# UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL
Electronically submit this completed form with attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>x</th>
<th>Business</th>
<th>Education</th>
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Proposal Submitted By: Ana Chichester  
Date Prepared: September 5, 2014  
Department /Program: Bachelor of Liberal Studies Degree Program

Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted.

## PROPOSAL TO CHANGE EXISTING PROGRAM (check one of the following)
- Revise requirements for existing major  
- Revise requirements for a concentration within an existing major  
- Revise requirements for an existing degree program  
- Revise requirements for existing certificate program  
- Revise requirements for existing minor

Implementation Date: FALL semester, year: 2015

### REQUIRED ATTACHMENTS FOR CHANGES TO EXISTING PROGRAMS:
1. **Rationale statement** (Why is this program change needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of the program change are required.)
3. **Catalog Copy** (Provide the existing Catalog Description and the complete statement of the proposed new Catalog description that reflects the program changes)

## PROPOSAL TO CREATE PROGRAM NOT REQUIRING STATE ACTION (check one of the following)
- New concentration within existing major  
- New minor  
- New Major but NOT a new degree*

*Use ONLY for interdisciplinary majors that will be grouped as part of the "Special Majors/General Liberal Arts and Sciences" degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)

Implementation Date (semester and year):

### REQUIRED ATTACHMENTS FOR NEW PROGRAMS NOT REQUIRING STATE APPROVAL:
1. **Rationale statement** (Why is this additional program needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)
3. **Catalog Copy** (Provide the complete Catalog Description for the proposed new program)

Department Chair Approval: Ana Garcia Chichester  
Date: 9/5/14  
CCC Chair Approval:  
Date:  
Dean Approval:  
Date:  
UCC Chair Approval:  
Date:  
*Provost Approval:  
Date:  
*Required only in cases of proposals for new concentrations, new minors, or new majors that do not involve a new degree

Program Change Proposal Cover Sheet (July 2012)
To: Dr. Dawn Bowen, Chair  
Curriculum Committee of the College of Arts and Sciences  

From: Ana Chichester, Director  
Bachelor of Liberal Studies Degree Program  

Re: Addition of one elective course to the BLS major in Leadership and Management  

1. The Bachelor of Liberal Studies program proposes the following change in requirements to the BLS major in Leadership and Management.  

Include a new course on the list of electives in the major in the Leadership and Communication category (highlighted below):  

Leadership and Communication  
BUAD 350: Business Communication  
COMM 205: Public Speaking  
COMM 206: Small Group Communication  
COMM 208: Interpersonal Communication  
COMM 209: Argumentation  
COMM 350: Introduction to Rhetoric and Communication  
COMM 351: Communication and Political Campaigns  
COMM 352: American Public Argument  
COMM 354: Environmental Rhetoric  
COMM 356: Rhetoric of Controversy  
CPSC 103: Computing in the 21st Century  
CPSC 104: The Internet: Technology, Information, and Issues  
CPSC 105: Problem-solving with Databases  
CPSC 106: Digital Storytelling  
CPSC 302: Computer Ethics  
CPSC 310: Computer Information Systems  
CPSC 348: Web Application Development  
CPSC 350: Application of Databases  
ENGL 200: Newsgathering  
ENGL 202V: Professional Writing  
ENGL 300: Principles of Newspaper Writing  
LING 101: Introduction To Linguistics  
LING 202: Cross-Cultural Communications  
LING 301: Introduction To Psycholinguistics  
PHIL 151: Introduction To Logic  
THEA 218: Voice and Body Movement  
THEA 261: Exercises in Creativity  

Rationale: This new course was created in response to a need for additional WI courses in the major. The course specifically addresses excellence in writing within the context of business and professional settings. The course is offered on Saturday mornings to facilitate enrollment of BLS students who work fulltime. The course will be included on the list of electives in the major. It will be counted as part of the requirement for at least one credit in Leadership and Communication. It may also be counted as the fourth elective course in the major.

