

Academic Affairs Committee Meeting
Tuesday, December 5, 2011
10 a.m., EHFA 164

Attendees:

Jim Solazzo, Chair, Science	John Beard, Provost Office
Cathy Goodwin, Kimbel Library	Brent Lewis, Science
Nancy Ratcliff, Education	Sandra Nelson, Education
Brianne Parker, University College	Brandon Palmer, Humanities
Dmitriy Nesterkin, Business	Michael Collins, Business
Chris Dye for Dan Lawless, Registrar's Office	

Absent:

Min Ye, Humanities

Guests:

Jonathan Smith, Humanities	Holley Tankersley, Humanities
Deborah Vrooman, Science	Jackie Andrews, Registrar's Office
Judy Vogt, Admissions	Richard Costner, Education
Nelljean Rice, University College	Darla Domke-Damonte, Business
Caroline Knight, Education	Geoff Parsons, International Programs

A. Call to Order

✚ Approval of minutes for November 8, 2011. Minutes were approved as written.

B. Chair Report

- ✚ April 10, 2012, will be the last meeting that any proposal submitted to Academic Affairs will be reviewed for this academic year.
- ✚ March 26, 2012, is the deadline for submitting proposals to Academic Affairs wishing to be reviewed and placed in the 2012-2013 catalog.

C. New Business

1. Form C – New Courses

College of Business – Department of Accounting/Finance/Economics

FIN 301 Business Finance
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** ECON 202, CBAD 202, CBAD 291 or STAT 201, MATH 132 or MATH 160 **Co-requisites:** None **Proposed catalog description:** Theoretical foundation of optimal financial policy with an emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. **Course Restrictions:** This course is

required for a major. For Accounting and Finance majors. **Justification:** The course will serve as to elevate confusion about which section of CBAD 363 a student should register for. Currently sections of CBAD 363 are designated as Accounting/Finance major only sections or Management/Marketing/etc. only sections. This new course will take the place of the Accounting/Finance major only sections of CBAD 363. **Impact on existing academic programs:** There will be little to no impact on existing programs because this course is taught as CBAD 363 with restrictions on enrollment at the section level. Certain sections are restricted to accounting and finance majors only. **Method of delivery:** Classroom **Semesters offered:** F, S **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Business – Department of Management/Decision Sciences

CBAD 120 Introduction to the Global Culture of Business
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Proposed catalog description:**

This course provides a foundation of basic business concepts in the context of current issues and trends in a global organizational setting. All content areas of the College of Business are surveyed with an emphasis on the impacts of cultural differences on finance, accounting, management, and marketing practices. Differences in cultural norms and values are considered along with basic global social and economic institutions and the global economic and legal systems in which businesses operate. This course emphasizes thinking critically about ethics and sustainability as applied to global problems and communicating about these issues both in written and oral formats. **Course Restrictions :** None. This course is required for a major.

Justification: CCU students will benefit from an additional course offering that is able to integrate important university core student learning outcomes including critical thinking and communication in the context of the study of other cultures. According to the Core Curriculum Assessment Report in 2009, for example, data from the Measure of Academic Proficiency and Progress test (MAPP) test suggests that 80% of our students are not proficient in critical thinking (T. Burns, 2009). In addition, according to the 2010-2011 assessment report in Teal Online, data from the core curriculum suggests that students score "poor or fair" in the majority of areas measuring oral and written communication. According to this report, students also express a broad interest in learning about other cultures. We feel CBAD 120 will be of interest to business majors and other students interested in learning about, and thinking critically about, global issues. While this course is most attuned to core goal 5B, we also feel that this course will assist in the achievement of several other related outcomes in the core curriculum such as critical thinking and communication. In terms of the College of Business, this course fits well with the student learning objectives specified as important for all business majors to obtain before graduation. These student learning objectives include critical thinking, oral and written communication, and ethical awareness. This course will be the only CBAD course available under core goal 5B and we would like to offer this as an option for students interested in a greater understanding of global business issues. In addition, we would like to include a business course early in the curriculum to interest and energize students about the topic area. For business majors, this course will help prepare them for what to expect in later classes and better understand their major. Finally, industry and socio-cultural trends suggest that more emphasis is needed on the global aspects of the business environment as people, organizations, and countries increasingly become subject to the effects of contemporary accelerated globalization.

Impact on existing academic programs: This will broaden the opportunity for students interested in business to take a business course early in their college curriculum. This will also offer the opportunity for students who expect to major in business to fulfill the global core requirement with a class that pertains to their major if they so choose. This course will assist the College of Business in improving and expanding our curriculum based on assessment data. Currently, the Business core curriculum consists of 39 credit hours. Specific majors have credit hour requirements that range from 15 credits (Management) to 24 credits (Accounting). Increasing the required credits in the Business core curriculum by adding CBAD 120 will reduce the number of elective hours available to the student by 3 credits (free electives currently ranging from 8-17 credits). This range is not outside of a normal range as compared to other majors. A Chemistry major, for example, allows for 9 elective credits. An Early Childhood Education major allows for 2 free elective credits. If the student chooses to use CBAD 120 to fulfill core goal 5B, they may retain the 3 credits as general electives. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2013 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 340 Attracting and Acquiring Talent
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 301, MGMT 307 **Co-requisites:** none **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** Examines the processes necessary for the effective recruitment, selection, and orientation of employees in an organizational setting. The course will focus on human resources planning to meet organizational goals; job analysis and design; developing valid and reliable selection systems; ensuring legal compliance of selection systems; and facilitating the entry of new employees into the organization. **Justification:** A survey of College of Business students indicated student interest in more specific areas of study within the business management discipline. One area of student interest was in Human Resource Management. Additionally, a review of peer and aspirant institutions revealed that a concentration in human resource management would make our management program more competitive and provide our students with a marketable skill set and prepare them for a career in a growing profession. The field of Human Resource Management has a well-defined set of critical content areas and skill sets that are required to be successful in the profession. These are defined and continually assessed by the Society for Human Resource Management (SHRM). SHRM has identified 12 minimum required content areas (content that should be taught via required coursework), 4 integrated content areas (content that should be integrated as much as possible into required coursework) and 7 secondary content areas (content that is valuable for graduates entering the marketplace but to a lesser degree) that are necessary for a sound program in human resource management. The proposed course (Attracting and Acquiring Talent) will cover three of the minimum required content areas: Employment Law, Job Analysis and Job Design, Staffing: Recruitment and Selection (including organizational entry and socialization). Additionally, all four integrated topics (ethics, globalization, HR's role in organizations, and managing a diverse workforce) will be addressed as they relate to the core course content. This course is necessary for providing a competitive and valuable HR education for management students. **Impact on existing academic programs:** This course will support a proposed concentration in Human Resource Management within the Management Major of the Bachelor of Science in Business Administration degree. Additionally, the course will be open to any student meeting the pre-requisites. It therefore could serve as an elective course for other management concentrations or a general elective for

other disciplines of study (e.g. Psychology, Sociology). **Method of delivery:** Classroom **Semesters offered:** F,S **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 341 Managing Talent and Developing 21st Century Leaders

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 201, MGMT 307 **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** Extends the study of human resource management with a focus on developing employees and managing employee performance. Topics include the development, implementation and evaluation of training programs and performance appraisal systems, as well as career planning and employee relations issues. This course provides an analysis of effective approaches to training and development, with an emphasis on leadership development, and an illustration of performance feedback. **Justification:** A survey of Wall COB students indicated student interest in more specific areas of study within the business management discipline. One area of student interest was in Human Resource Management. Additionally, a review of peer and aspirant institutions revealed that a concentration in human resource management would make our management program more competitive and provide our students with a marketable skill set and expertise and prepare them for a career in a growing profession. The field of Human Resource Management has a well-defined set of critical content areas and skill sets that are required to be successful in the profession. These are defined and continually assessed by the Society for Human Resource Management (SHRM). SHRM has identified 12 minimum required content areas (content that should be taught via required coursework), 4 integrated content areas (content that should be integrated as much as possible into required coursework) and 7 secondary content areas (content that is valuable for graduates entering the marketplace but to a lesser degree) that are necessary for a sound program in human resource management. The proposed course (Managing Talent and Developing 21st century Leaders) covers six of the minimum required content areas: Employee and Labor Relations, Employment Law, Outcomes (metrics and measurement of HR), Performance Management, Training and development, and Workforce Planning and Talent Management. Additionally, all four integrated content areas (ethics, globalization, HR's role in organizations, and managing a diverse workforce) are addressed as they relate to managing and developing talent. This course is necessary for providing a competitive and valuable HR education for management students. **Impact on existing academic programs:** This course will support a proposed concentration in Human Resource Management within the Management Major of the Bachelor of Science in Business Administration degree. Additionally, the course will be open to any student meeting the pre-requisites. It therefore could serve as an elective course for other management concentrations or a general elective for other disciplines of study (e.g. Psychology, Sociology). **Method of delivery:** Classroom **Semesters offered:** F, S **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 440 Retaining Talent and Maximizing the Value of Human Capital

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 301, MGMT 306, MGMT 307 **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** This course examines processes and practices associated with retaining employees in light of an

organization's strategic goals and objectives, including development and implementation of a total rewards system and ensuring workplace safety. Topics addressed include compensation, benefits, workplace safety, and health and security. **Justification:** A survey of COB students indicated student interest in more specific areas of study within the business management discipline. One area of student interest was in Human Resource Management. Additionally, a review of peer and aspirant institutions revealed that a concentration in human resource management would make our management program more competitive and provide our students with a marketable skill set and expertise and prepare them for a career in a growing profession. The field of Human Resource Management has a well-defined set of critical content areas and skill sets that are required to be successful in the profession. These are defined and continually assessed by the Society for Human Resource Management (SHRM). SHRM has identified 12 minimum required content areas (content that should be taught via required coursework), 4 integrated content areas (content that should be integrated as much as possible into required coursework) and 7 secondary content areas (content that is valuable for graduates entering the marketplace but to a lesser degree) that are necessary for a sound program in human resource management. The proposed course (Retaining Talent and Maximizing Human Capital) will cover three of the minimum required content areas: Strategic HR, Total Rewards (compensation, benefits), and Workplace health, safety, and security. Additionally, all four integrated topics (ethics, globalization, HR's role in organizations, and managing a diverse workforce) will be addressed as they relate to the core course content. This course is necessary for providing a competitive and valuable HR education for management students. **Impact on existing academic programs:** This course will support a proposed concentration in Human Resource Management within the Management Major of the Bachelor of Science in Business Administration degree. Additionally, the course will be open to any student meeting the pre-requisites. It therefore could serve as an elective course for other management concentrations or a general elective for other disciplines of study (e.g. Psychology, Sociology). **Method of delivery:** Classroom **Semesters offered:** F,S **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 320 Entrepreneurial Leadership
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Junior Standing **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** This course focuses on explaining the roles of entrepreneurs, intrapreneurs and innovation leaders in organizations and their potential impact on the larger world. The general ethic of the innovative and creative orientation of entrepreneurial leadership will be detailed. Practice in basic entrepreneurial leadership concepts are supported by hands-on projects and exercises. Students will be helped in integrating into their own lives the entrepreneurial ethic for long-run success in business and life. **Justification:** Given the need to provide concentrations for the old generic management major, we almost 300 business students in general business courses ranging from lower division through graduating seniors indicate that this management concentration had the highest cumulative area of interest at 39.41% (Entrepreneurship @ 28.57% , Org Development @ 3.94%, and Small and Family Business Management @ 6.9%). We examined job announcements for those hiring management majors and found that this concentration provides 92% of the stated knowledge, skills and abilities and the last 8% may be provided depending upon the particular project chosen as a practicum by the student. A recent Sun News article quoting a research project on South Carolina economics development needs found that there is a gap between

providing education to grow small businesses and the need for such education. Furthermore, other research shows that those with 4 year entrepreneurship degrees are more likely to start businesses than those with 2 year degrees. Finally, we looked to best practices in entrepreneurship and innovation education and found that all of our aspirant universities offered entrepreneurship as either a concentration or a major. From award-winning programs in the U. S., the four top management courses offered and thus important for this concentration are: entrepreneurial/innovative thinking and leadership, crafting business plans, managing innovation and growth, and consulting or other hands-on practicum. This course is an expansion of the beginning portion of the old Management course, CBAD 473: Initiation and Management of New Business Enterprise. This is one of the four courses that will enable the proposed concentration to meet best practices for curriculum in Entrepreneurship & Innovation. It will be the entry point for a concentration in Entrepreneurship & Family|Small Business Innovation.

