program objectives are adequately satisfied by the required courses PHYS 2211/2212 and MATH 2140 (Linear Algebra).
4. To change the pre-requisite for CSCI 3301 (Game Design & Programming) to reflect these changes.

Course Outline (OLD)

Week 1 – Intro to course and history of computing

Weeks 2-4 – Software and productivity tools in CS

Weeks 5-7 – operating systems

Weeks 8 – 10 Computer architecture, Internet and computer networks

Week 11&12 – programming

Week 13-15 – Computer ethics and professional responsibility

Course Outline (NEW)

Week 1 – Electronic communication (email, webmail, discussion forums, Instant Messaging, blogging, texting)

Week 2 – Overview of Computer Science (major disciplines within computer science)

Week 3 – Programming language fundamentals (data types and variables, repetition, functions)

Week 4 – Productivity tools (code repositories, IDEs)

Week 5 – Networking Basics

Week 6 – Building websites, remote file transfer (HTML, FTP)

Week 7 – Operating Systems Fundamentals, remote login (Unix Basics)

Week 8 – Overview of Databases

Week 9 - Shell scripting

Week 10 – Game Terminology & Genres

Week 11 – Game Analysis (Plot & Playability)

Week 12&13 – Game Engines (development)

Week 14 – Human-Computer Interaction (interaction techniques, interface design)

Week 15 – Social Issues (Ethics, Addictions, Social Impact of Computing)

Proposed Prerequisite Changes for CSCI 3301 – Game Design & Programming

Old Pre-requisites: CSCI 2302* (Data Structures) AND MATH 2140 (Linear Algebra) AND CSCI 2101 (Game Analysis & Design)

New Pre-requisites: CSCI 2302 (Data Structures) AND MATH 2140 (Linear Algebra)

CHEM 4202L: Biochemistry Laboratory

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Natural Sciences

Degree Program: Bachelor of Science in Biology

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: College of Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: CHEM 4202L (0-4-2)

2. Title: Biochemistry Laboratory

3. Restrictions (if any):

- a. Prerequisite(s): CHEM 2412 and CHEM 2412L with a grade of C or higher
CHEM 4202 (may be taken concurrently)
- b. Co-requisite(s):
- c. Other restrictions: none
- d. Other comments: none
- e. Fees: normal lab fee
- f. Grade mode: normal
- g. What course(s) are deleted as a consequence: none

4. Course description for catalog:

An introduction to modern biochemical laboratory techniques. Experiments may include methods for protein, nucleic acid, carbohydrate, and lipid isolation and characterization, enzyme kinetics, spectroscopy, chromatography, and electrophoresis.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This course will count as an elective in the biology major curriculum. It can also be used as an elective for the chemistry minor. Students seeking a biology degree, non-degree seeking pre-pharmacy students, and any student seeking the chemistry minor are likely to take this course.

2. Why is the course needed at CSU?

This course is needed at CSU to offer a biochemistry laboratory for science students. This course will be an elective course for Biology majors and Chemistry minors. It will eventually be an elective for the BS in Chemistry that will be proposed soon. The course will be taught by a faculty member in Natural Sciences who specializes in this area.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia Institute of Technology

CHEM 4581 - Biochemistry Lab I (1-6-3)

Modern biochemical techniques including methods for protein, nucleic acid, and lipid isolation and characterization; enzyme assays; chromatography; electrophoresis; and use of databases.

Georgia State University

CHEM 4620 - Biochemistry Laboratory I (1-4-2)

One lecture and four laboratory hours a week. Modern analytical techniques applied to solving biochemical problems.

Prerequisites: Chem 3110 with grade of C or higher and concurrent registration in Chem 4600.

University of West Georgia

CHEM 4720L - Biochemistry Laboratory (0-6-2)

The laboratory course will emphasize the principles discussed in the lecture courses Biochemistry I and Biochemistry II. Half of the course will place emphasis on experiments that introduce students to the practices of protein separation, purification, quantification, and assays. The other half of the course will emphasize principles from physical biochemistry and spectroscopy of biomolecules. Experiments will examine macromolecular structure and stability, protein folding, lipid bilayer structure, and dynamics and enzyme kinetics. This course will provide students with experience in instrumental techniques that are used in research and industrial facilities.

Prerequisite: CHEM 4711 and MATH 2644; Co-requisite: CHEM 4712

Kennesaw State University

CHEM 3501L - Biochemistry I Laboratory (0-3-1)

Introduction to biochemistry laboratory techniques including centrifugation, chromatography, electrophoresis, spectroscopy, and exploration of bimolecular structure using computer graphics.

Prerequisite: CHEM 3362L; Co-requisite: CHEM 3501.

