Proposal for: 

**The Chemical Physics Major**

The Chemical Physics Major is designed to provide the students with a strong background in theoretical physical science and mathematics. It involves interpretation of spectra and provides an understanding of modern models of structure, both necessary for understanding matter at the sub-microscopic level. Majors also study a variety of experimental techniques and become proficient in the communication of scientific information.

The Chemical Physics Major is particularly effective in preparing students for graduate study and careers in engineering, research, and teaching.

There is no Chemical Physics minor. Students receiving the Chemical Physics Major cannot receive a minor or a second major in physics or chemistry.*

**Requirements for the Major:**

- **Mathematics (3 courses)**
  - MATH 130 *Calculus I*
  - MATH 140 *Calculus II*
  - MATH 260 *Differential Equations*

- **Physics (4 courses)**
  - PHYS 230 *General Physics I (Calculus-based)*
  - PHYS 240 *General Physics II (Calculus-based)*
  - PHYS 305 *Vibrations and Waves*
  - PHYS 330 *Quantum Mechanics*

- **Chemistry (4 courses)**
  - CHEM 110 *General Chemistry I*
  - CHEM 120 *General Chemistry II*
  - CHEM 240 *Organic Chemistry I*
  - CHEM 310 *Physical Chemistry: Quantum Mechanics and Spectroscopy*

- **Electives (3 courses)**
  - CHEM 320 *Physical Chemistry: Thermodynamics and Chemical Kinetics*
  - PHYS 370 *Thermal Physics*
  - Two courses from:
    - CHEM 340 *Advanced Inorganic Chemistry*
    - CHEM 350 *Advanced Analytical Chemistry*
    - PHYS 320 *Electrodynamics*
    - PHYS 340 *Electronics*

- **Senior Capstone Experience in either Chemistry (including two semesters of CHEM 497) or Physics**

*The sentence in blue is a proposed amendment to the original proposal discussed in the January faculty meeting.*
Pollard, Sharon

From: Entzminger, Robert
Sent: Wednesday, February 08, 2006 11:39 AM
To: Pollard, Sharon
Subject: FW: Curricular proposals -- take 2

FYI.

From: Morrison, Peggy
Sent: Wednesday, February 08, 2006 10:57 AM
To: Entzminger, Robert
Subject: Curricular proposals -- take 2

Bob,

Here's what I have so far.

Curricular Proposals 2005-2006 (Pt. 2)

Humanities

ENGL 358, African Film
    New course, cross-listed with AFRI 358 (which was AFRI 400), CW coding requested (sent to Capek 2-5-06)

ENGL 362, Literary Theory
    New catalog copy

ENGL 390, Topics in Literary Theory
    New course, coded LS; also becomes one of the distribution requirements for the major

MUSI 230, History of Jazz
    Remove HP code

TART 100, Introduction to Theatre
    New catalog copy

TART 250, Costume Construction
    New course, coded EA

TART 39X, Special Topics in Acting; TART 39X, Special Topics in Design; TART 39X, Special Topics in Performance
    New courses to add flexibility, coded EA

TART 450, Production Design
    Prerequisites tightened up

Natural Sciences

Chemical Physics major amendment to not allow double majors or minors in Chemistry or Physics

Social Sciences

EDUC 330, Children's Literature

2/8/2006
Remove W2 coding, new catalog copy, add one-hour non-credit lab

EDUC 402, Teaching P-2 Reading
    Renamed and renumbered from EDUC 300, Teaching Reading P-4, added co-requisite of EDUC 403 and 404

EDUC 403, Teaching P-2 Language Arts and Writing
    Renamed and renumbered from EDUC 324, Teaching Language Arts and Writing P-4, added co-requisite with EDUC 402 and 404.
EDUC 404, P-2 Literacy Practicum
    New course

EDUC 426, Teaching 2-4 Reading/Writing
    New course, has one-hour non-credit lab

PSYC 410, Emotion
    Odyssey code UR

PSYC 480, Advanced Research
    Odyssey code UR

Peggy Morrison
Public Services Librarian
Bailey Library, Hendrix College
Conway, AR 72032
voice: 501-450-4560
fax: 501-450-3800

2/8/2006
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Add ENGL 358 (African Film), to be cross-listed as AFRI 358; drop AFRI 400.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

By moving the African Film course from the senior seminar level to the 300 level, it will become accessible to a greater number of students. Since the English Department now offers other film courses and also features African literature courses, it’s appropriate for African Film to be included within the English Department’s curriculum, as well as that of Africana Studies.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. CW

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? yes Specify AFRI 400

This will be a permanent temporary course.

How often will the course be offered? At least once every three years.

Prerequisite(s) and/or recommended prior courses: The student is recommended to have taken at least one prior course in African literature or African history.

How will the change be staffed? Carol West

Equipment, supply, and bibliographic requirements (Items and cost) N/A

Will the above items be covered by a present budget? N/A

Proposed date of implementation: 2007

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Catalog copy for ENGL 358/AFRI 358 (African Film)

A study of feature films and documentaries made by African filmmakers, focusing on issues of globalization, education, gender, popular culture, and environmental change in contemporary Africa. Recommended: at least one previous course in African literature or African history.

Explanation of coding: The course’s films examine contemporary issues of globalization and its impacts on education, popular culture, gender roles, and environmental change in Africa. These topics will constitute a major focus of class discussions and of writing assignments for the class.
Proposed Curricular Revision

Department____________________ Date__10-11-05__________

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)
I would like to change the catalog description of ENGL 362 to fit the way that I teach the course, and I would like to add prerequisites to prevent ill-prepared students from enrolling.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
It’s an existing course.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [ Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. Already coded LS

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course?_____no_______ Specify

This will be a ___permanent __temporary course.

