



**UNIVERSITY of GUYANA**

**Procedures for Approval of Changes to Existing Courses and Programmes**

**and for the**

**Introduction of New Courses and Programmes**

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## Procedures for Approval of Changes to Existing Courses and Programmes

and for the

### Introduction of New Courses and Programmes<sup>1</sup>

#### 1. Changes to Existing Courses

- a) Minor amendments to the content. These are refinements which do not alter the course outcomes and which will not affect more than one fifth of the course content. Approval of the Department and then Faculty is necessary. Approval by the Academic Policy and Planning (AP&P) Committee and Academic Board is not required.  
  
Rescheduling of the sequence of delivery of topics requires prior notification to the Head of Department.
- b) Updating of course materials/reading lists shall be approved by the Department and brought to the attention of the Faculty and the University Library. Course materials developed for sale or compulsory reading must be approved by the Department and Faculty. In either instance, approval by the AP&P and Academic Board is not required. Note that course materials include texts, journals, information available on the web, laboratory handouts, workbooks etc.
- c) Changing of co-requisites and pre-requisites. The rationale for the change must be submitted *via* the Faculty thru AP&P to the Academic Board. The submission of the full course outline is not required. Note that courses should not carry pre-requisites within the same academic year.
- d) Changing of course name and/or number. Approval thru the Department, Faculty, AP&P and then Academic Board is required. The submission must advise of the former course name and number, new course specifics and provide a justification for the change. Note that the course number must be allocated in consultation with the Assistant Registrar (Admissions).
- e) Changes to contact hours, grading scheme and assessment method, and major changes to course content must be approved by the Department and Faculty, and ratified by Academic Board *via* AP&P. The old course outline must be submitted, a line drawn through items to be changed and new content indicated in bold text with justifications placed alongside in a box.

#### 2. Changes to Existing Programmes

Approval *via* the Department, Faculty and AP&P to the Academic Board is required. Documentation must follow the template for the Submission of New Programmes (see Appendix 1, Page 4). New details must be indicated in bold type, followed by the original detail placed in parenthesis, with a line drawn through. Transition arrangements for students registered in the existing programme must be specified.

#### 3. Introduction of New Courses and Programmes

Approval for the introduction of undergraduate courses and programmes must first be obtained at departmental level and then from the Faculty Board. The proposal shall then be submitted by the Office of the Dean/Director to the AP&P using the templates given in Appendices 1 and 2 (Pages 4 and 8 respectively)

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<sup>1</sup> Approved at the 12 July 2011 meeting of the Academic Board, University of Guyana.

as appropriate. Once approved, the AP&P shall submit the proposal to the Academic Board. Upon ratification, this Board *via* its Secretary, will submit the proposal to the Finance & General Purposes (F&GP) Committee for consideration of the financial implications.

In the case of graduate programmes, the proposal must be sent from the Faculty Board to the Board of Graduate Studies thence to AP&P which will forward the approved programme to the Academic Board for ratification.

Approval of the Academic Board should generally be obtained at least 6 – 12 months prior to the academic year in which the programme is to be introduced. This is to allow adequate time for finalising financial arrangements, acquiring equipment, staff, books etc, advertising the programme and for incorporation into the Students' Records Management System (SRMS).

#### **4. Programme Review**

Programmes should be reviewed at the most every five (5) years before being approved for further intake. If there are no changes the Faculty/School should formally notify the Academic Board that a review has been conducted and no changes are recommended. If changes are recommended, approval thru AP&P and the Academic Board is required. The Quality Assurance Office, the Office of the Registrar and the pertinent Faculty/School should keep records of the dates that the programme reviews are conducted and the results.

#### **5. Programme Suspension/Withdrawal/Reintroduction**

A programme may not be approved for further intake for various reasons including

- ✓ It is no longer viable
- ✓ It is being replaced by a new programme

The Faculty/School intending to suspend/withdraw a programme shall formally seek the approval of the Academic Board and advise of transition arrangements.

Notification for the reintroduction of a suspended/withdrawn programme shall be given to the Academic Board directly by the Faculty/School provided there is no change in the programme. Where there are changes, the steps outlined in Section 2, Page 1 shall be followed.

#### **6. Course/Programme Fees**

Course/programme fees shall be in line with the social commitment and strategic objectives of the University. They will be set in order to ensure the viability of the course/programme and to recover costs, both direct and indirect. In addition, fees will be fixed so as to reflect consistency in approach across all programmes and services, and in order to ensure that they are in alignment within the same discipline (unless market forces dictate otherwise).