Please see attached course syllabus and ancillary materials. Also attached is the full description of the major.
Requirements for the Leadership and Management major

Thirty-nine (39) credits total. Twenty-four (24) credits in business related courses and leadership. The eight courses below are scheduled in the evenings and taught in 8-week format at the Stafford campus:

- BPST 314 – Business Legal Environment
- LRSP 316 – Quantitative Methods and Statistical Modules or LRSP 201 – Accounting for Managers
- LRSP 344 – Financial Management
- CIST 301 – Business Information System
- LRSP 311 – The Management Process
- LRSP 406 – Human Resource Management
- LRSP 412 – Marketing for Managers

CAPSTONE: A minimum of three (3) credits of Leadership Strategy and Policy (LRSP 460) or Individual Study (BLST 491) and/or Internship (BLST 499).

ELECTIVES IN THE MAJOR: Twelve (12) additional credits to include at least three (3) credits in each of the following categories (see list of courses following each category below): Organization and Government, Leadership and Communication, Ethics and Diversity.

Organization and Government
- ECON 202 – Principles of Microeconomics
- ECON 311-Industrial Economics
- ECON 312-Government and Business
- EESC 321-Environmental Impact Assessment
- EESC 330-Environmental Regulations Compliance
- FREN 313-Business French
- GEOG 338-Geopolitics
- GERM 313-Business German
- PHIL 101-Individual and the Community
- PHIL 210-Social and Political Philosophy
- PSCI 201-American Government
- PSCI 202-American Public Policy
- PSCI 311-Congress and the Political Process
- PSCI 312-The American Presidency
- PSYC 301-Social Psychology
- PSYC 385-Industrial-Organizational Psychology
- PSYC 386-Human Resources Management
- PSYC 387-Organizational Development and Change
- SPAN 393-Spanish for Business

Leadership and Communication
- COMM 205-Public Speaking
- COMM 206-Small Group Communication
- COMM 208-Interpersonal Communication
- COMM 209-Argumentation
- COMM 350-Introduction to Rhetoric and Communication
- COMM 351-Communication and Political Campaigns
- COMM 352-American Public Argument
- COMM 354-Environmental Rhetoric
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<tr>
<td>CPSC 302</td>
<td>Computer Ethics</td>
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<td>ECON 332</td>
<td>Economics of Health</td>
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<td>ECON 351</td>
<td>Poverty, Affluence, and Equality</td>
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<td>Labor Economics</td>
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<td>Urban and Regional Economics</td>
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<td>ENGL 206</td>
<td>Global Issues in Literature</td>
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<td>ENGL 243</td>
<td>Women in Literature</td>
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<td>GEOG 331</td>
<td>Race and Place in America</td>
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<td>HIST 313</td>
<td>African American History through 1865</td>
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<td>HIST 314</td>
<td>African American History through Slavery</td>
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<td>HIST 315</td>
<td>U.S. Immigration History</td>
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<td>HIST 327</td>
<td>U.S. Women’s History to 1870</td>
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<td>HIST 328</td>
<td>U.S. Women’s History since 1870</td>
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<td>HIST 384</td>
<td>Islamic Civilization</td>
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<td>IDIS 203</td>
<td>Introduction to Ethnic Studies</td>
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<td>PHIL 160</td>
<td>Introduction to Ethics</td>
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<td>PHIL 225</td>
<td>Practical Ethics</td>
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<td>PSYC 333</td>
<td>Psychology of Aging</td>
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<td>PSYC 347</td>
<td>Psychology of Men</td>
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<td>PSYC 350</td>
<td>Psychology of Women</td>
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<tr>
<td>RELG 101</td>
<td>Introduction to World Religions</td>
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<td>RELG 276</td>
<td>Religion in America</td>
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<td>RELG 305</td>
<td>Religion and Politics in the United States</td>
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<td>RELG 317</td>
<td>Religions in Dialogue</td>
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<td>SOCG 304</td>
<td>Social Stratification</td>
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<td>SOCG 315</td>
<td>Gender and Society</td>
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<td>SOCG 341</td>
<td>American Society</td>
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<td>SOCG 421</td>
<td>Racial and Ethnic Relations</td>
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English 202V: Professional Writing
Spring 2013

Dr. Gwendolyn N. Hale, Ph.D
Office: Trinkle Hall 109 or 107a
Phone: 540.654.1036
E-Mail: ghale@umw.edu
Twitter: @Dharmah35

Office Hours:
M, W, F: 10:00am-5:00pm
TR: 10:00am-3:00pm
S: 11:30am-12:30pm
or by appointment.