Impact on existing academic programs: No impact on existing academic programs. Course changes are manageable within existing and new faculty hires already targeted to be completed in 2011-2012. **Method of delivery :**Classroom **Semesters offered:** F, S **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 482 Global Supply Chain Management

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 304, CBAD 364 **Co-requisites:** None **Course**

restrictions: None. This course is required for a major. **Proposed catalog description:** This course covers supply chain management from a global perspective. Topics include supply chain strategy, global sourcing, procurement strategies, purchasing, outsourcing, offshoring, global logistics, warehouse management, inventory management, risk pooling, global supply chain integration, and supply chain information technologies. **Justification:** This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management.

Impact on existing academic programs: As this course supports the proposed OTM Concentration in Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 483 Business Process Management

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 304, CBAD 364 **Co-requisites:** None **Course**

restrictions: None. This course is required for a major. **Proposed catalog description:** This course covers the concepts and techniques of business process analysis and improvement as they relate to operations. Topics include process mapping, process modeling, lean systems, six-

sigma, business process reengineering, and quantitative total quality management techniques.

Justification: This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management. **Impact on existing academic programs:** As this course supports the proposed OTM Concentration in Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 484 Decision Support Systems

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 304, CBAD 364 **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** This course provides an introduction to Decision Support Systems as they pertain to business and managerial decision-making through the use of computer-based systems for creating business intelligence. Visual Basic for Applications is used in this course to create, analyze, and automate business decisions. Topics include DSS definitions and terminology, DSS creation using Excel, the Excel Object Model, introduction to VBA and macros, custom user interface creation, and VBA interface components. Integration of other business data representations such as web data and other external databases will also be included in this course. **Justification:** This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management. **Impact on existing academic programs:** As this course supports the proposed OTM Concentration in Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 485 Process Planning and Control

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** CBAD 304, CBAD 364 **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** This course provides an introduction to process planning and control systems for business and industry. Topics include manufacturing planning and control (MPC) systems, demand

management, master production scheduling (MPS), material requirements planning (MRP), capacity management, production activity control (PAC), and Just-in-Time manufacturing and production. **Justification:** This course, as part of the proposed Operations and Technology Management (OTM) Concentration, is designed to provide Management students with knowledge and expertise in the development and use of quantitative modeling techniques, in combination with business technology components and computer systems, for the purpose of solving complex business problems in order to make better managerial decisions. The OTM Concentration is designed to make the existing Management degree more competitive and to provide Management students with the required set of skills necessary for a successful career in technical aspects of business/management. **Impact on existing academic programs:** As this course supports the proposed OTM Concentration in Management, its primary impact will be on students choosing the Management major. Academic programs outside of the College of Business Administration should be minimally impacted by this course. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 420 Current Topics in Entrepreneurship & Innovation
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Earned a C or better in CBAD 301 **Co-requisite:** Pre or co-requisite: MGMT 320; or Instructor Approval **Proposed catalog description:** This course enables a student to study emerging or important topics in entrepreneurship and innovation not covered in depth elsewhere. This includes areas of special interest to faculty or in an area of expertise. This can include but is not limited to service entrepreneurship, minority entrepreneurship, new venture fundraising, scientific product commercialization, and creative enterprise management. **Justification:** Given the need to provide concentrations for the old generic management major, we almost 300 business students in general business courses ranging from lower division through graduating seniors indicate that this management concentration had the highest cumulative area of interest at 39.41% (Entrepreneurship @ 28.57% , Org Development @ 3.94%, and Small and Family Business Management @ 6.9%). We examined job announcements for those hiring management majors and found that this concentration provides 92% of the stated knowledge, skills and abilities and the last 8% may be provided depending upon the particular project chosen as a practicum by the student. A recent Sun News article quoting a research project on South Carolina economics development needs found that there is a gap between providing education to grow small businesses and the need for such education. Furthermore, other research shows that those with 4 year entrepreneurship degrees are more likely to start businesses than those with 2 year degrees. Finally, we looked to best practices in entrepreneurship and innovation education and found that all of our aspirant universities offered entrepreneurship as either a concentration or a major. This course enables a wider range of topics to be offered as faculty's expertise and interest allow. **Impact on existing academic programs:** None. Course to be offered as faculty time and expertise allow. **Method of delivery:** Classroom **Semesters offered:** Occasionally as faculty desire **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 422 Managing Family/Small Business Growth & Innovation

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Earned a C or better in MGMT 301 **Co-requisite:** Pre or Co-

requisite: MGMT 320 **Course restrictions:** None. This course is required for a major. **Proposed**

catalog description: To enable a student to consider a full set of growth and innovation issues

along with change implementation issues that exist in family and small businesses. The course

surveys the unique aspects of family and small businesses and addresses sources of change

initiatives ranging from simple growth, transitions of leadership, and implementation of

innovations. Topics include transfer of power from founder/family member to non-

founder/non-family member, hiring and acquiring additional resources, managing networks,

international opportunity identification and issues, advanced internet technology and the

small/family business. **Justification:** Given the need to provide concentrations for the old

generic management major, we surveyed almost 300 business students in general business

courses ranging from lower division through graduating seniors. The results indicate that this

management concentration had the highest cumulative area of interest at 39.41%

(Entrepreneurship @ 28.57% , Org Development @ 3.94%, and Small and Family Business

Management @ 6.9%). We examined job announcements for those hiring management majors

and found that this concentration provides 92% of the stated knowledge, skills and abilities and

the last 8% may be provided depending upon the particular project chosen as a practicum by

the student. A recent Sun News article quoting a research project on South Carolina economics

development needs found that there is a gap between providing education to grow small

businesses and the need for such education. Furthermore, other research shows that those with

4 year entrepreneurship degrees are more likely to start businesses than those with 2 year

degrees. Finally, we looked to best practices in entrepreneurship and innovation education and

found that all of our aspirant universities offered entrepreneurship as either a concentration or

a major. From award-winning programs in the U. S., the four top management courses offered

and thus important for this concentration are: entrepreneurial/innovative thinking and

leadership, crafting business plans, managing innovation and growth, and consulting or other

hands-on practicum. This course is an expansion of the ending portion of the old Management

course, CBAD 473: Initiation and Management of New Business Enterprise. This is one of the

four courses that will to enable this concentration to meet best practices for curriculum in

Entrepreneurship & Innovation. It allows the student to choose to focus on innovation and

growth in small businesses or family businesses in particular. **Impact on existing academic**

programs: No impact on existing academic programs. Course changes are manageable within

existing and new faculty hires already targeted to be completed in 2011-2012. Current course

loads will be adjusted to offer new courses, with some reduction in number of sections of

existing management courses. **Method of delivery:** Classroom **Semesters to be offered:** F, S

Date change is to be effective: Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 423 Study Abroad in Entrepreneurship & Innovation

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Earned a C or above in CBAD 301 and MGMT 320 **Co-**

requisite: None **Proposed catalog description:** One aspect of entrepreneurial and innovation

activities is that entrepreneurs, intrepeneurs, and innovation leaders must learn to take action

and learn from others no matter where they are in the world. This course requires the student

to engage in an entrepreneurial, or innovation research activity that combines field experiences from a study abroad trip to another country with secondary research. Experiential engagement to shift among the countries of the world with an average of 2 countries being experienced. The student reflects on and shares the learning from the work done for the class. **Justification:** Given the need to provide concentrations for the old generic management major, we surveyed almost 300 business students in general business courses ranging from lower division through graduating seniors. The results indicate that this management concentration had the highest cumulative area of interest at 39.41% (Entrepreneurship @ 28.57% , Org Development @ 3.94%, and Small and Family Business Management @ 6.9%). We examined job announcements for those hiring management majors and found that this concentration provides 92% of the stated knowledge, skills and abilities and the last 8% may be provided depending upon the particular project chosen as a practicum by the student. A recent Sun News article quoting a research project on South Carolina economics development needs found that there is a gap between providing education to grow small businesses and the need for such education. Furthermore, other research shows that those with 4 year entrepreneurship degrees are more likely to start businesses than those with 2 year degrees. Finally, we looked to best practices in entrepreneurship and innovation education and found that all of our aspirant universities offered entrepreneurship as either a concentration or a major. From award-winning programs in the U. S., the four top management courses offered and thus important for this concentration are: entrepreneurial/innovative thinking and leadership, crafting business plans, managing innovation and growth, and consulting or other hands-on practicum. This course is an expansion of the ending portion of the old Management course, CBAD 473: Initiation and Management of New Business Enterprise. This course is a hands-on experience course that students can choose to meet that portion of the best practices in entrepreneurship and innovation curriculum. **Impact on existing academic programs:** No impact on existing academic programs. Course to be offered as faculty time, interest in sponsoring a study abroad trip and expertise allow. **Method of delivery:** Other: Study abroad experience using some classroom, some distance learning and a physical trip to at least one other country. **Semesters offered:** May, SU **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MGMT 429 Practicum in Entrepreneurship & Innovation
Proposal for a new undergraduate course

Number of credits: 3 to 6 **Prerequisites:** Earned a C or above in MGMT 421 or MGMT 422 **Co-requisite:** None **Course restrictions:** This course may be taken twice under the following conditions: 1) the student is making satisfactory progress on the project but it will require an additional semester to complete. or 2) a second practicum is desired focusing on a different practicum project. In either case, the second course can count as the 6th course option, even if the first round of the course counts as the 5th course option. This course is required for a major. **Justification:** Given the need to provide concentrations for the old generic management major, we surveyed almost 300 business students in general business courses ranging from lower division through graduating seniors. The results indicate that this management concentration had the highest cumulative area of interest at 39.41% (Entrepreneurship @ 28.57% , Org Development @ 3.94%, and Small and Family Business Management @ 6.9%). We examined job announcements for those hiring management majors and found that this concentration provides 92% of the stated knowledge, skills and abilities and the last 8% may be provided depending upon the particular project chosen as a practicum by the student. A recent Sun News

article quoting a research project on South Carolina economics development needs found that there is a gap between providing education to grow small businesses and the need for such education. Furthermore, other research shows that those with 4 year entrepreneurship degrees are more likely to start businesses than those with 2 year degrees. Finally, we looked to best practices in entrepreneurship and innovation education and found that all of our aspirant universities offered entrepreneurship as either a concentration or a major.