#### **7. Other Procedural Matters**

Where exigencies require, the Vice-Chancellor can approve recommendations/decisions of the AP&P on behalf of the Academic Board and shall bring such approval to the subsequent meeting of the Board, for ratification.

On approval of a new programme, the Office of the Registrar shall immediately advise the Ministry of Finance of the University's intention to offer that programme, in order for the appropriate provisions to be finalised with the Student Loan Agency. The Office shall also inform the Guyana National Accreditation Council of new courses and programmes as required by that body.

In addition, the Office of the Registrar shall be responsible for sending an advisory of each ratified decision to the Heads of all Faculties/Schools/Academic Divisions/Personnel Division/Bursary/unit responsible for the determination of FTE, within two (2) weeks of said approval.

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## Appendix 1. Template for the Submission of New Programmes for Approval from AP&P<sup>2</sup>

Faculty of .....

Department of .....

Date of submission to AP&P:

- a) Introduction: Title of programme and general description including duration.
- b) Justification for the programme and expected annual student intake: If there is an indication of the number of trained persons needed in this field and the number going abroad for such training, this information should be included.
- c) Commencement date:
- d) Entrance Requirements:
- e) Programme Details:

Course # and name (New courses in bold text)	Credits	Contact hrs per week (lects/tuts/labs)*	Class size for lects/tuts/labs	Mode of delivery (F2F, Web, Dual)	Off campus training/field trips (Yes or No)	Exemptions (State CXC/CAPE etc course and grade on which exemption is to be granted)	Co- & Pre-requisite courses	Faculty Assignments (Name current faculty. Indicate new lecturers by TBA – To Be Appointed)
<b>TOTAL</b>			NA	NA	NA	NA	NA	NA

\* A SEMESTERISED COURSE CARRIES A MAXIMUM OF THIRTEEN (13) WEEKS OF TEACHING.

Detailed course outlines are to be included as an attachment using the template given on Page 7.

- f) Programme Evaluation and Grading Scheme:
- g) Collaborating Institutions: Supporting documentation must be attached, including CVs of principal facilitators where applicable.

<sup>2</sup> All items on the template must be completed. Where an item is not applicable, please state why. Items that are not considered relevant must not be deleted.

h) Financial projections:

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>EXPENSES</b>					
<b>A) One-time. Capital</b>					
New/Renovated space					
Equipment (provide details in Table below)					
Library					
Office furniture (provide specifics including unit costs)					
Classroom furniture (provide specifics including unit costs)					
Other (specify)					
<b>Total Capital</b>					
<b>B) Recurring</b>					
Lecturers (use minimum of the Senior Lecturer scale and include benefits)					
Technical support staff					
Position 1 - basic salary					
- travelling					
- housing					
- other					
Administrative support staff					
Secretary - basic salary					
- travelling					
- housing					
- other					
Laboratory equipment (provide details in Table below)					
ICT requirements					
Chemicals					
Library resources					
Off campus training/Field trips					
Seminars					
External Examiners & invigilation					
Accreditation/Programme Review					
Stationery etc					
Utilities					
Administrative activities					
Other (specify)					
<b>Total Recurring</b>					
<b>C) Total programme expenses (A+B)</b>					
<b>D) Revenue</b>					
Tuition fee per student					
Laboratory fee per student (to cover laboratory expenses)					
Examination fees per student (to cover External Examiners/Invigilation/Accreditation/Programme Review)					
Sponsorship (letters to be attached)					
Other (specify)					
<b>Total Revenue based on x students (indicate anticipated student numbers)</b>					
<b>E) Net revenue (loss) (D-C)</b>					

Equipment requirements

Year	Item	Already on site/to be purchased/Will use the one at .. (name organisation/ Department as appropriate)	Indicate cost if to be purchased and supplier	Indicate whether capital or recurrent
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				

i) Other relevant Information:

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**Template for Course Outlines**

Faculty of .....

Department of .....

Course outline ..... (insert Course number, title, credits and weekly contact hours<sup>3</sup>)

Academic Year

- a) Name of Lecturer(s), Office(s) and telephone #s:
- b) Course summary and mode of delivery:
- c) Learning outcomes: See Appendix 3 (Page 11) for guidelines.
- d) Co-requisites and Pre-requisites:
- e) Duration in weeks:
- f) Content:
  - Week 1. ....
  - Laboratory on .....
  