*Please note that appointments and tutoring sessions do come up. If I am not in the Writing Center or my office, I will leave a note detailing where I am and when I can be expected to return.

Course Description: Writing extends beyond the classroom into the workplace. Although we often construct careers in which we have a specific skill set, these careers will still require us to communicate effectively with those not only within our career fields but without as well. This is when being able to convey your thoughts, instructions, and messages clearly is vital. The ability to communicate effectively in any situation will prove vital to your career. This class seeks to assist you in your growth as a professional writer so that the skills you learn in this class can be extrapolated and applied to your current and/or future careers. By examining modes of professional writing and practicing within those modes, we will move toward a more comprehensive understanding or professional writing, audience, grammar, punctuation, and so forth.

Student Learning Outcomes:
At the end of the semester, students will be able to:
1. Use the modes of professional writing to produce an academic essay/business report that applies theory and reflects your ideas and voice.
2. Analyze and dialogue about the various qualities that make up a professional writing.
3. Understand the various components that are utilized to create quality, academic writing.

Student Learning Objectives for a Writing Intensive Course:
At the end of the semester students will be able to
1. Demonstrate satisfactory knowledge of the varying strategies to convey arguments, main ideas, and support/evidence.
2. Demonstrate satisfactory knowledge of the varying patterns of composition organization and development.
3. Demonstrate satisfactory knowledge of appropriate voice, tone and rhetorical strategies for a specified audience.
4. Demonstrate satisfactory knowledge of the writing process.

Course Texts: This course does not have a required text. I will be supplying you with handouts and readings.

Class Responsibilities: As this course is designated “Writing Intensive,” you will, of course, be expected to complete a number of writing assignments. There will be many shorter, informal writing assignments and two long essays. We will devote a few classes to the art of composition and peer revision. We will also examine the proper incorporation of sources as well as proper citation.
Beyond writing, it is my hope that you will all share your own thoughts about the course topics; class participation will figure into your final grade. Thus, it is important to show up to each class meeting on time, prepared (having read the assignment for the day and having that reading assignment with you) and ready to actively engage in class discussions.

**Late Work Policy:** As I will give you lots of advanced notice and reminders about due dates, I will not accept late work. Please see me if extenuating circumstances apply.

**Grades:** There will be a rubric for each of the longer essays, and smaller assignments will count towards your class participation grade. Thus, if you are not in class, you will receive a zero for that day’s class participation. The breakdown is as follows:
- Assignment 1: 10%
- Assignment 2: 15%
- Assignment 3: 15%
- Assignment 4: 20%
- Journals: 10%
- Two Writing Center Visits: 10%
- Peer Revision: 10%
- Class Participation: 10%

The following numerical values will be assigned to letter grades on your assignments:

**Grading Scale:**

- A+ 100-98
- A  95-97
- A- 90-94
- B+ 88-89
- B  85-87
- B- 80-84
- C+ 78-79
- C  75-77
- C- 70-74
- D+ 68-69
- D  65-67
- D- 60-64
- F  59 and below

*Students with a C- or below will receive an “Unsatisfactory” for their midterm grade.*

**Honor Code:** I expect that everyone is familiar and will comply with UMW’s honor code. That being said, all assignments should be your original work for this course. Plagiarism will not be tolerated for any reason. If you do use ideas or quoted material from another source (which is encouraged, particularly for the research paper) you must properly cite that information. Likewise, all assignments for this class should be unique to this class, so do not turn in old assignments; self-plagiarism exists!

**Students with Disabilities:** The Office of Disability Resources has been designated by the University of Mary Washington as the primary office to guide, counsel and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me to discuss your approved accommodations. I will hold all accommodations as confidential information. If you have not made contact with this office and have reasonable accommodation needs, I will be happy to assist you in contacting them. The office will need appropriate documentation of a disability.
**Extras:**

- All assignments are due on the day they are listed.
- Email me with any and all questions. If you haven’t heard back in 24 hours and are worried that the email got lost, feel free to send it again.
- You are required to bring your readings with you on the day they are to be discussed, so if it is online you want to plan ahead and print it out because printers always seem to break right before classes.
- This class is on a Saturday lodged somewhere between breakfast and lunch—that awkward time of the day when a nap seems the most appropriate option. I am a huge proponent of caffeine. Snacks are okay, but please don’t bring feasts, “loud” or stinky food, or anything that will distract you from making brilliant observations.
- Keep all of your work throughout the semester just in case. I have been known to be wrong or to make mistakes. 😊
- Please be on time and do not leave early. If you have to do either, please do so quietly.
- Please silence your phones. I know you may have emergencies that arise, children or spouses, etc, so if you need to keep your phone available but on silent, I do understand.