How often will the course be offered? Every two years

Prerequisite(s) and/or recommended prior courses: Junior standing and one 300-level English course. We recommend that students complete ENGL 280 prior to taking this course.

How will the change be staffed? Kevin Asman currently teaches this course.

Equipment, supply, and bibliographic requirements (Items and cost) none

Will the above items be covered by a present budget? Yes

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal_____________________________________________________

Department Chair_______________________________________________________

Area Chair_____________________________________________________________
Existing course description:
ENGL 362 Literary Theory (LS)
The application of literary theory to the interpretation of selected texts.

Proposed course description:
ENGL 362 Contemporary Literary Theory (LS)
A survey of foundational theoretical traditions of the Twentieth and Twenty-First centuries. Topics include new and practical criticism, psychoanalysis, feminism and gender studies, structuralism and semiotics, post-structuralism and deconstruction, historical and cultural materialism, and post-colonialism. Prerequisites: Junior standing and one 300-level English course. We recommend that students complete ENGL 280 prior to taking this course.
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) ADD ENGL 390, Topics in Literary Theory.

We want to change the distribution requirements for the English major to include “Literary Theory” in the category of “English as a Global Language and Literature,” and to meet our goal of offering a course in literature annually, we would like to add a 300-level topics in literary theory course to our list of offerings.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Currently, literary theory counts as an elective towards an English major. We would like it to satisfy a distribution requirement so that students will have more incentive to explore the philosophical underpinnings of our discipline. Expanding this distribution category will also relieve enrollment pressures on our courses in post-colonialism, African literature and film, and English as a global language, all of which are taught exclusively by Carol West.

A topics course in literary theory will allow faculty to teach courses that draw on their particular expertise in theory. Kevin Asman will continue to offer ENGL 362, a 300-level survey of contemporary literary theory and will, on occasion, offer a topics course in the interpretive modalities of materialism and discourse analysis. But other topics might include post-colonial theory, new historicism, gender studies, and deconstruction.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. LS

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? no Specify

This will be a _x_ permanent __ temporary course.

How often will the course be offered? Every other year.

Prerequisite(s) and/or recommended prior courses: Junior standing and one 300-level English course. We recommend that students complete ENGL 280 prior to taking this course.

How will the change be staffed? By everyone in the English Department on a rotating basis to meet the goal of offering a theory course annually.

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? Not applicable

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal

Department Chair
Proposed Change to the Major:

Current Catalog: One ENGL course focused on global language or literature.
New entry: One ENGL course focused on global language or literature or literary theory.

Catalog Copy
ENGL 390, Topics in Literary Theory
An introduction to a school of theoretical inquiry. Topics vary depending on instructor. Junior standing and one-300 level English course. We recommend that students complete ENGL 280 prior to taking this course.
Hendrix College  
Proposed Curricular Revision  

Department: Music __________________________ Date: December 8, 2005 _______

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) To remove the Learning Domain code **HP** from MUSI 230, History of Jazz

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

The faculty member who will be teaching this course in the future intends to emphasize the aesthetic aspects of the topic to an extent that an HP code is no longer justifiable.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. EA will still apply.

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. N/A. The EA code has already been approved.

Does this replace a course? _______ N/A _______ Specify

This will be a _x_ permanent ___temporary course.

How often will the course be offered? N/A

Prerequisite(s) and/or recommended prior courses: N/A

How will the change be staffed? N/A

Equipment, supply, and bibliographic requirements (Items and cost) N/A

Will the above items be covered by a present budget? N/A

Proposed date of implementation: 2006-7 academic year.

Signatures

Initiator(s) of Proposal ________________________________________________________

Department Chair ____________________________________________________________

Area Chair _________________________________________________________________
Proposed Curricular Revision

Department__Theatre Arts and Dance_______________________     Date__12/06/05_________

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Catalog copy for TART 100 Introduction to Theatre

Catalog Copy: Engaged understanding of the nature of theatre, and of those whose creative and collaborative processes bring texts to the stage through informed choices.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
The current copy does not reflect the course as it is currently presented. We have adopted a new textbook, which has changed the course content and focus.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. The course carries an EA code.

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.
The new text strengthens Introduction to Theatre designation within the Expressive Arts domain.

Does this replace a course? __no________ Specify

This will be a __permanent  __temporary course. N/A

How often will the course be offered? Annually

Prerequisite(s) and/or recommended prior courses:

How will the change be staffed? Current staff

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? N/A

Proposed date of implementation:  Fall 2006

Signatures

Initiator(s) of Proposal___________________________________________________

Department Chair_______________________________________________________

Area Chair_____________________________________________________________
Hendrix College  
Proposed Curricular Revision

Department: Theatre Arts and Dance ______________________ Date: 11/17/05__________

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Add TART 250, Costume Construction, to our schedule of course offerings.

Catalog copy: A beginning level course that will introduce students to the basics of costume construction. Students will become familiar with the tools of the costume shop and will learn the necessary skills to construct costumes for theatrical productions.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary) This course is designed to allow our students hands on and in depth entry into costume construction as it relates to the production process. Projects will be tailored to the skill levels of the class participants. This course would be accepted as a credit toward the Minor in Theatre Arts and Dance. It is not intended nor will be accepted as a substitute for Production: Costume and Make-up which is required for the Major and is also an option in the Minor.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [ Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. EA

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. The course is directly concerned with the production of theatrical performance and therefore allows students to further their ability to contribute to that artistic process.