  - Week 4. ....
  - Laboratory on .....
  - Assignment 1
  
  - Week 6. ....
  - Test 1.
- g) Evaluation: (i) For courses with a final examination of at least 50%.
  - Course work: 2 tests ....%, 8 labs ....., 2 assignments ....%, etc
  - Final exam: 3hours, .....(ii) For continuously assessed courses.
  - Test 1 ....%, etc, Assignment ....., Long paper ....., etc.(iii) Requirement to pass course.
- h) Grading scheme:
- i) Recommended texts: List text books, journals, internet resources etc using the American Psychological Association (APA) format (Appendix 4, Page 12). Use an asterisk at the beginning of each reference to indicate texts/journals which are available in the University Library. Indicate the Core texts and Journals and the Additional Reading Material.

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<sup>3</sup> Use Lectures/tutorials/labs system. For example, 3/0/3 denotes 3 hours of lectures, no tutorial and 3 hours of labs per week.

## Appendix 2. Template for the submission of New Courses for Approval from AP&P<sup>4</sup>

Faculty of .....

Department of .....

Date of submission to AP&P:

a) Course Code, name and credits:

b) Description: General description of the course, include mode of delivery.

c) Reasons for introducing course: If the course is replacing an existing one, state the existing course code, name and credits, the degree(s) for which the course is a requirement and the reason for the replacement. The old course outline must be attached.

If the course is a stand alone course, a statement on the demand for the course must be made.

d) Are there similar courses in the Faculty or University? If so give course codes, names and credits, and explain why they could not be used.

e) Co-requisites and Pre-requisites:

f) Learning outcomes: State what the student will be able to do on the successful completion of the course. (See Appendix 3 Page 11 for guidelines)

g) Contact Hours:

	Contact hrs per week*	Number of weeks	Class size	Mode of delivery
Lectures				
Tutorials				
Labs/practicals				

\* A SEMESTERISED COURSE CARRIES A MAXIMUM OF THIRTEEN (13) WEEKS OF TEACHING.

h) Method of Evaluation/Assessment: (i) For courses with a final examination of at least 50%.  
Course work: 2 tests ....%, 8 labs ....., 2 assignments ....%, etc  
Final exam: 3hours, .....

(ii) For continuously assessed courses.

Test 1 ....%, etc, Assignment ....., Long paper ....., etc.

i) Requirements to pass course: e.g. Must pass Course Work and Exam, etc. to pass Course.

j) Grading System:

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<sup>4</sup> All items on the template must be completed. Where an item is not applicable, please state why. Items that are not considered relevant must not be deleted.

k) Course Content:

Week 1. ....  
Laboratory on .....

Week 4. ....  
Laboratory on .....  
Assignment 1

Week 6. ....  
Test 1.

- l) Book Lists/Recommended Reading: List text books, journals, internet resources using the APA format (see Appendix 4, Page 12). Use an asterisk at the beginning of each reference to indicate texts/journals which are available in the University Library.

Core texts and journals

Additional reading material

m) Staff requirements:

- n) Budget: The details given below are to be provided for a stand alone course. Where the course is replacing one of equivalent course requirements, contact hours and credits, and one which is part of an existing degree programme, the budgetary details are not required; a statement with justification can be completed.

<b>EXPENSES</b>	<b>Cost</b>
<b>A) One-time. Capital</b>	
New/Renovated space	
Equipment (provide details in Table below)	
Library	
Office furniture (provide specifics including unit costs)	
Classroom furniture (provide specifics including unit costs)	
Other (specify)	
<b>Total Capital</b>	
<b>B) Recurring</b>	
Lecturers (salary + other payments)	
Technical support staff (salary etc).	
Position 1- basic salary	
- travelling	
- housing	
- other	
Administrative support staff (salary etc).	
Secretary - basic salary	
- travelling	
- housing	
- other	
Laboratory Equipment (provide details in Table below)	
ICT needs	