From award-winning programs in the U. S., the four top management courses offered and thus important for this concentration are: entrepreneurial/innovative thinking and leadership, crafting business plans, managing innovation and growth, and consulting or other hands-on practicum. This course is a hands-on experience course that students can choose to meet that portion of the best practices in entrepreneurship and innovation curriculum.

Impact on existing academic programs: No impact on existing academic programs. Course changes are manageable within existing and new faculty hires already targeted to be completed in 2011-2012. Current course loads will be adjusted to offer new courses, with some reduction in number of sections of existing management courses. **Method of delivery:** Classroom

Semesters offered: F, S, SU **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

RTMA (387) Conventions and Event Management

Proposal for a new undergraduate course

This course was denied. There was no course number listed. Assumption was made it was to be RTMA 387. Proposal is to be resubmitted with corrections.

College of Education – Department of Early Childhood, ELE, PE, & SPED

EDEL 486 Teaching Social Studies

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Admission into the Professional Program in Elementary Education **Co-requisite:** EDEL 471, EDEL 343, EDEL 388 **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** A constructivist approach to the study of research-based social studies teaching methods for the elementary grades. Particular attention is given to integrating the Social studies with other content areas. Concurrent enrollment in EDEL 471, EDEL 343, and EDEL 388 is required. **Justification:** EDEL 486 represents the Social Studies "half" of the previous EDEL 386 that combined both English Language Arts and Social Studies into one 6-credit hour methods course. We are separating these content areas into two separate methods courses so that faculty can focus their instruction on just one content area (in this case, Social Studies) for the entire semester. Creating a dedicated methods course for Social Studies will better prepare Elementary candidates to teach this important subject to students in grades 2-6. **Impact on existing academic programs:** Aside from better preparing our Elementary Candidates, there will be no impact to the existing academic program. The total credit hours will remain the same and faculty who were previously teaching EDEL 386 will also teach EDEL 486.

Method of delivery: Classroom **Semesters offered:** F, SP **Date change is to be effective:** Spring 2012.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

EDEL 385 Teaching English Language Arts

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Admission to the Professional Program in Elementary Education **Co-requisite:** EDEL 343, 471, and EDEL 388 **Course restriction:** None. This course is required for a major. **Proposed catalog description:** An interdisciplinary and integrated approach to the study of constructivist, research-based methods for teaching English Language Arts to elementary students. Particular attention is directed toward preparing candidates to analyze young students' writing and to plan instruction that will foster students' growth and improve their skills in writing. **Justification:** EDEL 385 represents the English Language Arts "half" of the previous EDEL 386 that combined both English Language Arts and Social Studies into one 6-credit hour methods course. We are separating these content areas into two separate methods courses so that faculty can focus their instruction on just one content area (in this case, English Language Arts) for the entire semester. Creating a dedicated methods course for English Language Arts will better prepare Elementary candidates to teach this important subject to students in grades 2-6. **Impact on existing academic programs:** Aside from better preparing our Elementary Candidates, there will be no impact to the existing academic program. The total credit hours will remain the same and faculty who were previously teaching EDEL 386 will also teach EDEL 385. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Humanities and Fine Arts – Department of Communication

COMM 345 Communication Activism

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** Juniors and Seniors only, Successful completion of 60 semester credit hours required. **Co-requisite:** None. This course may be used as an elective. **Course restrictions:** Juniors and Seniors only; Successful completion of 60 semester credit hours required. **Proposed catalog description:** Communication Activism. 3 credit hours. This seminar requires students to work with non-governmental, governmental and/or grass roots advocacy groups engaging in public service, social justice, and/or other applied communication projects often now collectively referred to as Communication Activism. Utilizing a variety of communication skills - including but not limited to message design for foundational, educational, and/or preventive campaigns - students will research, publicize, advocate against, and/or intervene in a social justice project with a community service organization. This is an active, intensive course that combines service learning with perspectives and practices from communication, health promotion, social science, and journalism. As such, this course is designed for students committed to social activism. **Justification:** Communication Activism is a growing genre within communication studies. It meets industry, socio-cultural, and student demands. In addition, it provides an opportunity to fulfill "its responsibility to be a role model to the community and to the professions," an integral part of CCU's stated institutional mission and goals. **Impact on existing academic programs:** Impact on existing academic programs should be positive. It provides opportunities for experiential learning, using students' previous course work in research methodology, theoretical positionalities, and public speaking/public address. The course's cross-disciplinary nature allows for diverse opportunities for a variety of students. Finally, it compliments existing programs, fields of research, and expertises. In addition, since it's

an elective, no negative significant impact on existing resources is anticipated. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** May 2012
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

COMM 330 Communication and Technology

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** COMM 101 or JOUR 201 **Corequisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Communication and Technology. (3) (Prereq: COMM 101 or JOUR 201). This course offers a broad survey of communication and technology with an emphasis on the relationship between the medium and the message. Topics covered are the diffusion of technologies, theoretical and historical and philosophical perspectives on the use of communication tools, and the implications for individuals and society. **Justification:** The Interactive Journalism concentration is completely focused on media communication. It is important for students to understand the complicated relationship between the medium (e.g., web, print, video) and the content. This course gives an historical and philosophical perspective to those relationships. **Impact on existing academic programs:** The addition of this course was anticipated last year when hiring additional faculty to help handle the load. **Method of delivery:** Classroom, Distance Learning, Hybrid **Semesters offered:** All **Date change is to be effective:** January 2012
Committee action: Proposal was denied. Course syllabus did not correspond with form submitted.

COMM 340 Media Effects

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** JOUR 201 **Corequisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Media Effects (3) (Prereq: JOUR 201) This course examines the use and effects of media for individuals and societies. It will cover topics such as: what media content effects people, the types of people who are affected by media content, what those effects are and how they occur, and what situations make effects more or less likely to occur. **Justification:** Students in the Interactive Journalism concentration will be prepared to both produce media content and work in the media industry. It is important for future content producers and industry workers to understand the effects of media content. **Impact on existing academic programs:** The addition of this course was anticipated last year in the hiring of additional faculty members. **Method of delivery:** Classroom, Distance Learning, Hybrid **Semesters offered:** all **Date change is to be effective:** January 2012.
Committee action: Proposal was denied. Course syllabus did not correspond with form submitted.

JOUR 450 Senior Seminar

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** 90 hours **Co-requisite:** None. **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Senior Seminar. (3) (Prereq: 90 hours). This course is a narrow, but in-depth examination of a topic in media studies. The topic should be one either not covered in other courses or only surveyed. Course material will focus on relevant research and theory. **Justification:** Students in the Interactive Journalism concentration will study two categories of classes: academic-oriented and production-oriented. This senior seminar is the academic counterpart to advanced production classes. It is necessary

for students to have a concentrated knowledge of at least one area prior to graduation. This course also prepares students for graduate studies by examining research and theory in depth. **Impact on existing academic programs:** Two of the academic lines filled last year were in anticipation of this course offering. **Method of delivery:** Classroom; Other – The syllabus provided for this course is topic specific so the course description in the syllabus varies from the general description provided for the catalog. **Semesters offered:** All **Date change is to be effective:** January 2012
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

JOUR 319 Public Relations Practice

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** JOUR 309 **Co-requisite:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Public Relations Practice. (3) (Prereq: JOUR 309) This course is a study of best practices in public relations that provides a comprehensive overview of strategic principles applied by various organizations. Students will gain a broad understanding of the public relations field and refine their skills in creating messages and making oral presentations. **Justification:** This course will serve as an essential component in the new concentration in public relations that has been approved by the CHE. It will provide a necessary next step in practice and principles of public relations for students already introduced to the field in JOUR 309. **Impact on existing academic programs:** Our new hire last year, Dr. Gina Barker, was brought on to teach this course and similar courses. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** August 2012
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

JOUR 419 Strategic Communication Campaigns

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** COMM 276; JOUR 319 **Co-requisite:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Strategic Communication Campaigns. (3) (Prereq: COMM 276 and JOUR 319) This is an in-depth and applied study of the strategic communication process, including research, planning, implementation, and evaluation. The course is designed specifically to provide experiential learning opportunities as students work in teams to develop a campaign. **Justification:** In order to prepare students for work in the Public Relations industry, they need to have experience creating PR campaigns, a common task for PR professionals. This course provides an in-depth, hands-on experience in designing and understanding such campaigns. Students need the experiential knowledge this course will offer to be equipped to work in the PR industry or to pursue graduate study in a relevant field. **Impact on existing academic programs:** Our new hire last year, Dr. Gina Barker, was hired in order to teach this course and similar others. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** January 2012
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Fine Arts – Department of Theatre

THEA 495 Theatre Internship

Proposal for a new undergraduate course

Number of credits: 3-12 **Prerequisites:** 60 credit hours **Corequisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 495 Theatre Internship (3-12 credits, may be repeated up to 24 credits) (Prerequisites: at least 60 credit hours and permission of department) Internship projects are defined as individualized professionally-oriented experiences undertaken with faculty supervision to supplement or complement the students' academic programs. The guided internship required 40 hours of on-site work per credit hour, a journal, a final paper and a final project or performance. The purpose of the course is to provide students with practical application opportunities for their field of study, and to enhance networking opportunities. **Justification:** The BFA programs are all considered professional training programs. It has come to the attention of the department that there are students who would benefit greatly from an internship program. In the past, we have highly encouraged students to enter into summer internships and professional work but did not encourage them to apply for credit from the university. There are instances where credit would be beneficial and we want to make it available. In addition, we are changing the BFA in Physical Theatre to include a mandatory internship. We have changed our affiliation with the Circus Center in San Francisco and will be opening the fourth year of the program to a probably internship with a few select partner organizations. The change from the general credit structure that was developed for the Circus Center will be replaced with the internship. **Impact on existing academic programs:** While mentors will be necessary, there will be little economic impact on the university. **Method of delivery:** Other – Mentorship **Semesters offered:** Sp, F **Date change is to be effective:** Fall 2012

Committee action: Proposal was denied. Prerequisites listed in proposed catalog description differ than what is noted in prerequisite section. Correction will need to be made.