Does this replace a course? no ______ Specify

This will be a ______ permanent ______ temporary course.

How often will the course be offered? Annually

Prerequisite(s) and/or recommended prior courses: No prerequisite

How will the change be staffed? Staff costume designer, currently Cate Wieck

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? N/A

Proposed date of implementation: Fall or Spring 06-07

Signatures

Initiator(s) of Proposal___________________________________________________

Department Chair_______________________________________________________

Area Chair_____________________________________________________________
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)  Add TART 39X, Special Topics in Acting  
Add TART 39X, Special Topics in Design  
Add TART 39X, Special Topics in Performance

Catalog copy—Advanced analysis of specific topics in theatrical, textual, and kinesthetic studies, determined by student interest and faculty availability. Might be repeated with emphasis on various topics within Acting, Design and Performance.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
This course would allow for students and faculty to explore areas of interest to complement the current departmental course offerings. Topics facilitate the transfer of courses to Hendrix from our overseas partner. Topics can be taken more than once for credit.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].  Expressive Atrs

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? __ no ______ Specify

This will be a _x permanent __ temporary course.

How often will the course be offered?  As required/requested.

Prerequisite(s) and/or recommended prior courses: Consent of the instructor.

How will the change be staffed?  Current and guest staff

Equipment, supply, and bibliographic requirements (Items and cost)  N/A

Will the above items be covered by a present budget?  N/A

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal___________________________________________________

Department Chair_______________________________________________________

Area Chair_____________________________________________________________
**Hendrix College**  
**Proposed Curricular Revision**

Department: Theatre Arts and Dance ___________________________ Date: 11/17/05

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Change prerequisites for TART 450 Production Design

Catalog copy: Process of unified design for the technical elements of a play.  
Current prerequisites: Theatre Arts Major requirements 100 through 310 or consent of the instructor.  
CHANGE Prerequisites: TART 260, TART 280 or consent of the instructor

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)  
This change should afford students more opportunity to consider this course offering as an option toward graduation. Especially as a course within the Theatre Arts and Dance minor.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [ Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. N/A

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. N/A

Does this replace a course? no Specify

This will be a permanent temporary course. N/A

How often will the course be offered? Annually

Prerequisite(s) and/or recommended prior courses: Please see above-CHANGE

How will the change be staffed? Current staff

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget?

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal ________________________________________________

Department Chair ________________________________________________

Area Chair ________________________________________________
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add a new class EDUC 426 Teaching 2-4 Reading/Writing.

Catalog copy:
EDUC 426 Teaching 2-4 Reading/Writing: Designed to cover developmental reading skills, various methodologies, and diagnostic procedures used in elementary reading and writing for grades 2-4. A lab will be required for this course. Prerequisites: EDUC 210, EDUC 220, EDUC 330, EDUC 340, EDUC 402 Teaching P-2 Reading, EDUC 403, Teaching P-2 Language Arts and Writing, EDUC 404 P-2 Literacy Practicum.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
Hendrix needs to follow the state department model of keeping these grades and their contents separate instead of trying to teach all of the methodology of teaching reading and writing in grades P-4 in one class period. The instructor will be following the training she received through the state in implementing this new course. A lab needs to be a co-requisite because content and small group teaching cannot all be completed during a 3-hour course.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? __no____ Specify

This will be x permanent ___temporary course.

How often will the course be offered? Every year

Prerequisite(s) and/or recommended prior courses:
Prerequisites: EDUC 210, EDUC 220, EDUC 330, EDUC 340, EDUC 402 Teaching P-2 Reading, EDUC 403 Teaching P-2 Language Arts and Writing, EDUC 404 P-2 Literacy Practicum.

How will the change be staffed? Current staff – Dr. Perry

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget? yes

Proposed date of implementation: 2007

Signatures

Initiator(s) of Proposal ____________________________________________

Department Chair _________________________________________________

Area Chair ________________________________________________________
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) EDUC 330 Children’s Literature: remove W2 coding; add a one-hour lab.

Catalog copy (new):
Examines literature for children, significant authors and illustrators, creative book activities, and aids in the selection an evaluation of literature for children of all social, emotional, developmental, and cultural backgrounds. A variety of genres will be explored with emphasis given to non-fiction and historical fiction literature. This course will include a one-hour lab which will meet outside of class during a specific time. Prerequisite: EDUC 210, EDUC 220.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
I already have a W2 class. I do not need two W2 courses. I want to offer Children’s Literature every other year because of a teaching overload I have in the Spring.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website]. LS (already coded)

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? no Specify

This will be a permanent temporary course.

How often will the course be offered? Every other Spring term (even years)

Prerequisite(s) and/or recommended prior courses: Prerequisite: EDUC 210 (strongly enforced).

How will the change be staffed? Current staff – Dr. Perry

Equipment, supply, and bibliographic requirements (Items and cost)
Supplies to be used for lab (paper, markers, etc.)

Will the above items be covered by a present budget? Yes

Proposed date of implementation: 2008

Signatures

Initiator(s) of Proposal___________________________________________________

Department Chair_______________________________________________________

Area Chair_____________________________________________________________
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)
Add lab for one hour a week to EDUC 330 Children’s Literature and EDUC 426 Teaching 2-4 Reading/Writing.