*The schedule, assignments, and policies on this syllabus are subject to change with appropriate notice.*
Calendar

This calendar is a work in progress and is not set in stone. It may change as the semester progresses; you are responsible for keeping up with these changes, some of which will be made orally.

**Week One (March 15):**

**Week Two (March 22):**

**Week Three (March 29):**
Journal Number Two due. Resumes and cover letters due. Thank you letters/ emails. Active/ Passive voice.

**Week Four (April 5):**

**Week Five (April 12):**

**Week Six (April 19):**
Journal Number Five due. Built in time to work on Policy and Procedure Manual in class. Bring questions and concerns with you to class along with your laptop, if you have one.

**Week Seven (April 26):**

**Week Nine (May 3):**
Journals (10%)

This journal is your opportunity to record your observations from the readings and activities. You will be required to have written AT LEAST one page per week that we have readings (You will not have to have a journal for the weeks that you have your essays due). You will have six total due. I will collect these every Saturday. These are listed in your schedule, so there will be no reason to miss these.

For these entries, please record what confuses you, what interests you, the connections you make from the reading to your other classes, everyday life, jobs, or so forth. Try to use correct grammar and punctuation in these, but ultimately they are a place for you to make sense of the reading and for me to get a sense of what interests you, what you are learning, and on what we need to spend more time. This is a place for me to provide feedback to you on a one-on-one basis but also really discover what you truly understand and what confuses you. You won’t be penalized for not knowing something in these journals. I want you to be honest so you can get what you need from this class.
TITLE: Resume/ Cover Letter

TOPIC: For this assignment, you will create a new or revise an old resume (or curriculum vitae if you are future educator) based on the job you have or a job you would like to have. You will also write a cover letter to that job and turn it in with your resume.

PURPOSE: The purpose of this assignment is to revise your resume or construct one that is tailored to your career. If you already have a job, this allows you to update your resume and if you have not gotten the job you want yet, this allows you to prepare for whenever that dream job comes along. If you are going to be in school for a semester or more, this allows you to keep your resume up to date as you engage in activities that you may add to it. This assignment also takes into great consideration audience.

AUDIENCE: This should be tailored for any future or current employer.

PROCESS: Start by perhaps making a list of your accomplishments and your skills that you would like to highlight for your employer. Then, figure out how you want to order the skills in order to highlight them.

FORMAT: Use a font and layout that is professional and appropriate. Use your own discretion, but make sure the font and size is readable to anyone.

EVALUATION: For this assignment, I am looking for your clear presentation of your skills and your values to your employer. I am also looking for your clear understanding of audience and that you have taken audience into consideration. I will also be evaluating your assignment based on the criteria outlined in the rubric.

IMPORTANT DATES:

March 22: Peer editing and revision on your resume and cover letter rough drafts.

March 29: Resume and Cover Letter Due.
English 202V
Spring 2014
Writing Assignment Number Two (15%)

TITLE: Memo

TOPIC: For this assignment, you will write a memo

PURPOSE: Memos have a twofold purpose: they bring attention to problems and they solve problems. They accomplish their goals by informing the reader about new information like policy changes, price increases, or by persuading the reader to take an action, such as attend a meeting, or change a current production procedure. Regardless of the specific goal, memos are most effective when they connect the purpose of the writer with the interests and needs of the reader.

You will write a memo to your small group of employees of four (You can make up names if you like) about a policy change within the company. (You can make up the company and the policy that is being amended or implemented).

AUDIENCE: Choose the audience of the memo wisely. Ensure that all of the people that the memo is addressed to need to read the memo. If it is an issue involving only one person, do not send the memo to the entire office. Also, be certain that material is not too sensitive to put in a memo; sometimes the best forms of communication are face-to-face interaction or a phone call. Memos are most effectively used when sent to a small to moderate number of people to communicate company or job objectives.