Chemicals	
Library resources	
Field trips	
Seminars	
External Examiners & Invigilation	
Accreditation	
Stationery etc	
Utilities	
Other (specify)	
<b>Total Recurring</b>	
<b>C) Total programme expenses (A+B)</b>	
<b>D) Revenue</b>	
Tuition fee per student	
Laboratory fee per student (to cover laboratory expenses)	
Examination fees per student (to cover External Examiners/Invigilation/ Accreditation/Programme Review)	
Sponsorship (letters to be attached)	
Other (specify)	
<b>Total Revenue based on x students (indicate anticipated student numbers)</b>	
<b>E) Net revenue (loss) (D-C)</b>	

Equipment requirements

Item	Already on site/to be purchased/Will use the one at .. (name organisation/ Department as appropriate)	Indicate cost if to be purchased and supplier	Indicate whether capital or recurrent

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### Appendix 3. Writing Learning Outcomes<sup>5</sup>

Well-developed learning outcomes are student oriented, observable and measurable. Learning outcomes use action verbs, e.g.

- The student will be able to perform .....
- The student will be able to identify .....
- The student will be able to list three .....

**These use ACTION VERBS and are OBSERVABLE and MEASURABLE and facilitate the Course Assessment.**

The use of:

- The student will understand/ become familiar with/appreciate/ .....

**should be avoided as they are difficult to observe and measure.**

A list of ACTION VERBS is given below for reference.

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
count	associate	add	analyse	categorize	appraise
define	compute	apply	arrange	combine	assess
describe	convert	calculate	breakdown	compile	compare
draw	defend	change	combine	compose	conclude
identify	discuss	classify	design	create	contrast
labels	distinguish	complete	detect	derive	criticize
list	estimate	compute	develop	design	critique
match	explain	demonstrate	diagram	devise	determine
name	extend	discover	differentiate	explain	grade
outlines	extrapolate	divide	discriminate	generate	interpret
point	generalize	examine	illustrate	group	judge
quote	give examples	graph	infer	integrate	justify
read	infer	interpolate	outline	modify	measure
recall	paraphrase	interpret	point out	order	rank
recite	predict	manipulate	relate	organize	rate
recognize	rewrite	modify	select	plan	support
record	summarise	operate	separate	prescribe	test
repeat		prepare	subdivide	propose	
reproduces		produce	utilise	rearrange	
selects		show		reconstruct	
state		solve		relate	
write		subtract		reorganize	
		translate		revise	
		use		rewrite	
				summarise	
				transform	
				specify	

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<sup>5</sup> [http://www.externarelationer.adm.gu.se/digitalAssets/1272/1272565\\_Writing\\_and\\_Using\\_Learning\\_Outcomes.pdf](http://www.externarelationer.adm.gu.se/digitalAssets/1272/1272565_Writing_and_Using_Learning_Outcomes.pdf)

## Appendix 4. American Psychological Association (APA) format for writing citations<sup>6</sup>

### Books

#### 1. Book by a single author

Bazerman, C. (2002). *The languages of Edison's light*. Cambridge, MA: MIT Press.

#### 2. Book by two to six authors

Burawoy, M., Burton, A., Ferguson, A. A., & Fox, K. J. (1991). *Ethnography unbound: Power and resistance in the modern metropolis*. Berkeley: University of California Press.

#### 3. Book by seven or more authors

Delay, F., Deville, P., Echenoz, J., Greenlee, S., Mathews, H., Polizzotti, M., et al. (1997). *S: A novel*. Cambridge, MA: Brooline Books.

#### 4. Book by an unknown or anonymous author

*Rhetoric to Herennius*. (1964). H. Chaplan (Trans). Cambridge, MA: Harvard University Press.  
(Note: Trans. means translator; that is the person who translated the article).

#### 5. Book with a corporate or group author

American Psychiatric Association. (1994). *Diagnostic and statistical manual of Mental disorders* (4<sup>th</sup> ed.). Washington, DC: Author.

#### 6. Book with an editor

Johnson, M. H. (Ed). (1993). *Brain development and cognition: A reader*. Cambridge, MA: Blackwell.

#### 7. Book with a translator

Bertolucci, A. (2005). *Winter journey* (N. Benson, Trans.). West Lafayette, In: Parlor Press.

#### 8. Chapter in an edited book or anthology

LeBon, G. (1997). The crowd: A study of the popular mind. In C.D. Ellis (Ed.), *The investor's anthology: Original ideas from the industry's greatest minds* (pp. 6-12). New York: Wiley.

#### 9. Two or more books by the same author published in the same year

Tufte, E. R. (1997a). *The visual display of quantitative information* (2<sup>nd</sup> ed.). Cheshire, CT: Graphics Press.