Catalog copy: There is no catalog copy for the lab. An indication that the lab is part of the class will be placed in the catalog copy of the appropriate class.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
With the implementation of H.E.L.P. (Hendrix Early Literacy Program) in 2005, it was found that doing our labs during class time took too much time away from class discussion and teaching of the required material. The professor and her students want to add a lab which will meet outside of class time so time can be spent working with the required material as well as working with students.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [ Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? _no_ Specify

This will be a _permanent _temporary course.

How often will the course be offered? This lab is attached to existing courses.

Prerequisite(s) and/or recommended prior courses: This lab is attached to existing courses.

How will the change be staffed? Current staff – Dr. Perry

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget? _yes_

Proposed date of implementation: 2007

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Hendrix College  
Proposed Curricular Revision

Department Education Date 11/1/05

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)
Change EDUC 300 to EDUC 402. Rename from Teaching Reading P-4 to Teaching P-2 Reading. Add a co-requisite of EDUC 404 P-2 Literacy Practicum.

Catalog copy:
EDUC 402 Teaching P-2 Reading: Designed to cover developmental reading skills, various methodologies, and diagnostic procedures used in elementary reading instruction (grades P-2). Prerequisite: EDUC 210, EDUC 220, EDUC 330, EDUC 340. Co-requisites: EDUC 403 Teaching P-2 Language Arts and Writing and EDUC 404 P-2 Literacy Practicum.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
Hendrix needs to follow the state department model of keeping these grades and their contents separate instead of trying to teach all of the methodology of teaching reading and writing in grades P-4 in one class period. The instructor will be following the training she received through the state in implementing this course. A practicum needs to be a co-requisite because content and small group teaching cannot all be completed during a 3-hour course.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill?  [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course?  no Specify

This will be a permanent temporary course.

How often will the course be offered?  Every Fall

Prerequisite(s) and/or recommended prior courses:
Prerequisite: EDUC 210, EDUC 220, EDUC 330, EDUC 340. Co-requisites: EDUC 403 Teaching P-2 Language Arts and Writing and EDUC 404 P-2 Literacy Practicum.

How will the change be staffed?  Current staff – Dr. Perry

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget?  Yes

Proposed date of implementation: 2006

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Rename EDUC 324 from Teaching Language Arts and Writing P-4 to Teaching P-2 Language Arts and Writing. Renumber EDUC 324 to EDUC 403. Add a co-requisite of EDUC 404 P-2 Literacy Practicum.

Catalog copy:
EDUC 403 Teaching P-2 Language Arts and Writing: A study of the research and theory of the language arts with an emphasis on teaching writing and its related skills/strategies. Instructional strategies will be explored and implemented through P-2 Literacy Practicum. Prerequisites: EDUC 210, EDUC 220, EDUC 330, EDUC 340. Co-requisites: EDUC 402 Teaching P-2 Reading and EDUC 404 P-2 Literacy Practicum.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
Hendrix needs to follow the state department model of keeping these grades and their contents separate instead of trying to teach all of the methodology of teaching reading and writing in grades P-4 in one class period. The instructor will be following the training she received through the state in implementing this course. A practicum needs to be a co-requisite because content and small group teaching cannot all be completed during a 3-hour course.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [ Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? no

This will be a permanent temporary course.

Prerequisite(s) and/or recommended prior courses:
Prerequisite: EDUC 210, EDUC 220. EDUC 330, EDUC 340. Co-requisites: EDUC 402 Teaching P-2 Reading and EDUC 404 P-2 Literacy Practicum.

How will the change be staffed? Current staff – Dr. Perry

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget? yes

Proposed date of implementation: 2006

Signatures
Initiator(s) of Proposal __________________________________________
Department Chair __________________________________________
Area Chair __________________________________________
Hendrix College
Proposed Curricular Revision

Department Education Date 11/1/05

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Add EDUC 404 P-2 Literacy Practicum (3-hour course) to be taken with EDUC 402 Teaching P-2 Reading and EDUC 403 Teaching P-2 Language Arts and Writing.

Catalog copy:
EDUC 404: P-2 Literacy Practicum: Implementation of the Hendrix Early Literacy Program (H.E.L.P.) in grades p-2 at a specific elementary school in Conway. Students will implement methods and assessment taught in EDUC 402 Teaching P-2 Reading and EDUC 403 Teaching P-2 Language Arts and Writing and with small groups of children. This practicum will also be used for observing classroom teachers as they implement a Comprehensive Literacy Program. Prerequisites: EDUC 210, EDUC 220, EDUC 330, EDUC 340. Co-requisites: EDUC 402 Teaching P-2 Reading and EDUC 403 Teaching P-2 Language Arts and Writing.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

With the implementation of H.E.L.P. (Hendrix Early Literacy Program) in 2005, it was found that doing our practicum work during class time took too much time away from class discussion and teaching. The professor and her students want to add a practicum which will meet outside of class time so time can be spent working with the required material as well as working with students.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? no Specify

This will be a permanent temporary course.

How often will the course be offered? Every Fall

Prerequisite(s) and/or recommended prior courses:
Prerequisites: EDUC 210, EDUC 220, EDUC 330, EDUC 340. Co-requisites: EDUC 402 Teaching P-2 Reading and EDUC 403 Teaching P-2 Language Arts and Writing.