THEA 301 Repertory for Musical Theatre I

Proposal for a new undergraduate course

Number of credits: 1 **Prerequisites:** THEA 212 **Corequisites:** None. **Course restrictions:** Course reserved for BFA Musical Theatre Majors or by permission of the instructor. This course is required for a major. **Proposed catalog description:** THEA 301: Repertory for the Musical Theatre I (1) (Prereq: THEA 212) The student will explore and experience the nature of musical theatre and the unique performance demands required to create it at a proficient level. Emphasis will be placed on the initial study of the elements and techniques used to craft process for the musical theatre actor and selection of repertoire to best showcase individual vocal abilities. **Justification:** In order to be effective within the industry, musical theatre performers must amass a large repertoire of songs they can bring to any audition. These songs must be well rehearsed and available at all times. We have, in the past, offered a three credit course that met regularly. However, we have found that the class is far more effectively taught in short 30 minutes sessions once per week over three semesters. This allows the student to build the repertoire needed and with a high degree of excellence. **Impact on existing academic programs:** We will add the class to the B.F.A. in Musical Theatre. The class has been offered regularly as a three credit class. We find that this paradigm will work better. **Method of delivery:** Classroom, Lab **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 302 Repertory for Musical Theatre II
Proposal for a new undergraduate course

Number of credits: 1 **Prerequisite:** THEA 301 **Co-requisite:** None. **Course restrictions:** B.F.A. in Musical Theatre or permission of instructor. This course is required for a major. **Proposed catalog description:** THEA 302: Repertory for the Musical Theatre II (1) (Prereq: THEA 301) The continued study of elements and techniques used to craft process for the musical theatre actor and the unique performance demands required to create it at a proficient level. The sustained study of the elements and techniques used to craft process for the musical theatre actor and selection of repertoire to best showcase individual vocal abilities. **Justification:** In order to be effective within the industry, musical theatre performers must amass a large repertoire of songs they can bring to any audition. These songs must be well rehearsed and available at all times. We have, in the past, offered a three credit course that met regularly. However, we have found that the class is far more effectively taught in short 30 minutes sessions once per week over three semesters. This allows the student to build the repertoire needed and with a high degree of excellence. **Impact on existing academic programs:** We will add the class to the B.F.A. in Musical Theatre. The class has been offered regularly as a three credit class. We find that this paradigm will work better. **Method of delivery:** Classroom, Lab, Hybrid **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 401 Repertory for the Musical Theatre III
Proposal for a new undergraduate course

Number of credits: 1 **Prerequisite:** THEA 302 **Co-requisite:** None **Course restrictions:** B.F.A. in Musical Theatre or Permission of Instructor **Proposed catalog description:** THEA 401: Repertory for the Musical Theatre III (1) (Prereq: THEA 302) The advanced study of elements and techniques used to craft process for the musical theatre actor and the unique performance demands required to create it at a proficient level. May be taken twice for credit. **Justification:** In order to be effective within the industry, musical theatre performers must amass a large repertoire of songs they can bring to any audition. These songs must be well rehearsed and available at all times. We have, in the past, offered a three credit course that met regularly. However, we have found that the class is far more effectively taught in short 30 minutes sessions once per week over three semesters. This allows the student to build the repertoire needed and with a high degree of excellence. **Impact on existing academic programs:** We will add the class to the B.F.A. in Musical Theatre. The class has been offered regularly as a three credit class. We find that this paradigm will work better. **Method of delivery:** Classroom, Lab, Hybrid **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 142 The Speaking Voice
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 142 The Speaking Voice .(3) The course is designed to develop a clear and expressive speaking voice for performance and communication. Work includes exercises to reduce tension, enhance confidence, increase clarity and improve the quality of the voice. Learning is accomplished through conceptual study (reading, discussion, writing assignments and/or tests), in-class exercises, individual practice,

and performance of text. **Justification:** Under the proposed B.A. in Theatre, the liberal arts student would be allowed to explore the art of theatre from a variety of perspectives. This course would promote learning about the voice across a spectrum of potential interest and would not focus, primarily, on the actor's perspective. In turn, it would promote applications of voice work to other uses in the theatre. **Impact on existing academic programs:** With the hire of two new faculty members with areas of specialty in voice, the potential additional demands on the department could be met. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 442 Actor's Voice Lab
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** BFA Program only or by permission of instructor **Co-requisite:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** 442 Actor's Voice Lab. (3) Prereqs: BFA Program only or by permission of instructor) The goal of this class is further development of the actor's expressive voice. The purpose is to support the actor's training in performing classical drama or other challenging texts, and to address individual vocal challenges. Learning is accomplished through class exercises, individual coaching, individual practice and performance. Class meets as a group, and in individually-scheduled sessions. Repeatable for credit up to 9 hrs. **Justification:** This course provides a top level of rigorous study for the BFA Theatre Arts major with an emphasis in Acting. The added level is in keeping with the new BFA programs developed in the department and allows the actors to study voice for an adequate amount of time to develop a strong and flexible instrument for use in the profession. **Impact on existing academic programs:** The department foresees no new impact in terms of resources, given that two new professors have been recently hired with expertise in the study of voice. The course has been developed to take advantage of the added expertise. **Method of delivery:** Classroom, Lab **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 364 Acting III Studio
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** THEA 350, BFA Program only or by permission of instructor. **Co-requisite:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** 364 Acting III Studio . (3)(prereq: THEA 350, BFA Program only or by permission of instructor). An advanced studio -based course in acting techniques and styles that explores alternatives to realism. Through extensive scene work, the course investigates the demands of specific playwrights' works that create a non-realistic world view. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence includes the addition of four studio courses, one of which is Acting III Studio. **Impact on existing academic programs:** The department does not anticipate an impact due to the addition of two new hires with added expertise in the realm of performance. **Method of delivery:** Classroom **Semesters offered:** Spring **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Fine Arts – Department of Visual Arts

ARTS 408 Studio Lighting Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** ARTS 362 **Corequisites:** None **Course restrictions:** Students that are subject to seizures due to disorders such as epilepsy or rapidly flashing light should not take this course. This course may be used as an elective. **Proposed catalog description:** ARTS 408 Studio Lighting (3) (Prereq: ARTS 362) An intensive studio course in photographic lighting techniques. Through demonstrations and lectures will learn how to use artificial lighting within the context of commercial and artistic application. The course will include, but is not limited to, techniques in location lighting, portrait, still life, editorial, and fine art photography. This course emphasizes creative visual communication through commercial and technical application.

Justification: This intention of this class is to give the students hands on experience with professional studio lighting equipment. Throughout the semester the students of this course will gain an understanding of how to use artificial light in both commercial and creative settings. Having this experience will give the students a more rounded photographic education and allow them to function in both fine art and commercial studios. Having studio experience also makes our students more attractive to employers. **Impact on existing academic programs:** The department of visual art does not offer any courses that train our students how to use commercial studio lighting equipment. With the recent addition of a new photo faculty member and studio lighting equipment we can now offer our students the training they need to be successful in a professional environment. ARTS 408 is currently being offered as a one-time run offering. Due to the nature of this course and the work load required we cannot accept more than 12 students at one time in this course. **Method of delivery:** Classroom, Lab **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

ARTS 383 Multiples, Molding and Casting Proposal for a new undergraduate course

Number of credits: 3 **Prerequisites:** ARTS 208 **Corequisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** ARTS 383 Multiples, Molding and Casting (3) (Prereq: ARTS 208) This course will investigate multiplicity, both in terms of quantity and variety. Students will experiment with scale, format, materials and media options, with an emphasis on the creation of multiples. Investigations involving mold-making and casting will play in a significant role in this course. **Justification:** Great addition to sculpture offerings in visual arts department. Our current offerings confine mold-making and casting methods to a very short introductory lesson in ARTS 208. Many students have enjoyed this opportunity and would like to expand their skills in this arena. The additional exploration of multiples and use in sculptural pieces and installations gives context to these skills. **Impact on existing academic programs:** This course will complement both the sculpture and ceramics classes already offered. It will allow students to explore the possibilities of multiples and casting. **Method of delivery:** Classroom, Lab **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012

Committee action: Proposal was denied. Course syllabus did not correspond with form submitted.

ARTD 304 Motion Design I
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** ARTD 202 **Co-requisite:** None. **Course restrictions:** None.

This course may be used as an elective. **Proposed catalog description:** ARTD 304 Motion Design 1 (3) (Prereq: ARTD 202). A beginning exploration of design using animation, sound and design for TV, Film and Web with an emphasis on the viewer's experience. Students will gain knowledge of the design process for time-based media by developing storyboard concepts that will be turned into final movies. **Justification:** This course will enable students to obtain skills desperately needed to meet industry demands, both regionally and nationally. An understanding of AfterEffects increases student post-graduation employability in the areas of web design and TV and film production. For example, last school year I was contacted on several occasions by companies requesting use of this skill set. To my knowledge, there are only two people in the Myrtle Beach area who currently have the ability to provide basic AfterEffects project development for hire. **Impact on existing academic programs:** Current offerings in the multi-media area within the department of Visual Arts are extremely limited. Web Design 1 is the only required multi-media course that is taught. Current multi-media electives include Web Design 2 & 3. This proposed course will add an elective in the multi-media/new media that would be offered once a year. **Method of delivery:** Classroom, Lab **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

ARTS 424 Photographic Theory and Practice
Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** ARTS 362 **Co-requisite:** None. **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** ARTS 424 Photographic Theory and Practice (3) (Prereq: ARTS 362). Students will study historic and contemporary critical photographic theory and its relationship to current artistic practices in the photographic medium. The coursework will be supported by the exploration of contemporary photographic practices such as methods of production, presentation, new possibilities within the "tradition of exhibition," and the development of an individual body of work. **Justification:** Our students are also in need of upper level photography courses that discuss contemporary photographic theory and focus more on the development of a cohesive body of work. This course will help prepare students to apply for graduate school, jobs, and gallery representation. **Impact on existing academic programs:** ARTS 424 will add additional 400 level courses to the photographic curriculum thus providing more options for our students. It will also add more courses that focus on the development of the individual, artistic eye. **Method of delivery:** Classroom, Lab **Semesters offered:** Sp **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Humanities – Department of Politics and Geography

POLI 359 National Security Strategy

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** POLI 201 or Permission of Instructor **Co-requisite:** None.