Tufte, E. R. (1977b). *Visual explanations: Images and quantities, evidence and narrative*. Cheshire, CT: Graphics Press.

#### 10. Book in a second or subsequent edition

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.  
(Use the abbreviation Rev. ed. for Revised edition).

#### 11. Work in one or more volumes

Trumbach, R. (1998). *Sex and gender revolution* (Vol. 1). Chicago: University of Chicago Press.

(If more than one volume is used cite all volumes used)

Pelikan, J. (1975-1991). *The Christian tradition: A history of the development of doctrine* (Vols. 1 – 5). Chicago: University of Chicago Press.

#### 12. Government publication

Office of Native American Programs. (1995). *Our home: Achieving the Native American dream of homeownership* (HH 1.6/3:H75/12). Washington, DC: GPO.

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<sup>6</sup> Citation styles sourced from the University Librarian

### 13. Report from a private organization

National Urban League. (2005). *The state of black America: Prescriptions for change*. New York: Author.

Nierenberg, D. (2005). Happier meals: Rethinking the global meat industry (Worldwatch Paper # 171). Washington, DC: Worldwatch Institute.

### 14. Report available from ERIC

Hassel, B., Ziebarth, T., & Steiner, L. (2005). *A state policymaker's guide to alternative authorizers of charter schools* (ECS Issue Brief). Denver: Education Commission of the States. (ERIC Document Reproduction Service No. ED489327).

## Periodical publications e.g. journals, magazines, etc

#### 1. Brochure

University of South Carolina Office of Student Orientation and Testing Services. (2005). *Parent information 2005* (Brochure). Columbia: Author.

#### 2. Journal Articles

Author's last name, first and middle initial. (Year of Publication). Article Title: Subtitle. *Name of periodical, volume number*, inclusive page numbers.

#### 3. Articles in magazines

Author's last name, first and middle initial. (Year of publication). Article title: Subtitle. *Name of periodical, volume number*, inclusive page numbers.

Smith, J. (1998, October 5). Good housekeeping tips. *Oprah O!* 10-13.

#### 4. Articles in newspapers or weekly magazines

Author's last name, first and middle initial. (Year of publication, month, day). Article title: Subtitle. *Name of periodical*, inclusive page numbers preceded by p. or pp.

Garnett, J. (2000, January 1). The global strategy for climate change. *Stabroek news*, p. 10.

#### 5. Article in journal with continuous pagination throughout annual volume

Towler, A. J., & Schneider, D. J. (2005). Distinctions among stigmatized groups. *Journal of Applied Social Psychology, 35*, 1-14.

#### 6. Article in journal that pages each issue separately

Miles, L. (2000). Constructing composition: Reproduction and WPA agency in textbook publishing. *Writing Program Administration, 24*(1-2), 27-51.

#### 7. Abstract of Journal article

Newport, M., & Sandler, W. (1999). Prosody in Israeli sign language (Abstract). *Language and Speech, 42*, 143.

#### 8. Article in magazine

Rosenwald, M. (2006, January). The flu hunter. *Smithsonian, 36*, 36-46.

#### 9. Article in newspaper

Farrell, E. F. (2005, April 1). Starving for attention. *The Chronicle of Higher Education*, pp. A45-A46

#### 10. Letter to the editor

Masterson, G. (2006, February 25). Coyote hunting 1 (Letter to the editor). *The Addison Eagle*, p.4.

## 11. Review

Mondragon, T. (2004, March 29). Exposing the myth of the Matrix (Review of the Motion picture. The Matrix Reloaded). *Contemporary Cinema*, 13, 32-57.

### Electronic resources e.g. websites, online journals, databases etc.

#### 1. Online Periodical

Author's last name, first and middle initials. (Date). Article title: Subtitle. *Name of periodical*, volume number, page numbers. Retrieved month, day, year, from URL.

#### 2. Online nonperiodical

Author's last name, first and middle initials. (Date). *Source title*. Retrieved month, day, year, from URL. (There is no period after the URL).

#### 3. Entire Website

Albrecht, K. (2005). *Consumers against supermarket privacy invasion and numbering*. Retrieved April 22, 2005, from <http://www.nocards.org>

International Council for Caring Communities. (2005). Retrieved April 22, 2005, from <http://www.international-icc.org>

#### 4. Journal article that appears in print and electronic formats

Kensinger, E. A., Krendl, A. C., & Corkin, S. (2005). Memories of an emotional and a nonemotional event: Effects of aging and delay interval (Electronic version). *Experimental Aging Research*, 32, 23-45.