How will the change be staffed? Current staff – Dr. Perry

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget? yes

Proposed date of implementation: 2006

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Hendrix College
Proposed Odyssey Coding for New Courses

Please forward the completed form to Peggy Morrison, Bailey Library, by November 1, 2005

Department  **PSYCHOLOGY**  Date  **10/28/05**

Course number and title  **PSYC 411 - EMOTION**

Proposed code(s): Which Odyssey code(s) will this course fulfill? Please consult the catalog copy adopted at the November 2004 faculty meeting, the Odyssey guidelines, and the coding checklist distributed with this packet for specifics regarding individual Odyssey categories.

Artistic Creativity  **AC**  Global Awareness  **GA**
Professional and Leadership Development  **PL**
Service to the World  **SW**
**Undergraduate Research**  **UR**
Special Projects  **SP**

Indicate below how the specific criteria associated with the requested Odyssey coding are met by the course.

**Emotion** is being modified from a 300-level course open to all students to a 400-level capstone course primarily intended for psychology majors. Thus, class size will be cut in half in order to accommodate a large research component. Students will learn about methodologies used in emotion research to answer different research questions. Some examples of these methodologies are psychophysiology, mood induction, judgment tasks, self-report, and experience-sampling methodology. Students will devise and conduct their own research study employing one or more of these methodologies. Students will conduct a literature review, design their study, collect data, analyze that data, and write an APA-style empirical paper. To receive UR credit, student must present their findings to the department, at the honors day celebration, or at a national undergraduate or professional conference.

This Odyssey coding will be **permanent _X_**  **temporary_____**

Can the Odyssey component of this course be supported by existing funding?  **YES**

Signatures

Initiator(s) of Proposal___________________________________________________

Department Chair_______________________________________________________
Proposed Odyssey Coding for New Courses

Please forward the completed form to Peggy Morrison, Bailey Library, by November 1, 2005

Department PSYCHOLOGY Date 10/28/05
Course number and title PSYC 480 – ADVANCED RESEARCH

Proposed code(s): Which Odyssey code(s) will this course fulfill? Please consult the catalog copy adopted at the November 2004 faculty meeting, the Odyssey guidelines, and the coding checklist distributed with this packet for specifics regarding individual Odyssey categories.

Artistic Creativity AC
Global Awareness GA
Professional and Leadership Development PL
Service to the World SW
Undergraduate Research UR
Special Projects SP

Indicate below how the specific criteria associated with the requested Odyssey coding are met by the course.

This course is designed to provide psychology majors hands-on experience with an actual, ongoing research program. By working closely with a faculty member and a small (5-7) group of students, students will participate in the ongoing research program of an instructor and thus learn by doing. This process will include conducting a literature search, contributing to the design of the research project, data collection, data analyses, and writing an APA-style empirical manuscript. Students who wish to receive UR credit will also present their research to the department, at the honors day celebration, or at a national undergraduate or professional conference.

This Odyssey coding will be permanent _X___ temporary_____ Can the Odyssey component of this course be supported by existing funding? YES

Signatures
Initiator(s) of Proposal

Department Chair
<table>
<thead>
<tr>
<th>ACS SCHOOLS</th>
<th>LAST DAY OF FINALS</th>
<th>GRADES DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centenary</td>
<td>Dec 15</td>
<td>Dec 20</td>
</tr>
<tr>
<td>Centre</td>
<td>Dec 16, 4:30 pm</td>
<td>Dec 19, 4:00 pm</td>
</tr>
<tr>
<td>Davidson</td>
<td>Dec 15</td>
<td>Dec 21</td>
</tr>
<tr>
<td>Furman</td>
<td>Dec 14</td>
<td>Dec 16, 5:00 pm Policy: final grades must be submitted no later than 48 hours after the conclusion of the exam period.</td>
</tr>
<tr>
<td>Millsaps</td>
<td>Dec 17</td>
<td>Dec 20</td>
</tr>
<tr>
<td>Morehouse</td>
<td>Dec 9</td>
<td>Dec 13, noon</td>
</tr>
<tr>
<td>Rhodes</td>
<td>Dec 14</td>
<td>Dec 16</td>
</tr>
<tr>
<td>Trinity University</td>
<td>Dec 15</td>
<td>Dec 19</td>
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<tr>
<td>Univ. of Richmond</td>
<td>Dec 20</td>
<td>Dec 23, 9:00 am</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Dec 16, 5:00pm</td>
<td>Dec 20, noon</td>
</tr>
</tbody>
</table>

**Proposed Change in Fall Semester Grades Due Date**

Grades for the Fall Semester will be due by 9 a.m. on the Monday following the last day of final exams.
Bob,

Did you respond to this?

David

****************************************************************

David C. Sutherland
Associate Provost for Academic Affairs
Director of Hendrix-Murphy Foundation
Professor of Mathematics

Hendrix College
1600 Washington
Conway, AR 72032

501-450-1254
FAX 501-450-1490

****************************************************************

------- Forwarded Message
From: Tom Goodwin <goodwin@hendrix.edu>
Date: Thu, 26 Jan 2006 18:39:57 -0600
To: "Entzminger, Robert" <Entzminger@hendrix.edu>, David Sutherland
    <sutherlandd@hendrix.edu>
Cc: "Bandyopadhyay, Pradip" <Bandyopadhyay@hendrix.edu>, Randall Kopper
    <kopper@hendrix.edu>
Conversation: a Faculty Handbook question
Subject: a Faculty Handbook question

Dear Bob and David,

The proposed wording in External Grant and Foundation Support in the Faculty Handbook is: "Compensation from grant activity during summer months will not exceed a monthly rate equal to the regular monthly salary or wages of the participant."