PROCESS: Consider the best and most direct way to convey your message. Identify the message you are conveying and craft the memo around that. Be direct and to the point.

FORMAT: Please use 11-12 pt. Arial or Times-New Roman font and follow the template that I have provided.

EVALUATION: For this paper, I am looking for your clear understanding of the parts of a memo. You must consider clarity of your message and sensitivity to your audience. I will also be evaluating your memo based on the criteria outlined in the rubric.

IMPORTANT DATES:

April 5: Memo due.
English 202V  
Spring 2014  
Writing Assignment Number Three (15%)

TITLE: Writing a Proposal

TOPIC: For this assignment, you will write a proposal for your policy and procedure manual. What do you wish to accomplish with this project? You will utilize the information and template I provide you.

PURPOSE: The purpose of this assignment is to not only get approval from your supervisor (in this case me) for your project, but it is also to clearly convey that you have a purpose and a direction with your future project.

AUDIENCE: This proposal should be geared toward your supervisor and anyone who may have an interest or stake in your proposed project.

PROCESS: Consider what your policy and procedure manual intends to accomplish and base your proposal on this.

FORMAT: Please use 12-pt Times-New Roman or Arial font. Double space. One inch margins. Use the appropriate formatting for your chosen style such as MLA, APA, Chicago/Turabian. Example, MLA asks that you place your name, class, date, and instructor’s name double spaced and left justified at the top of the paper. Then, the title is centered without underline, bold, or italics. If you are unfamiliar with this, do not hesitate to ask. This proposal should be approximately one page but can extend to five. Remember, longer proposals do not equal higher grades or higher quality, but I think somewhere in this range will allow you enough opportunity to really convey your ideas and proposal.

EVALUATION: For this proposal, I am looking for your clear conveyance of your proposed project. You will demonstrate your understanding of audience as well as the use of the template and project proposal sections I supply to you. I will also be evaluating your proposal based on the criteria outlined in the rubric.

IMPORTANT DATES:

April 12: Proposal Due.
TITLE: Policy and Procedure Manual

TOPIC: For this assignment, you will create an abbreviated Policy and Procedure Manual. While many businesses and corporations have tomes dedicated to Policies and Procedures, we only have eight weeks. In order to gain the experience of creating a P&P Manual without dedicating a year of your life to it, I would like for you to focus on anywhere between two and five of the most important policies and/or procedures for your “Business.” You can create this for a job you are already in, your home, or a business you wish to enter upon graduation. I welcome elements of creativity and “pretend.”

PURPOSE: The purpose of this assignment is to give you the experience of creating and modifying Policies and Procedures. Many businesses and non-profits rework and revise these a great deal, and you may be in charge of this at some point in your career. Further, the skills and tools used in creating a P&P Manual can be extrapolated and used in other arenas as well. This is a great asset for resumes as well. Ultimately, you should strive to see connections between what you learn in classes and your life/interests.

AUDIENCE: This essay should be formal and geared toward the people who will be following the Policies and Procedures outlined in the Manual.

PROCESS: Look at the sample Policy and Procedures Manuals and use those as a guide as you create your own. Also, consider the 2-5 P&Ps that are vital to your business or the running of your home. These should be the ones you focus on in your manual.

FORMAT: Please use 12-pt Times-New Roman or Arial font. Double space. One inch margins. Use the appropriate formatting for your chosen style such as MLA, APA, Chicago/Turabian. This manual should be as long as it needs to be. By that, I mean I do not want to put a page requirement. However, remember your audience. Be concise and do not be wordy. Convey your point clearly and don’t give your busy reader more than they need.

EVALUATION: For this paper, I am looking for your clear understanding of the structure and purpose of Policy and Procedure Manuals. You will demonstrate your understanding by being able to apply these to the Manual you create that illustrates policies and procedures that you value and find necessary. I will also be evaluating your essay based on the criteria outlined in the rubric.

IMPORTANT DATES:

April 19: Work on Policy and Procedure Manual in class.

April 26: Editing and Revision workshop in class for Policy and Procedure Manual.