Columbus State University

CHEM 3345 - Biochemistry Lab (0-3-1)

In depth treatment of enzyme purification and kinetics, molecular biological experimental techniques and computer-assisted structural analysis.

Prerequisites: CHEM 3112 and CHEM 3312 with a grade of C or better in each; Co-requisite: CHEM 3141.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students will need the background knowledge provided by Organic Chemistry I and II (CHEM 2411 and CHEM 2412) and the corresponding laboratories in order to be successful in this course. Therefore, a minimum grade of C in CHEM 2412 and CHEM 2412L will ensure a student has this knowledge. Students will need the background knowledge provided by Biochemistry I (CHEM 4202) in order to be successful in this course. The sequence of the laboratory closely follows that of the lecture. Therefore, prior completion OR current enrollment in CHEM 4202 is necessary.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The addition of this course will have limited impact on other courses or programs offered at CSU. The Department of Natural Sciences has an elective rotation. This course will be placed in the rotation and will be an option for science majors and minors to use in their program of study. There are no similar courses taught at CSU.

C. Course Content

1. What learning outcomes for the major will the course address?

Biology Outcomes 1, 3, 4, 5, and 7 will be addressed by this course.

1. *Demonstrate knowledge of the basic principles in the major fields of biology.*
3. *Apply knowledge of physical sciences, mathematics, and statistics to address biological concepts*
4. *Communicate scientific information orally and in writing*
5. *Collect, evaluate and interpret scientific data, and employ critical thinking in the natural sciences*
7. *Identify and describe the impact of biological and physical sciences on the environment and society*

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

This is not applicable to this course since this course cannot be used in the general core curriculum.

3. Tentative course materials (textbooks, software, etc.)

Rodney Boyer, *Modern Experimental Biochemistry*, 3rd edition, Benjamin Cummings

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Tentative Course Outline Topics:

I. THEORY AND EXPERIMENTAL TECHNIQUES.

1. Introduction to the Biochemistry Laboratory.
2. General Laboratory Procedures.
3. Purification and Identification of Biomolecules by Chromatography.
4. Characterization of Proteins and Nucleic Acids by Electrophoresis.
5. Spectroscopic Analysis of Biomolecules.
6. Centrifugation in Biochemical Research.

II. EXPERIMENTS.

1. Using the Computer in Biochemical Research.
2. Structural Analysis of a Dipeptide.
3. Using Gel Filtration to Study Ligand-Protein Interactions.
4. Isolation and Characterization of Bovine Milk-Lactalbumin.
5. Kinetic Analysis of Tyrosinase.
6. Purification and Characterization of Triacylglycerols in Natural Oils.
7. Identification of Serum Glycoproteins by SDS-PAGE and Western Blotting.
8. Isolation and Characterization of Plant Pigments.
9. Measurement of Cholesterol and Vitamin C in Biological Samples.

10. Plasmid DNA Isolation and Characterization by Electrophoresis.

D. Faculty, Facilities and Expenses

1. **Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?**

The course will be taught by existing faculty.

2. **What impact will having faculty teach this course have on other courses?**

The addition of this course will have limited impact on other courses or programs offered at CSU. The Department of Natural Sciences has an elective rotation. This course will be placed in the rotation and will be an option for science majors and minors to use in their program of study. There are no similar courses taught at CSU.

3. **What proportion of course sections are expected to be taught by full-time and part-time faculty?**

100% full-time

4. **What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)**

New supplies and some inexpensive equipment will be needed to support this laboratory. Many of the supplies have been purchased already in anticipation of this new laboratory. We are using student laboratory mandatory fees to support this course and dividing the expenses between FY 09 and FY 10 laboratory fee budgets. Therefore, we feel confident that we can support this course when it will be offered during Spring 2010.

5. **Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.**

The following relevant journals are available via Galileo: *Biochemistry and Cell Biology*, *The Journal of Biochemistry*, *Journal of Biochemistry and Molecular Biology*

6. **What additional library resources must be added to support the proposed course?**

None

7. **What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?**

None

Part E. Enrollment

1. **What is the estimated number of sections per year? 1 / every other year**

2. **What is the estimated average enrollment per section?** 24
3. **What is the estimated total enrollment per year?** 24
4. **What is the estimated reduction in enrollment in other courses as a consequence of the new course?** None

CHEM 4812: Spectroscopy

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Natural Sciences

Degree Program: Bachelor of Science in Biology

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: College of Arts and Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: CHEM 4812 (3-0-3)

2. Title: Spectroscopy

3. Restrictions (if any):

- a. Prerequisite(s): CHEM 2412 and CHEM 2412L with a grade of C or higher.
- b. Co-requisite(s): none
- c. Other restrictions: none
- d. Other comments: none
- e. Fees: none
- f. Grade mode: normal
- g. What course(s) are deleted as a consequence: none

4. Course description for catalog:

Applied spectroscopy theory and application of 1D-NMR, 2D-NMR, mass spectrometry, and infrared spectroscopy in the determination of organic structures.