I think that statement, as applied to federal funding at least, is misleading. Here is the statement from the NSF Program Guide: "Summer salary for faculty members on academic-year appointments is limited to no more than two-ninths of their regular academic-year salary. This limit includes summer salary received from all NSF-funded grants."

My understanding is that faculty at Hendrix are on a nine month contract, since we have no summer school or official summer duties. However, our nine month pay is split into 12 equal payments for convenience (that is, having a continuous monthly income, among other things). Therefore, for NSF and NIH grants (and probably NASA and DOD, although I am not familiar with them), we should be able to take our 12 month salary, divide by 9, and multiply by two to get the allowed summer salary from an NSF or NIH grant. If you disagree, please tell me why? If you agree, then I think we need to clarify the proposed wording in the Faculty Handbook.

Thanks,

Tom

--
Entzminger, Robert

From: Haggard, Bruce  
Sent: Tuesday, December 13, 2005 8:55 AM  
To: Sutherland, David; Entzminger, Robert  
Cc: Bandyopadhyay, Pradip; Murray, Rick  
Subject: Grant Application Process in Handbook

I was asked to look at the proposed Faculty Handbook section by David, at our meeting last week. It is copied below in black.

In light of my experiences I would like to suggest some significant changes. I certainly am not wedded to the suggested wording (in blue), so I am sending it by the four of you for further refinement. Then I would like to have it considered as replacement copy in the new Handbook; by AP and by Faculty.

Here is the wording as it now stands in the proposed handbook:

External Grant and Foundation Support

Grant Approval Process  
All grant applications initiated by or for the benefit of faculty must first be approved by the Provost. Grant applications or proposals submitted for approval must be endorsed by the chair of the sponsoring academic or administrative department and by the Area Chair.

Step 1: Discuss the proposed project with the Provost, including detailed information on College matching requirements (if any). The Provost will advise the initiator regarding the fit of the project with the College’s academic program.

Here is my proposed wording:

External Grant and Foundation Support

All grant applications initiated by or for the benefit of faculty must be approved by the Provost. Faculty members planning grant applications must disclose potential impact on fellow faculty, on the administrative department of the faculty member, and on the college in general. Applicants should seek endorsement by the Departmental Chair as well as the Area Chair.

Step 1: Discuss the proposed project with the Departmental Chair, then with the Area Chair and Provost, including detailed information on potential impact on (a) curriculum, (b) departmental administration, and (c) College matching requirements (if any). The Departmental Chair will advise the initiator regarding the fit of the project to the Department, and the Area Chair and Provost will advise the initiator regarding the fit of the project with the College’s goals.

The primary advantages:
1. Full disclosure to colleagues and especially the department chair, without giving them veto power.
2. Planning process begins at local level and works its way up instead of starting and ending with Provost.
3. Retains power of Provost to make the final decision if there are differences of opinion—while requiring that the opinion of the Departmental Chair and Area Head at least be considered.
4. Does not put an final delays in the process; and avoids ‘surprises’ to the colleagues and department.
5. This is also more consistent with the ideals of faculty involvement in governance and flow of information.

Cheers,
Bruce
External Grant and Foundation Support

Grant Approval Process

All grant applications initiated by or for the benefit of faculty must first be approved by the Provost. Grant applications or proposals submitted for approval must be endorsed by the chair of the sponsoring academic or administrative department and by the Area Chair.

Step 1: Discuss the proposed project with the Provost, including detailed information on College matching requirements (if any). The Provost will advise the initiator regarding the fit of the project with the College's academic program.

Step 2: If the proposed project will require matching funds or in-kind resources from the College, the initiator must have approval from both the Provost and Vice President for Business and Finance before submitting to the granting agency or organization. If the proposed project involves matching funds to be raised externally by the College, the initiator must discuss the proposal with the Dean of Advancement for initial approval, who will then discuss it with the President for final approval.

Step 3: Write the proposal, following all guidelines as documented in the RFP or funder publication(s), consulting with the Director of Foundation Relations, the Grants Coordinator, and the Provost as appropriate.

Step 4: Using the External Grant Approval form (included in Appendix 6), submit the proposal to the appropriate officials for approval.

Step 5: The Provost will indicate approval of the proposal to the Dean of Advancement and the President.

Step 6: Submit a copy of all proposals for external funding to the Director of Foundation Relations.

Step 7: If a grant is awarded, copies of the award letter and/or receipt of funds must be sent to the Provost, the Director of Foundation Relations, the Grants Coordinator, and the Director of Media Relations.

Grant Budgeting and Indirect Cost Recovery

Hendrix currently has a federally approved rate for indirect costs of 59.6%. In drafting grant proposals, and when permitted by the granting agency, departments should budget indirect costs of 59.6% on all direct salaries. Fringe benefits are based on actual rates available from the Human Resources Office.

Funds derived from indirect cost recovery will first be allocated to the income accounts of the College's operating budget to support the cost of administering the grant and utilization of campus facilities.

This policy will be reviewed on a periodic basis to determine the actual expenses incurred by the College to administer the grants awarded. Based upon these findings, the indirect cost allocation rate may be adjusted at any time during the academic year.

Questions concerning budgeting or indirect cost recovery should be directed to the Vice President for Business and Finance.
Grant Compensation

All compensation from grants, whether as a principal investigator at Hendrix or as a sub-guarantor with another institution, must be approved in advance by the Provost.