Proposed catalog description: POLI 359. National Security Strategy. (3) (Prereq: POLI 201 or permission of instructor.) This course is an examination of classic and modern strategic theory and its applicability on the use of modern warfare by democratic societies. Topics for the course will include counter-insurgency warfare, the role of non-state actors, and the impact of the global context on strategic decision-making. **Course restrictions:** None. This course may be used as an elective or cognate course. **Justification:** Course will be a core requirement for the new B.A. in Intelligence and National Security Studies and the associated academic minor. Course will also serve as upper-division elective credit for the POLI major. **Impact on existing academic programs:** No adverse impact **Method of delivery:** Classroom **Semesters offered:** Spring **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

POLI 494 Intelligence and National Security Studies Capstone

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** Completion of 90 credits or permission of the instructor **Co-**

requisite: None **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** POLI 494 Intelligence and National Security Studies Capstone (3) (Prereq: completion of 90 credits or permission of the instructor). This course is designed to be a culminating experience in the study of intelligence and national security studies at the undergraduate level. Beyond a study of the contemporary issues and challenges in the field, students will utilize their accumulated knowledge and skills in the production and presentation of a piece of original research. **Justification:** Course will serve as the capstone experience for the new B.A. in Intelligence and National Security Studies. Course can also count as elective credit in the POLI major. **Impact on existing academic programs:** None. **Method of delivery:** Classroom **Semesters offered:** Spring **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Science – Department of Biology

BIOL 322 Physiological Ecology

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** BIOL 122, Chem 111 **Co-requisite:** BIOL 322 Laboratory

Course restrictions: 24 students, maximum. This course may be used as an elective. **Proposed catalog description:** A study of physiological mechanisms and evolutionary adaptations which allow animals to function in their environment. Emphasis will be placed on examining physiological adaptations of animals in extreme environments. **Justification:** This course is in demand by students with career interests in wildlife management, ecology, marine biology, veterinary science, and organismal biology. Physiological ecology links animal physiology to the environment, thus the course is more appropriate for students with interests in ecology-related fields than is Comparative Physiology (BIOL 343). **Impact on existing academic programs:** No negative impacts known. I anticipate that the course would have a positive impact for students

in biology and marine science. **Method of delivery:** Classroom **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BIOL 322L Physiological Ecology Laboratory

Proposal for a new undergraduate course

Number of credits: 1 **Prerequisite:** CHEM 111, BIOL 122 **Co-requisite:** BIOL 322 Lecture **Course restrictions:** Must be taken concurrently with BIOL 322 lecture. This course may be used as an elective. **Proposed catalog description:** A laboratory course to complement BIOL 322 lecture that introduces students to some of the basic experimental questions and techniques commonly used in physiological ecology. **Justification:** Course provides students with experience in scientific inquiry and some of the important experimental techniques used in physiological ecology. The laboratory component will allow students to apply concepts learned in lecture to living animals and additionally provide a practical skill set which will enhance student competitiveness in application to graduate programs or in the workforce. **Impact on existing academic programs:** No negative impacts are anticipated. **Method of delivery:** Laboratory **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Science - Department of Kinesiology, Recreation, and Sport Studies

PALS 167 Ocean Board Sports

Proposal for a new undergraduate course

Number of credits: 1 **Prerequisites:** Must be a proficient swimmer **Co-requisite:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Basic knowledge and skills to enjoy a variety of ocean-based board sports. Course includes an introduction to basic ocean, water, and equipment safety, and introductory instruction and practice in several water board sports (e.g. skim boarding, boogie boarding, paddle boarding). **Justification:** New offering aligning with student demand and interest and strength of institutional location. **Impact on existing academic programs:** None **Method of delivery:** Laboratory **Semesters offered:** Fall I, Spring II, SU

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

PALS 179 Outdoor Adventure Activities

Proposal for a new undergraduate course

Number of credits: 1 **Prerequisites:** None **Co-requisites:** None. **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Course provides an introductory sampling of outdoor adventure activities. Activities may include but are not limited to: hiking, paddling, biking, wilderness camping, orienteering, ropes course, and rock climbing. Course includes active participation and technical skills, risk management, trip planning, first aid, and equipment care. Lab fee covers equipment usage. Students are separately responsible for costs associated with required trip (identified in class syllabus). **Justification:** Course responsive to student interest and lack of current offerings in outdoor/adventure-based physical activities. **Impact on existing academic programs:** None. **Method of delivery:** Classroom, Laboratory **Semesters offered:** F, SP

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

PALS 124 Army Physical Fitness

Proposal for a new undergraduate course

Number of credits: 1 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Introduction to the components of fitness. Emphasis given to the fundamentals of training principles and physical conditioning and the improvement of personal fitness levels. Course includes exercise testing, exercise leadership and team competitions. **Justification:** Arrival of ROTC program, taught by ROTC personnel. Course has previously filled as one time offering, student demand is there. Both ROTC and non-ROTC students enroll in course. **Impact on existing academic programs:** None. **Method of delivery:** Laboratory **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Science - Department of Mathematics

MATH 348 Rubrik's Cube Mathematics

Proposal for a new undergraduate course

Number of credits: 3 **Prerequisite:** Math 161 **Co-requisite:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** This course introduces the tools of mathematical logic and group theory, and uses them to solve mathematical puzzles including the Rubik's cube. **Justification:** First, the math majors going into Math 446 need more transition from calculation to rigorous proof. This course will help them adapt and introduce them to some of the topics in abstract algebra in a less demanding environment. **Impact on existing academic programs:** I hope this course will better prepare math majors for Math 446 and also give an additional option to our math minors allowing them more flexibility. **Method of delivery:** Classroom **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

Women and Gender Studies

WGST 325 Civic Engagement

Proposal for a new undergraduate course

Committee action: This proposal was discussed but not voted on. No representative present at meeting to answer committee questions. Proposal is being tabled until a representative can attend meeting.

2. Form D - New Programs

College of Humanities - Department of History

Anthropology Minor

Proposal for a new undergraduate program

Type of new program: Minor **Title of proposed program and degree:** Minor in Anthropology

Catalog Description: The Anthropology Minor is intended for undergraduate students across the campus, from humanities and fine arts to the sciences. Anthropology offers a framework for the study of human culture, human origins, and adaptation over time. Anthropologists use empirical and theoretical approaches to understand culture change and human diversity, past and present. Understanding what it means to be human and how culture helps each of us to adapt to challenging situations supports students majoring in a variety of fields.

An Anthropology Minor adds a holistic component to human biological sciences, social sciences, and humanities majors. In an applied context, Anthropology adds depth to History, Sociology, Psychology, Gerontology, Geography, Political Science, Business and Communication, and World Languages and Cultures degrees. This minor is an asset to those entering an ever expanding global market, where students exposed to the dynamics of human diversity and variation, past and present, have a competitive and functional edge. It also prepares students to undertake graduate work in Anthropology.

The Anthropology Minor consists of eighteen (18) credit hours of coursework drawn from the existing anthropology curricular offerings. No course may satisfy both major and minor requirements, and students must earn a grade of C or better in all 18 hours required by the Anthropology Minor.

In addition to introductory required courses and the accompanying laboratory courses, students will choose upper-level anthropology electives and may participate in field studies, laboratory analysis, seminars, advanced methods courses or internships. These have all been formally reviewed and approved for the Anthropology Minor. **Use of Technology :** Anthropology faculty make use of Blackboard, Adobe Connect, and plan delivery of some courses through distance learning opportunities. We also use instrumentation and analytical tools to work with students exploring the chemical composition of archaeological materials, to map and measure the physical world, and to communicate with a broad audience. **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

TOEFL - Amendment to Admissions Criteria

Change Requested: Amend Admissions criteria for Graduate programs to remove the Computer-based test (CBT) for TOEFL (as it is no longer offered), to add the International English Language Testing System (IELTS) alternative test for non-native English speakers, to add the ability to use the completion of level 112 of the English Language Center (ELS) as a standard for admission to Coastal Carolina University.

Rationale and Support for Change: * Changes in TOEFL Exam Provision: CCU admissions criteria for non-native speakers of English are based on the paper-based TOEFL (Test of English as a Foreign Language) exam, and include also the internet-based test (iBT) and the computer-based test (CBT) versions of this exam as alternative ways of satisfying the requirement. ***As the TOEFL computer-based test (CBT) is no longer administered by ETS, we recommend that this alternative should be removed from the catalog.*** * Inclusion of another commonly accepted English competency exam for academic purposes for admission qualification: As there is another testing tool used heavily in Asia and Europe, and as many international students take this test as a part of their program at universities worldwide and as currently CCU's practice has not been to allow this alternative to the ETS TOEFL exam for satisfying admissions criteria for non-native speakers of English, it is prudent to reexamine the question of whether this alternative assessment, the International English Language Test System (IELTS), should be allowed as an assessment tool for non-native speakers of English. To assess whether IELTS was a reasonable alternative for both TOEFL PBT and iBT, we reviewed a recent research study, released by ETS in December 2010, that denoted the results of a psychometric assessment of student outcomes on both TOEFL internet-based test (iBT) and the IELTS exam (Educational Testing Service, 2010). The results of the study show support for the equivalencies noted below in Table 1 between the TOEFL iBT and the IELTS exams.

Table 1. Total Score Comparisons between IELTS and TOEFL iBT Scores

<i>IELTS Score</i>	<i>TOEFL iBT Score</i>
9	118 -120
8.5	115 – 117
8	110 – 114
7.5	102- 109
7	94 – 101
6.5	79 -93
6	60- 78
5.5	46 – 59
5	35 – 45
4.5	32 – 34
0 – 4	0 – 31

*Note: based on a sample of 1,153 students who took both exams and self-reported scores back to ETS

Source: Reproduced from Table 7 in Educational Testing Service (2010, December). Linking TOEFL iBT™ Scores to IELTS® Scores – A Research Report. Accessed from the worldwide web on 21 June 2011 from <http://www.ets.org/toefl/institutions/scores/compare/>.

Further attempts to understand how others compared these outcomes led to the following comparison/equivalency tables being identified, which also support the matching of TOEFL PBT 550 with TOEFL iBT 79 and IELTS 6.5; or TOEFL PBT 575 with TOEFL iBT 89 and IELTS 6.5.

Table 2. Comparison of TOEIC, TOEFL PBT, TOEFL iBT, Cambridge, and IELTS scores

TOEIC	TOEFL Paper	TOEFL CBT	TOEFL iBT	IELTS	Cambridge Exam	CEFR	VEC Online Score	Approximate VEC Level
0 - 250	0 - 310	0 - 30	0 - 8	0 - 1.0			0 - 34	<u>2</u>
	310 - 343	33 - 60	9 - 18	1.0 - 1.5		A1	35 - 38	<u>3</u>
255 - 400	347 - 393	63 - 90	19 - 29	2.0 - 2.5		A1	39 - 45	<u>4 - 5</u>
	397 - 433	93 - 120	30 - 40	3.0 - 3.5	KET (IELTS 3.0)	A2	46 - 53	<u>6 - 7</u>
					PET (IELTS 3.5)	B1 (IELTS 3.5)		
405 - 600	437 - 473	123 - 150	41 - 52	4.0	PET	B1	54 - 57	<u>8</u>
	477 - 510	153 - 180	53 - 64	4.5 - 5.0	PET (IELTS 4.5)	B1 (IELTS 4.5)	58 - 65	<u>9 - 10</u>
					FCE (IELTS 5.0)	B2 (IELTS 5.0)		
605 - 780	513 - 547	183 - 210	65 - 78	5.5 - 6.0	FCE	B2	66 - 73	<u>11 - 12</u>
	550 - 587	213 - 240	79 - 95	6.5 - 7.0	CAE	C1	74 - 81	<u>13 - 14</u>
785 - 990	590 - 677	243 - 300	96 - 120	7.5 - 9.0	CPE	C2	82 - 100	<u>15</u>
Top Score	Top Score	Top Score	Top Score	Top Score	Top Score	Top Level	Top Score	Top Level
990	677	300	120	9	100	C2	100	<u>15</u>

Source: Vancouver English Centres. (n.d.) TOEFL Equivalency Table. Accessed on 21 June 2011 from <http://secure.vec.bc.ca/toefl-equivalency-table.cfm>.