5. Semester of Implementation:

Spring 2010

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

This course will count as an elective in the biology major curriculum. It can also be used as an elective for the chemistry minor. Students seeking a biology degree, non-degree seeking pre-pharmacy students, and any student seeking the chemistry minor are likely to take this course.

2. Why is the course needed at CSU?

This course is needed at CSU to offer an advanced elective in spectroscopy for science students. This course will be an elective course for Biology majors and Chemistry minors. It will eventually be an elective for the BS in Chemistry. The course will be taught by a faculty member in Natural Sciences who specializes in this area.

3. What similar courses (models) at other institutions have helped guide this proposal?

Georgia State University

CHEM 4190 - Instrumental Methods III: Spectroscopy (2-3-3)

Modern spectroscopic techniques and their application to chemical problems, with the results of quantum mechanics used as a guide in the analysis of spectra.

Prerequisites: Chem 4000 and 4120 with grade of C or higher.

Georgia Institute of Technology

CHEM 4341 - Applied Spectroscopy (3-0-3)

Applied Spectroscopy Theory and application of NMR, mass spectrometry, and infrared spectroscopy in the determination of organic structures.

Georgia Southern University

CHEM 4244 - Advanced NMR Spectroscopy (3-3-4)

Introduces students to modern aspects of nuclear magnetic resonance spectroscopy. Details of one dimensional spectra of proton and carbon 13 will be discussed in-depth, as well as the more advanced two dimensional experiments of COSY and HETCOR. Students will gain skill with the hands on operation of the spectrometer, as well as in the spectral interpretation of complex organic and biomolecules.

Prerequisites: A minimum grade of "C" in CHEM 3342, or equivalent.

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

Students will need the background knowledge provided by Organic Chemistry I and II (CHEM 2411 and CHEM 2412) and the corresponding laboratories in order to be successful in this course. Therefore, a minimum grade of C in CHEM 2412 and CHEM 2412L will ensure a student has this knowledge.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

The addition of this course will have limited impact on other courses or programs offered at CSU. The Department of Natural Sciences has an elective rotation. This course will be placed in the rotation and will be an option for science majors and minors to use in their program of study. There are no similar courses taught at CSU.

C. Course Content

1. What learning outcomes for the major will the course address?

Biology Outcomes 3, 4, 5, and 7 will be addressed by this course.

3. Apply knowledge of physical sciences, mathematics, and statistics to address biological concepts

4. Communicate scientific information orally and in writing

5. Collect, evaluate and interpret scientific data, and employ critical thinking in the natural sciences

7. Identify and describe the impact of biological and physical sciences on the environment and society

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

This is not applicable to this course since this course cannot be used in the general core curriculum.

3. Tentative course materials (textbooks, software, etc.)

Spectrometric Identification of Organic Compounds, 7th Edition, Silverstein et. al., Wiley Publishing

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On-campus

5. Attach a tentative course outline (one page or less)

Tentative Course Outline Topics:

1. Mass Spectrometry
 - a. Theory
 - b. Instrumentation
 - c. Interpretation of Mass Spectra
2. Infrared Spectrometry
 - a. Theory
 - b. Instrumentation and sample handling
 - c. Interpretation of Spectra
3. Proton Magnetic Resonance Spectrometry
 - a. Theory
 - b. Instrumentation and sample handling
 - c. Interpretation of Spectra
4. Carbon-13 NMR Spectrometry
 - a. Theory
 - b. Interpretation of Spectra
5. Correlation NMR Spectrometry; 2-D NMR
 - a. Theory
 - b. Instrumentation and sample handling
 - c. Interpretation of Spectra

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty.

2. What impact will having faculty teach this course have on other courses?

The addition of this course will have limited impact on other courses or programs offered at CSU. The Department of Natural Sciences has an elective rotation. This course will be placed in the rotation and will be an option for science majors and minors to use in their program of study. There are no similar courses taught at CSU.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

100% full-time

4. **What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)**

None

5. **Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.**

The following relevant journals are available via Galileo: *Spectroscopy*, *Spectroscopy Letters*, *Analytical Instrumentation*, *Journal of Structural Chemistry*

6. **What additional library resources must be added to support the proposed course?**

None

7. **What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?**

None

Part E. Enrollment

1. **What is the estimated number of sections per year?** 1 / every other year
2. **What is the estimated average enrollment per section?** 25
3. **What is the estimated total enrollment per year?** 25
4. **What is the estimated reduction in enrollment in other courses as a consequence of the new course?** None