Subject to the approval of the President, the Provost will establish the level of compensation and release time for any participants, and will have final approval over all research and staffing participation for all grants. The regular and scheduled academic needs of the College will be the primary consideration in determining a faculty member's participation in a grant activity.

Compensation from grant activity during summer months will not exceed a monthly rate equal to the regular monthly salary or wages of the participant.

All College Human Resources policies and practices for compensation and fringe benefits will be followed. Compensation from grants, regardless of the funding source, will be issued on payroll checks. Federal Income Taxes and F.I.C.A. taxes will be withheld on all grant checks, as required by the Internal Revenue Service.

Grant Reporting

It is the responsibility of the principal investigator to make sure that all progress reports, budget reports, and fund requests are submitted on a timely basis as defined within the grant. Copies of each report submitted to the granting agency should be forwarded to the Grants Coordinator in the Business Office and the director of Foundation Relations in the Advancement Office.

Assistance in Writing Grant Proposals

The Director of Foundation Relations in the Advancement Office will coordinate grant proposals for College-wide purposes and, upon approval by the Provost and the Dean of Advancement, will assist with proposals for individuals.
Dec. 6, 2005

TO: Council on Academic Policy
FR: Committee on Faculty
RE: Redistribution of Academic Areas

Among the issues raised by last year’s Ad Hoc Committee report and subsequent discussions was the difficulty faced by Area Chairs, who are now supervising many more faculty than they were when the current structure was put in place, and who are also required to develop familiarity on relatively short notice with a variety of disciplines that may have little in common with their own.

The Department Chairs Working Group, just beginning its work, will we hope be able to develop a proposal that will bring more clarity and consistency to the position of department chair than is currently the case. If they also recommend strengthening the role of the department chair in faculty mentoring and evaluations, that will provide some assistance to the Area Chairs, but it will not solve the problem.

Other means of addressing the issue might be to increase the release time now provided to Area Chairs, giving them more time to do their work, and to lengthen the term of service, allowing the faculty in the area to profit more from the expertise the Area Chairs acquire. Another option, and one that we believe has more merit, is to redistribute the departments across five areas, with a corresponding increase in the number of Area Chairs. We have outlined a possible redistribution in the attached page, which shows in parentheses the number of full-time faculty who would be supervised.

We believe such an arrangement would have the advantages of reducing the number of departments and faculty each Area Chair would supervise, of reducing the degree of disciplinary “stretch” that is required of each Area Chair, and of providing greater faculty representation on the Committee on Faculty and the Council on Academic Policy. These advantages, we believe, would accrue whether or not the Working Group proposes a substantial increase in the role and authority of the department chairs.

Thank you for your consideration.
Hendrix College
Proposed Curricular Revision

Department: Education  Date: 11/1/05

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

General requirements for all students seeking licensure in the State of Arkansas

All students seeking licensure in the State of Arkansas must complete the following:
A. The Program for the Bachelor of Arts Degree as listed in the Hendrix College Catalog

and

B. The course requirements for ONE of the licensure areas listed below:

1. Early Childhood Education Major (Preschool-Grade 4)
   EDUC 210 History of Education and Effective Teaching
   EDUC 220 Educational Psychology
   EDUC 402 Teaching P-2 Reading (the revision of EDUC 300)**
   EDUC 403 Teaching P-2 Language Arts and Writing (the revision of EDUC 324)**
   EDUC 404 P-2 Literacy Practicum (new)**
   EDUC 426 Teaching 2-4 Reading/Writing (new)**
   EDUC 330 Children's Literature didn't need a new number*
   EDUC 322 Teaching Math and Science, P-4
   EDUC 340 Inclusive Early Childhood Education*
   EDUC 481 Introduction to Student Teaching, P-4
   EDUC 482 Student Teaching, P-K-4 (three credits)
   HIST 270 Arkansas History

2. Licensure in Secondary Education (Grades 7-12)
   EDUC 210 History of Education and Effective Teaching Methods
   EDUC 220 Educational Psychology
   HIST 270 Arkansas History (for Social Studies licensure)
   EDUC 360 Inclusive Adolescent Education
   EDUC 390 Cultural Geography (for Social Studies licensure)
   EDUC 460 Introduction to Student Teaching, Secondary 7-12
   EDUC 461 Student Teaching, Secondary 7-12 (three credits)
   The course requirements for at least one of the following academic majors: Biology, Chemistry, English, French, Spanish, German, History, Mathematics, Politics, Psychology, Religion, Sociology/Anthropology, Philosophy, Theatre Arts and Dance, or an academic major approved by the Education Department
   One course selected from the following:
   EDUC 431 Methods in the Secondary School: English Language Arts
   EDUC 432 Methods in the Secondary School: Foreign Language
   EDUC 433 Methods in the Secondary School: Mathematics
   EDUC 434 Methods in the Secondary School: Life/Earth and Physical Science
EDUC 435 Methods in the Secondary School-Social Studies
EDUC 436 Methods in the Secondary School-Speech/Drama
Students seeking teacher licensure in English must take a grammar course.

3. Licensure in Art Education (Grades P-8 or 7-12)
EDUC 210 History of Education and Effective Teaching Methods
EDUC 220 Educational Psychology
EDUC 437 Methods in Art Education
EDUC 470 Introduction to Student Teaching, P-12
EDUC 471 Student Teaching, P-12 (three credits)
Must meet the course requirements for an academic major in Art.