As both of sources support the equivalency of IELTS and TOEFL PBT or iBT for assessing non-native English speakers' language competency in English, ***we recommend that IELTS be accepted as an alternative to TOEFL for incoming graduate students to CCU.***

1) Review of comparative practices of peer and aspirant institutions

A review of other institutional admissions practices regarding English Language knowledge is reasonable to review on a periodic basis to determine both how our experience with our own admissions standards and how our admissions standards compare to other peer, aspirant, and SC institutions, and to determine whether adjustments are needed. A search was done online to see what other equivalencies were noted by other institutions. The following table depicts the admission requirements for non-native speakers of English by peers, aspirants, and other SC institutions. As noted in Table 3, our level of TOEFL PBT 550 and TOEFL iBT of 79 shows that for graduate students, we are at or above most of the other institutions, especially when some of our programs require a 575 TOEFL PBT score.

Table 3. Comparative requirements for international students for English language knowledge from peer, aspirant, and SC institutions

Aspirant Institutions (incl. acceptance of IELTS and level and ELS Centers level if available)	Undergraduate Paper TOEFL	Undergraduate iBT TOEFL	Graduate Paper TOEFL	Graduate iBT TOEFL
Appalachian State University IELTS: 6.5 for graduate – 7.0 for financial assistance; undergraduate: 5.5 IELTS ELS Centers 112 Level accepted: YES	500	61		
University of North Carolina – Wilmington IELTS: 6.5 ELS Centers 112 level Accepted: No, UNCW ESL program level completion	525	71		
James Madison University IELTS: 6.5 ELS Centers 112 Level: No	550	80- 81	570	
Rowan University IELTS: Yes, level not noted ELS Centers Level 112 Accepted: No	550	79		
College of Charleston IELTS: 6.5 ELS Centers Level 112 Accepted: No	570	88		
Peer Institutions	Undergraduate Paper TOEFL	Undergraduate iBT TOEFL	Graduate Paper TOEFL	Graduate iBT TOEFL
Winthrop University IELTS: 6.0 ELS Center level 112: Yes	520	68	550	79
Florida Gulf Coast University IELTS: 6.5 IELTS: 6.5 ELS Centers level 112 Accepted: No	550	79		

Georgia State College and University IELTS: 6.0 ELS Centers level 112 Accepted: Yes	500	61	550	79
Peer Institutions	Undergraduate Paper TOEFL	Undergraduate iBT TOEFL	Graduate Paper TOEFL	Graduate iBT TOEFL
Murray State University IELTS: 5.0 with no band less than 5.0 ELS Centers level 112 Accepted: No, Murray has own ELS Program	500			
Radford University IELTS: No ELS Centers level 112 Accepted: No	520	68		
University of Tennessee – Martin IELTS: 6.0 undergraduate; 6.5 graduate ELS Centers level 112 Accepted: No, UT Martin has its own ESL program	500	61	525	71
University of Wisconsin – Stout IELTS: 5.5 undergraduate; 6.5 ELS Centers level 112 Accepted: Yes	500	61	500	61
University of Tennessee – Chattanooga IELTS: 6.5 for graduate admission; no level noted for undergraduate ELS Centers level 112 accepted: No, own ESL program	500	61	550	79
Valdosta State University IELTS: 6.0 ELS Centers level 112 accepted: No	523	69		
Western Carolina University IELTS: 6.5 ELS Centers level 112 accepted: No, have their own ESL program	550	79	550	79

Additional SC Colleges	Undergraduate Paper TOEFL	Undergraduate iBT TOEFL	Graduate Paper TOEFL	Graduate iBT TOEFL
Lander University IELTS: No ELS Centers level 112 Accepted: No	550	80		
USC Columbia IELTS: 6.5 undergraduate (level not stated for graduate but noted as acceptable) ELS Centers level 112 accepted: no, have own ESL program	550	77	570 (min.- some programs higher)	80 (min. -some programs higher)
Clemson University IELTS: no ELS Centers level 112 accepted: Yes (ELS Center on campus)	550	79- 80		
SC State University IELTS: No ELS Centers level 112 accepted: No	Required but no level noted			
Coastal Carolina University CURRENT	550	79	55 0 – 575	79

Source: Compiled by authors from institutional websites. **Where none noted, it was not obvious on the website.

1. Inclusion of a new qualifier for incoming international students through ELS Centers intensive training in English language

As we continue to work to build our international student enrollment at CCU, we must consider ways to make more seamless the recruitment and training of students who are otherwise academically talented and would like to study for a CCU graduate program, but who lack the level of English language achievement through either TOEFL or IELTS. As we lack an English as a Second Language (ESL) program on our campus, ***we propose that we also allow for the English language competency for admission for international students to include: “or level 112 successful completion certificate from English Language Centers (ELS)” to satisfy this admission requirement.*** ELS Educational Services Inc. has been in business since 1961 during which time over 1,000,000 students from 140 countries have studied at their centers. ELS Centers offers ESL instruction at 12 levels at 55 locations throughout the United States and serves as the largest recruiter of international students to the US and Canada. Currently over 600 US and Canadian universities accept level 112 ELS coursework as acceptable admissions criteria for English language for international students at undergraduate and graduate levels. The organization works to recruit talented and qualified students from around the world to study for undergraduate and graduate degrees at universities in the United States. The ELS Centers serve as reference points at which U.S. universities that have agreed to accept official certification of a student’s completion of ELS Centers level 112 as equivalent to TOEFL qualifiers for admission are able to recruit international students already in the United States for ESL

training to degree programs on their respective campuses. The ELS Centers programs provide 30 hours of instruction per week for 4 weeks for each level of instruction (beginning at 101 and ending at 112). Incoming students are tested and placed by trained counselors and instruction is offered by masters level certified ESL instructors. Students who are to enter university, must complete the last three levels (110/111/112) to finish certificate at 112 level. These levels are designated as English for Academic Purposes and therefore focus on writing skills, grammar, composition, listening, note taking, speaking, and reading comprehension. Further information is available at <http://www.els.edu/en>. Staff from OIPS and the Provost's office have spent the last several months reviewing this program and meeting with their representatives to determine the fit with CCU, as well as calling to other institutions that have ELS Centers on their campuses (such as Clemson University) to determine appropriateness to Coastal Carolina University and therefore make this recommendation .

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

Academic Affairs Consent Calendar

Form A – Proposal for changes in, restoration of, or removal of an undergraduate course

College of Business – Department of Accounting/Finance/Economics

CBAD 466 Investment Analysis

Requested changes: Change in course number from: CBAD 466 to: FIN 402 **Proposed catalog**

description: Investment Analysis. (3) (Prereq: CBAD 363 and MATH 160) Financial theory and techniques for overall investment analysis. Conceptual and analytical framework for formulating investment policies and analyzing securities. F,S **Justification:** Correction of catalog description.

Describe impact on existing academic programs: None **Semesters offered:** F, S **Date change is to be effective:** Fall 2011

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 469 Portfolio Management

Requested changes: Change in course number from: CBAD 469 to: FIN 492 **Proposed catalog**

description: Portfolio Management. (3) (Prereq: Grade of C or better in FIN 402)

Conceptual and analytical framework for formulating investment policies and constructing portfolios. This is the capstone course for the Wealth Management Concentration. Special topics may be introduced. F,S. **Justification:** Correction of catalog description **Describe impact on existing academic programs:** None **Semesters offered:** F, S **Date change is to be effective:** Fall 2011

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Business – Department of Management/ Decision Sciences

CBAD 364 Production/Operations Management

Requested changes: Change in prerequisites; change in co-requisites

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

College of Business – Marketing/Resort Tourism Management

RTMA 490 Seminar in Resort Tourism Management

Requested changes: Change in prerequisite.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

RTMA 475 Resort Operations Management

Requested changes: Change in prerequisites from: CBAD 350, CBAD 371, CBAD 363 to: CBAD 292, CBAD 301 **Change in co-requisites from:** None to: CBAD 350, CBAD 363 **Add Cross-listing:** Operations Management/CBAD 364 **Proposed description:** Resort Operations Management. (3) (=CBAD 364) (Prereq: CBAD 292, CBAD 301; Coreq CBAD 350, CBAD 363) A study of the interactions among organizational resources used in some combination to provide resort-tourism products and services. Special attention is given to decision making using conventional and quantitative tools and techniques within the context of a resort-tourism setting. F, S. **Justification:** None given. **Impact on existing academic programs:** None given. **Semesters offered:** F, Sp **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 497 Business Internship

Requested changes: Change in prerequisites from: Junior standing, 2.5 GPA, approval of Associate Dean to: Junior standing, 2.5 GPA, approval of the Director, Wall Center for Excellence **Change in number of credits from:** 3-6 to: 3-12 **Proposed catalog description:** The Business Internship is a supervised work experience in a business setting. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of sixty (60) hours in the internship environment per credit hour earned. Students may receive from three to twelve (3 – 12) credit hours for the Business Internship course, which may be repeated up to three (3) times for credit; however, students cannot earn more than a total of twelve (12) business internship credit hours over the course of a single undergraduate program and only six (6) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. **Justification:** Currently, students may enroll in this course for three (3) to six (6) credit hours. Consistent with University-wide practice, students are required to gain a minimum of sixty (60) hours of professional/work experience for each one (1) academic credit hour earned. Consequently, a six (6) credit hour designation is appropriate for students that are

completing 360 hours or more of professional/work experience. The Wall Fellows program requires a 6-month, full-time internship during which time the students may work as many as 1,000 hours. Many of these students need to maintain full-time enrollment during this internship experience in order to maintain financial aid support, student loan deferment, scholarship eligibility, insurance coverage, and the like. Consequently, they have been enrolled in six (6) credit hours of CBAD 497 and six (6) credit hours of CBAD 399 (Independent Study in Business) simultaneously. It is inappropriate to award students credit and grades in two separate classes based upon one singular internship experience and set of assignments. Consequently, the goal is to be able to enroll the student in one internship class while they engage in an extended internship experience. The change in the course description provides a more detailed and accurate description of the Business Internship course and clarifies the expectations placed on students, which allows students to make a more informed decision as to whether they may want to enroll in an internship experience. In addition, the new course description places restrictions on the number of internship credit hours that may be applied to a degree program for students that enroll in an internship for more than six (6) credit hours. Finally, the new syllabus ensures that the course is compliant with the requirements of the experiential learning quality enhancement plan, enhances the supervision of student interns, and improves faculty's ability to assess student performance. **Describe impact on existing academic programs:** No impact. **Semesters offered:** F, S, SU **Date change is to be effective:** January 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 350 Marketing

Requested changes: **Change in prerequisites from:** ECON 101 or 202 **to:** None **Proposed catalog description:** Marketing. (3) A study of the marketing of goods and services, including legal, social, economic, and technological considerations; consumer behavior and target markets; product; pricing; promotion; channels of distribution, and development of marketing strategy. F, S. **Justification:** Principles of Marketing courses have some common components: (1) Assessing the Market; (2) Buyer Behavior; (3) Market Segmentation; (4) Marketing Research; and (5) Marketing Strategy. The prior prerequisites (ECON 101 or ECON 202) are not necessary ingredients for success in a survey Marketing course. As such, the ECON prerequisite is proposed to be dropped. **Impact on existing academic programs:** The proposed change will streamline enrollment in CBAD 350 for Business and Non-Business students. Also, this move will allow students an earlier opportunity to engage with the MKT discipline. We believe this move may help with student retention. **Semesters offered:** F, S **Date change is to be effective:** Fall 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

RTMA 180 Guest Services I

Requested changes: **Change in catalog description:** **Proposed catalog description:** The Guest Services I internship is a supervised work experience in which students are employed in a "heart-of-the-house" or support function within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. **Justification:** The current course

description is inaccurate and outdated based upon how the course is currently being delivered. The new description complies with the experiential learning standards outlined in the University's Quality Enhancement Plan (QEP). The attached syllabus ensures compliance with the QEP and improves faculty's ability to assess student performance in the course.