If the online article is different from the print version – for example, the format is not the same – then there is need to add the date on which the article was accessed.

Viano, M. (1999). Life is beautiful: Reception, allegory, and holocaust laughter. *Jewish Social Studies*, 5(3), 47-66. Retrieved February 28, 2006, from [http://muse.jhu.edu/demo/jewish\\_social\\_studies/v005/5.3viano.html](http://muse.jhu.edu/demo/jewish_social_studies/v005/5.3viano.html)

#### 5. Article in online journal only

Moss, S. A., & Ngu, S. (2006). The relationship between personality and leadership preferences. *Current Research in Social Psychology*, 11 (6), 70-91. Retrieved February 28, 2006, from [http://www.uiowa.edu/~grpproc/Crisp/crisp11\\_6.pdf](http://www.uiowa.edu/~grpproc/Crisp/crisp11_6.pdf)

#### 6. Journal article retrieved from electronic database

McArt, E., Shulman, D., & Gajary, E. (1999). Developing an educational workshop on teen depression and suicide: A proactive community intervention. *Child Welfare*, 78 (6), 793-806. Retrieved January 3, 2006, from PsychINFO database.

#### 7. Article in online newspaper

Vedantam, S. (2006, March 1). Veterans report mental distress. *The Washington Post*. Retrieved March 1, 2006, from <http://www.washingtonpost.com/wpdyn/content/article/2006/02/28/AR2006022801712.html>

#### 8. Article from university or government website

Felluga, D. (2003). *Introductory guide to critical theory*. Retrieved March 1, 2006, from Purdue University, College of Liberal Arts Website: <http://www.cla.purdue.edu/academic/engl/theory/index.html>

Federal Emergency Management Agency. (2003). A citizen guide to disaster preparedness. Retrieved March 1, 2006, from [http://www.pueblo.gsa.gov/cic\\_text/family/disaster-guide/disasterguide.htm](http://www.pueblo.gsa.gov/cic_text/family/disaster-guide/disasterguide.htm)



**9. Retrievable online posting (discussion group, online forum, electronic mailing list)**

Downs, D. (2002, January 18). Re: inventing FYC. Message posted to WPA-L electronic mailing list, archived at <http://lists.asu.edu/cgi-bin/wa?A2=ind0201&L=wpa-1&D=1&O=D&F=&S=&P=26473>

**10. Email or nonretrievable online posting**

Wellman, M. (2006, February 13). Tele-intern. Email to the author.

**11. Computer Software**

The Movies (PC video game). (2005). Surrey, UK: Lionhead.

**12. Information service**

*SchoolMatters*. (2005). New York: Standard & Poor's Retrieved January 2, 2006, from <http://www.schoolmatters.com>

**Films, videotape, DVD, television shows etc**

**1. Film, videotape or DVD**

Eszterhas, J. (Producer), & Verhoeven, P. (Director). 1995 *Showgirls* (Motion picture). United States: Universal Pictures.

**2. Television show, series or episode**

i) A show:

Shaffer, D. (Director). (2006, March 11). *Best friends: The power of sisterhood* (Television broadcast) Alexandria, VA: PBS:

ii) A series:

Chase, D. (Producer). (2004). *The Sopranos* (Television series). Hollywood, CA: HBO Productions.

iii) An episode from an ongoing series:

Weiner, M. (Writer), & Bogdanovich, P. (Director). (2004). Sentimental education (Television series episode). In D. Chase (Producer), *The Sopranos (Ep. 28)*. Hollywood, CA: HBO Productions.

**3. Sound recording**

Keenan, M. J., Jones, A., Carey, D., & Chancellor, J. (2001). The grudge (Recorded by Tool). On *Lateralus* (CD). San Diego, CA: Volcano Entertainment.

**Unpublished paper presented at meeting or symposium**

Langree, L., & Briscoe, C. (2001, December). *Calibrating the frontal trajectory of handgun entry wounds*. Paper presented at the meeting of the American Medical Association's 2001 Conference on Adolescent Health, San Francisco, CA.

**Unpublished Interview**

(O. de la Hoya, personal communication, September 22, 2005).

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