4. Licensure in Elementary Physical Education/Health (Grades P-8)
EDUC 210 History of Education and Effective Teaching Methods
EDUC 220 Educational Psychology
KINE 250 Games and Basic Rhythms for Elementary Grades
KINE 290 Motor Development
KINE 350 Physical Education for Elementary Education
EDUC 340 Inclusive Early Childhood Education
EDUC 470 Introduction to Student Teaching, P-12
EDUC 471 Student Teaching, P-12 (three credits)
Must meet the course requirements for an academic major in Kinesiology and Physical Education.

5. Licensure in Secondary Physical Education/Health (Grades 7-12)
EDUC 210 History of Education and Effective Teaching Methods
EDUC 220 Educational Psychology
EDUC 360 Inclusive Adolescent Education
KINE 300 Secondary Physical Education
KINE 400 Administration
KINE 430, 440, 450, 460, or 470 Coaching
EDUC 460 Introduction to Student Teaching, Secondary 7-12
EDUC 461 Student Teaching, Secondary 7-12 (three credits)
Must meet the course requirements for an academic major in Kinesiology and Physical Education.

Minor in Education
A. Minor in Education - Early Childhood Emphasis: A total of six courses:
1. Each student must take the following two courses:
EDUC 210 History of Education and Effective Teaching Methods
EDUC 220 Educational Psychology
and
2. Four courses from the following:
EDUC 402 Teaching P-2 Reading (the revision of EDUC 300)**
EDUC 403 Teaching P-2 Language Arts and Writing (the revision of EDUC 324)**
EDUC 404 P-2 Literacy Practicum (new)**
EDUC 426 Teaching 2-4 Reading/Writing (new)**
EDUC 330 Children's Literature didn't need a new number**
KINE 350 Physical Education for Elementary Education
EDUC 323 Teaching Math and Science, P-4*
EDUC 340 Inclusive Early Childhood Education*

B. Minor in Education — Secondary Emphasis: A total of six courses
1. Each student must take the following two courses:
   EDUC 210 History of Education and Effective Teaching Methods
   EDUC 220 Educational Psychology
   and
2. One methods course from the following:
   EDUC 431 Methods in the Secondary School-English Language Arts
   EDUC 432 Methods in the Secondary School-Foreign Language
   EDUC 433 Methods in the Secondary School-Mathematics
   EDUC 434 Methods in the Secondary School-Life/Earth and Physical Science
   EDUC 435 Methods in the Secondary School-Social Studies
   EDUC 436 Methods in the Secondary School-Speech/Drama
   EDUC 437 Methods in Art Education (P-12)
   KINE 300 Secondary Physical Education and Health
   and
3. Three courses from the following:
   EDUC 402 Teaching P-2 Reading (the revision of EDUC 300)**
   EDUC 403 Teaching P-2 Language Arts and Writing (the revision of EDUC 324)**
   EDUC 404 P-2 Literacy Practicum (new)**
   EDUC 428 Teaching 2-4 Reading/Writing (new)**
   EDUC 330 Children's Literature didn't need a new number*
   EDUC 322 Teaching Math and Science, P-4*
   EDUC 360 Inclusive Adolescent Education*
   KINE 350 Physical Education for Elementary Education
   * prerequisite: EDUC 210 History of Education and Effective Teaching
   ** other prerequisites — look in catalog description

Initiator(s) of Proposal

Department Chair

Area Chair  Lyth Report  1/27/06
Hendrix College
Proposed Curricular Revision

Department ___Chemistry_______ Date ___31 January 2006___

Proposed change (one sentence summary; please attach departmental catalog copy as it
would appear with the proposed change): Add Chemistry 101, Chemistry of the
Environment, to the Chemistry Department curriculum listings.

Rationale for course within departmental and collegiate context (Use separate sheet, if
necessary): This is a change to reflect how the course has been taught by Dr. Teague the
past few years. See attached sheet.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World,
Domains, Capacities, Physical Activities) will this course fulfill? CW

On a separate sheet of paper indicate which of the criteria are met by the course, and how
the course meets those criteria. This course as presently listed has the CW code.

Does this replace a course? (circle one) Yes ___ No If yes, specify which one:

This will be a permanent or temporary course. (circle one)

How often will the course be offered? At least one semester each year.

Prerequisite(s) and/or recommended prior courses: None

How will the change be staffed? Present staff.

Equipment, supply, and bibliographic requirements (Items and cost): No additional
requirements.

Will the above items be covered by a present budget? Yes

Proposed date of implementation: Fall 2006

Signatures:

Initiator(s) of Proposal ____________________________

Department Chair ________________________________

Area Chair ________________________________________
This is a number and name change (additional listing) to reflect how sections of the course have been taught by Dr. Teague and adjuncts for the last two years. It has been listed as Chemistry 100, Concepts of Chemistry. Rather than request a simple name change for the section, this proposal will leave Chemistry 100, Concepts of Chemistry in the curriculum, in case it is taught by other staff members (as in the past) without the environmental chemistry emphasis. The CW code will be removed from Chemistry 100.
Faculty Meeting
6 p.m., February 15, 2006
Mills A

Agenda

I. Invocation—Clark

II. Committee Reports
   A. Academic Policy—Entzminger
   B. Others as requested

III. Action Items:
   A. Curriculum Proposals*
   B. New Major: Chemical Physics*
   C. Change in Fall Semester Grades Due Date*
   D. Proposed Revision: Grants Proposal Process*

IV. Discussion Items

V. New Business

VI. Announcements—Entzminger

*Items distributed with hard copy of agenda.