Impact on existing academic programs: Improves ability to assess student performance in this internship experience, which is a required element of the resort tourism management program.

Semesters offered: F, S, SU **Date change is to be effective:** January 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

RTMA 280

Guest Services II

Requested changes: **Change in catalog description:** **Proposed catalog description:** The Guest Services II internship is a supervised work experience in which students are employed in a high guest or customer contact capacity within the context of the resort tourism industry. The specific work environment and student's job responsibilities must be approved, in advance, by supervising faculty. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of 240 hours in the internship environment. **Justification:** The current course description is inaccurate and outdated based upon how the course is currently being delivered. The new description complies with the experiential learning standards outlined in the University's Quality Enhancement Plan (QEP). The attached syllabus ensures compliance with the QEP and improves faculty's ability to assess student performance in the course.

Describe impact on existing academic programs: The Guest Services II internship experience is currently in place as a required element in the Resort Tourism Management program. These changes do not impact the current academic program. **Semesters offered:** F, S, SU **Date change is to be effective:** January 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Education – Department of Early Childhood, ELE, PE & SPED

EDEC 338

Creative Experiences for Young Children

Requested changes: Remove course from catalog. **Justification:** The content of the course will be subsumed in the early childhood methods courses. **Impact on existing academic programs:** none

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

EDEL 472

Classroom Management for Diverse Settings

Requested changes: **Other:** Remove "EDEL 471" from the phrase in the course description that reads: "Requires concurrent enrollment in EDEL 414 and EDEL 471." **Proposed catalog description:** This course addresses the management and diversity issues in current elementary school classrooms. Topics will include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates will focus on developing decision-making skills and professional judgements based on appropriate management philosophies. Requires concurrent enrollment in EDEL 414. **Justification:** EDEL 471 has been relocated from the Junior II block of

courses to the Senior I block; as a result, it should be removed as a "concurrent course" or "corequisite" in the catalog description of EDEL 472. **Impact on existing academic programs:** There will be no impact on existing programs; we are simply removing the listing of EDEL 471 as a "concurrent course" in the catalog description of EDEL 472. **Semesters offered:** F, Sp **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Humanities and Fine Arts – Department of Theatre

THEA 460

Acting IV Studio

Requested changes: **Change in prerequisites from:** THEA 450 **to:** THEA 450, BFA program only or by permission of instructor. **Proposed catalog description:** 460 Acting IV Studio. (3) (Prereq: THEA 450, BFA program only or by permission of instructor) A studio based course that explores the physical and vocal demands of period acting. Classical poet/dramatists will be studied. Historical research will be expected along with text analyses, scoring of text and critical evaluation of a specific classical playwright's work. This course combines extensive table work with exploration of applied acting techniques from the previous acting courses. In addition, an exploration of the physical and vocal demands of period acting as well as the historical context of each text will be addressed. The work will culminate in advanced monologue, sonnet or scene work. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. This course is part of a sequence of acting courses and is only required for the theatre students in pursuit of BFA degrees in performance. **Impact on existing academic programs:** None **Semesters offered:** Spring **Date change is to be effective:** Spring 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 150

Acting I

Requested changes: **Change in catalog description:** **Proposed catalog description:** 150 Acting I. (3) (Prereq: THEA 130) A studio course in the foundational techniques of acting. The course explores the demands and conventions of realistic acting. Using a variety of individual and group exercises the student will develop actor skills through exploration of "work on the self and work on the role." Students will create and develop character using vocal and physical exploration, script analysis, and the active pursuit of objectives among others. Participants in this course will perform improvisations, monologues and scenes. Written work will include character analyses, text analyses, and critical review of outside performances. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. **Impact**

on existing academic programs: None **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 250

Acting II

Requested changes: Change in prerequisites from: THEA 150 to: THEA 150, THEA 160 **Proposed catalog description:** 250 Acting II. (3) (Prereq: THEA 150, THEA 160) A studio course that expands upon the foundations learned in Acting I. The course explores the fundamental techniques of realistic acting through the theories and writings of theatre visionaries such as; Konstantin Stanislavski and Uta Hagen. Actors are challenged to apply their knowledge of acting technique through investigation of a shared vocabulary as applied to text. Text analysis will be covered through the investigation of plays from the American Realist genre. This course combines class exercises and scene work to deepen the understanding and playing of action in the realistic mode. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. The acting courses are designed to be taken in sequence to enable the students to benefit from the layering of technique in the study. The change to the prerequisites reflect this sequential study. **Impact on existing academic programs:** None **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 260

Acting II Studio

Requested changes: Change in prerequisites from: THEA 250 to: THEA 250, BFA Program only or by permission of instructor. **Proposed catalog description:** 260 Acting II Studio. (3) (Prereq: THEA 250, BFA Program only or by permission of instructor) A studio based course that explores the transformative nature of character development. The integration of character-specific movement, vocal work and personalization are given special attention. Students progress toward integrating the analytical and intuitive components of acting through the rehearsal of selected scenes. **Justification:** The change to the prerequisites for Acting II Studio are consistent with the changes to the new BA requirements. This course is no longer required for majors (as stated in the current course description). Acting II Studio is required for BFA Theatre Arts majors with an emphasis in Acting and BFA Theatre Arts majors with an emphasis in Physical Theatre. **Impact on existing academic programs:** None **Semesters offered:** Spring **Date change is to be effective:** October 2011

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 450

Acting IV

Requested changes: Change in prerequisites from: THEA 350 to: THEA 364, BFA Program only or by permission of instructor. **Proposed catalog description:** 450 Acting IV. (3) (Prereq: THEA 364, BFA Program only or by permission of the instructor) The course explores the fundamental techniques of elevated text work. By studying the demands and conventions of classical plays,

the actor will be challenged to apply learned techniques and, in addition, develop an approach to elevated text. Extensive text analysis, including examination of verse structure and scansion, will be used in combination with class exercises. Students will utilize the work from preceding acting courses and will understand its connection to classical performance. The work will culminate in monologue, sonnet, or scene work. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. This course is only required for the theatre students in pursuit of BFA degrees in performance. **Impact on existing academic programs:** None **Semesters offered:** Fall **Date change is to be effective:** Spring 2012 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 350

Acting III

Requested changes: **Change in prerequisites from:** THEA 250 **to:** THEA 260, BFA program only or by permission of instructor. **Proposed catalog description:** 350 Acting III. (3) (Prereq: THEA 260, BFA Program only or by permission of instructor) A studio course that expands upon the foundations learned in Acting I, Acting I: Studio and Acting II, Acting II: Studio. Actors are challenged to explore elements of character and style through the study of the Non-Realist genre. Students broaden their knowledge of acting as they approach material that makes increased demands on their physical, vocal, technical and imaginative resources. The techniques for character development, the pursuit of action and the understanding of text will be employed in the realm of a modernist approach to theatre. Topics may be drawn from contemporary, modern and avant- garde drama. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre, four new acting classes have been added or are in the process of being added to make a total of eight levels of acting taught over the course of four years. This new sequence, in addition to two new hires with added expertise in the realm of performance, prompted changes to the course descriptions for the majority of the acting classes. These changes to the descriptions allow for more specific training to be covered in each of the courses, while still embodying the original precepts. The prerequisite changes are a result of the changes to the BA degree. This course is only required for the theatre students in pursuit of BFA degrees in performance. **Impact on existing academic programs:** None **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 372

Movement for the Actor

Requested changes: **Change in catalog description:** **Proposed catalog description:** 372 Movement for the Actor. (3) (prereq: THEA 150) The course will provide an introduction to current ideas in movement theory. Students will gain basic physical skills needed for acting: breath control, relaxation, flexibility and manipulation of the body at rest and in motion. In addition, this course will explore a method of training actors and their collaborators to develop a language of movement and sound based on the elements of time and space. **Justification:** Due to the implementation of the new BFA degrees within the department of theatre and new hires

with added expertise in the realm of performance training, the department of theatre has chosen to change this course description to allow for more specific training to be covered in this course, while still embodying the original precepts.

Impact on existing academic programs: None **Semesters offered:** Fall **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

THEA 388 Directing II: Directing the Actor

Requested changes: Change in title of course to: Directing II

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Humanities and Fine Arts with necessary corrections noted.

THEA 440 Vocal Production for the Actor

Requested changes: Change in prerequisites, change in course number.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Humanities and Fine Arts with necessary corrections noted.

THEA 376 Dance for Musical Theatre IV (Styles)

Requested changes: Change in prerequisites, change in number of credits, change in title of course.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Humanities and Fine Arts with necessary corrections noted.

College of Science – Department of Kinesiology, Recreation and Sport Studies

EXSS 400L Laboratory in Biomechanics

Requested changes: Delete or remove EXSS 400L from catalog and EXSS program requirements.

Proposed catalog description: None given **Justification:** Few EXSS undergraduate programs include a biomechanics lab; Some content can be merged with EXSS 360L. **Impact on existing academic programs:** One less credit hour required in EDPE program, as EXSS 400 and 400L is a requirement for students in that program.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

EXSS 413 Exercise and Sport Nutrition

Requested changes: Change in prerequisites, change in course number.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Science with necessary corrections noted.

EXSS 360 Motor Behavior

Requested changes: Change in number of credits from: 4 to: 3 **Proposed catalog description:**

None given. **Justification:** The 4 hour class will become a 3 credit class with the lab hour pulled out as a separate course (1 credit). Logistical advantages, and the anticipation of additional

faculty and lab space permits separate lab course. **Impact on existing academic programs:** None

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

RSM 301 Principles of Coaching

Requested changes: Change in prerequisites from: RSM 242 to: 45 credit hours earned

Proposed catalog description: None given. **Justification:** Increase access to popular course. Decrease special permission forms. Ensure student maturity/experience for course content

Impact on existing academic programs: None **Semesters offered:** F, Sp, SU **Date change is to be effective:** Fall 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

RSM 317 Moral and Ethical Reasoning in Recreation and Sport

Requested changes: Change in prerequisite from: RSM 242 to: RSM 242 or Concurrent Enrollment in RSM 242. **Proposed catalog description:** None given. **Justification:** More consistent with curricular sequencing, reduce special permission forms. **Impact on existing academic programs:** NA

Committee action: This proposal approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

RSM 400 Sport in Contemporary Society

Requested changes: Change in prerequisites from: PSYC 101 or SOC 101 to: 60 credit hours earned **Proposed catalog description:** None given. **Justification:** Prerequisites not needed, removal of prerequisite barrier, senior level course **Impact on existing academic programs:** NA

Committee action: This proposal approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

Form B – Proposal for changes in an undergraduate course

College of Business – Department of Management/Decision Sciences

BSBA Degree

Requested changes: Changes in prerequisites, changes in number of credits, change in required courses, change in catalog description.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

College of Education - Department of Early Childhood, ELE, PE & SPED

Early Childhood Education Degree

Requested changes: Removal of courses from program: EDEC 338 **Addition of courses to program:** EDSP 380 **Proposed catalog description:** None given. **Justification:** The information and methodology in EDEC 338 "Creative Experiences" has been subsumed into the methods courses the ECE candidates take. Our teacher candidates work with students pre-kindergarten

through third grade. Students in pre-k, kindergarten and sometimes first, second or third grade may have special needs. For those students who are not yet identified, EDSP 380 will better prepare our candidates to work with children who have special learning challenges by helping them recognize issues. For students whose special needs have been identified, the candidate will learn how to support the learners. **Impact on existing academic programs:** None given.

Date change is to be effective: January 2012

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

Elementary Education Degree

Requested changes: Removal of courses from program, addition of courses to program.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Education with necessary corrections noted.

College of Humanities and Fine Arts – Department of Communication

Communication Degree

Requested changes: Four new concentrations in Communication have been approved by CHE and the following proposal details the requirements for each concentration.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Humanities and Fine Arts with necessary corrections noted.

College of Humanities and Fine Arts – Department of Theatre

Dramatic Arts Degree

Requested changes: Change in number of credits from: 55 to: 52, **Removal of courses from program:** THEA 491. Special Topics: New Works Development (3) THEA 220. Theatre Laboratory (taken four times) (4) now taken two times (2) **Addition of courses to program:** THEA 142: The Speaking Voice (3) ENGL/THEA 425: World Dramatic Literature (3) **Other:** Elimination of tracked emphases within the major. Currently a student must choose either "Performance/Directing" or "Design/Technical" as an emphasis. Under the proposed B.A. in Theatre, the student would not be asked to choose, but would rather be allowed to explore the art of theatre from a variety of perspectives. **Proposed catalog description: DEPARTMENT OF THEATRE MISSION STATEMENT** The mission of the Department of Theatre is to prepare students to pursue lives as engaged professional theatre artists or to seek further advanced study in graduate programs by providing rigorous training in acting, musical theatre, and design and technology for our majors. Students enrolled in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind. In pursuit of this purpose, the program embraces the teacher-scholar model; it places primary emphasis on high quality teaching and engaged learning; and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. **STUDENT LEARNING OUTCOMES** Dramatic Arts students are expected to: 1. Acquire and demonstrate the ability to think conceptually and critically about text, performance, and production. 2. Demonstrate an understanding of playwriting and

production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces. 3. Acquire and demonstrate an acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources. 4. Demonstrate the ability to develop and defend informed judgments about theatre. 5. Acquire and demonstrate ability in areas of performance and production or playwriting appropriate to individual needs and interests. 6. Demonstrate an understanding of procedures and approaches for realizing a variety of theatrical styles. 7. Acquire and demonstrate an understanding of basic production processes, such as acting; directing; stage, costume, and lighting design; and basic technical operations. A maximum of 50 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Dramatic Arts. A grade of **C or better** must be earned in each of these courses. All Dramatic Arts majors must participate in end of year portfolio review and/or jury. All Dramatic Arts majors whose emphasis is performance/directing must audition for all departmental performances. A grade of **C or better** must be earned in each course within the major. **Justification:** With the addition of the B.F.A. degrees in Acting and Design and Technology the emphases in the B.A. seemed redundant and unnecessary. The B.A. should be a liberal arts oriented degree that allows students to explore many options within the art and production of theatre. The titles Bachelor of Arts in Theatre and Bachelor of Science in Theatre are used to designate the study of theatre in a liberal arts framework. We are proposing a liberal arts degree program with a major in theatre offered within the following general context:

- a. The degree focus is breadth of general studies in the arts and humanities, the natural and physical sciences, and the social sciences. Theatre study is also general; there is little or no specialization. (NAST Handbook 2010-2011)

Impact on existing academic programs: The current B.A. in Dramatic Arts has over 50 majors. With the advent of the B.F.A. degree we expect the number of B.A. students to drop. We also expect that the degree will attract students who love and want to study the art and production of theatre, but who are not focused on a single specialty. This degree allows them the opportunity to explore more areas and still receive some advanced study prior to graduation. **Date change is to be effective:** Fall 2011

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BFA Theatre (Acting) Degree

Requested changes: Number of credits from: 66 to: 72 Addition of courses to program: THEA 364. Acting III Studio THEA 442. Actor's Voice Lab **Proposed catalog description:** None given

Justification: THEA 364-Acting III Studio was a part of the original proposal. However, the proposed rubric (THEA 360) was not available. Due to my own stupidity, it was not caught until the new courses reached Academic Affairs. Therefore, it was not included in the catalog. This addresses that issue and adds the studio course completing the sequence. THEA 442-Actor's Voice Lab is a new course. In the spring we hired two voice specialists with the idea that we would take a new look at the voice sequence within the major. We are proposing changing the sequence, but only adding one class. Currently an actor takes THEA 440 - Vocal Production for the Actor their freshman year, and THEA 240 - Voice and Diction their Sophomore year. We are proposing to clean up the sequence and offer THEA 242-Vocal Production for the Actor, THEA 342 - Voice and Diction and THEA 442 - Actor's Voice Lab. **Impact on existing academic programs:** With only 3 credits that had not originally been planned to be in the major, the impact isn't large. We have proposed a credit reduction in another major that should balance the addition of THEA 442 to the Theatre (Acting) major. **Date change is to be effective:** Fall 2011

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Science – Department of Kinesiology, Recreation, and Sport Studies

BS Exercise and Sport Studies Degree – Policy

Requested changes: Remove Policy and Requirement of: Students must sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist certification exam.

Proposed catalog description: All EXSS students are required to complete a capstone 9-credit or 12-credit internship at an approved exercise and sport science site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. An end-of-program exam is required of all students prior to the beginning of the internship. Students will also have the opportunity to sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam. The purpose of both exams are to determine how well students have mastered program content within the student learning outcomes. The ACSM HFS exam provides students with an opportunity to gain a valuable external credential/certification. **Justification:** Many EXSS students have little motivation to complete the ACSM certification exam successfully, as it does not align with career goals. As a result, assessment exam data may not serve as a valid program assessment. The cumbersome cost of the certification exam (about \$250) is also a factor. We prefer to offer the exam as optional and encouraged, and plan to offer program support and incentives for students who want to use it for pre-professional advancement. **Impact on existing academic programs:** None. **Date change is to be effective:** Fall 2011

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BS Recreation and Sport Management Program

Requested changes: Removal of “Admission requirements to the program”, **Proposed catalog description:** NONE – DELETE **Justification:** Lack of administrative resources to manage and monitor program admission. Maintain program requirements for admission to the internship (capstone). **Impact on existing academic programs:** None

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BS Exercise and Sport Science – Program

Requested changes: Removal of “Admission Requirements to the Program” **Proposed catalog description:** NONE – DELETED **Justification:** Lack of administrative resources to manage and monitor program admission requirements; Maintain/strengthen program requirements for admission to the internship (capstone). **Impact on existing academic programs:** None

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BS Exercise and Sport Science – Internship

Requested changes: Revision of Admission Requirements to the Internship **Proposed catalog description:** Admission Requirements to the Internship:

- 1) Demonstration of acceptable professional dispositions
- 2) Passing score (70% or better) on end-of-program exit exam
- 3) “C” or better in all EXSS Major Courses
- 4) “C” or better on all EXSS Foundation Courses

5) Successful completion of all undergraduate required coursework

6) Current CPR certification

Justification: Clarifies and strengthens admission requirements to the capstone course of internship. The internship is an assessed and stringent pre-professional experience. Students and faculty need a clear portal with markers that indicate potential for success. Revision adds requirements of acceptable professional dispositions, exit exam passing grade, and current CPR certification, and deletes 2.25 overall GPA requirement. **Impact on existing academic programs:** None.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Science with necessary corrections noted.

BS Exercise and Sport Management – Foundation

Requested changes: Dele EXSS 413 (now 310) from Foundation Requirements; Added EXSS 205 to Foundation Requirements; Edited PHYS 201 to 211

Proposed catalog description: III. FOUNDATION COURSES (24-36 Credits)*

BIOL 121/121L* Biological Science I/Laboratory 4

BIOL 232/232L* Human Anatomy & Physiology I/Laboratory 4

BIOL 242/242L Human Anatomy & Physiology II/Laboratory 4

Choose one from the following: (4 Credits) 4

CHEM 101/101L* Introductory Chemistry/Laboratory (4)

CHEM 111/111L* General Chemistry/Laboratory (4)

PHYS 211/211L General Physics I/Laboratory (4)

Choose one from the following: (4 Credits) 4

MATH 131 Trigonometry (4)

MATH 132* Calculus (4)

MATH 135* Precalculus (4)

MATH 160* Calculus I (4)

STAT 201/201L* Elementary Statistics/Laboratory or

PSYC 225/225L* Psychological Statistics/Laboratory 4

HPRO 121* Personal and Community Health 3

EXSS 122* Lifetime Exercise Science and Physical Activity 3

PSYC 101* General Psychology or SOC 101 Introductory Sociology 3

EXSS 205 Introduction to Exercise and Sport Science

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

Justification: Clearer representation of foundation vs. major courses. EXSS 205 is foundational, EXSS 413 is more major/content. **Impact on existing academic programs:** None **Date change is to be effective:** Fall 2012

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BS Exercise and Sport Science – Major

Requested changes: Change in number of credits from: Major Requirements 45-50 to: Major Requirements 43-46. **Removal of courses from program:** EXSS 205, EXSS 400L, EXSS Electives (6-8)

Addition of courses to program: EXSS 310 (moved from foundation, formerly EXSS 413)

EXSS 360L (no additional hrs, separate lab component) EXSS 385L (new course)

EXSS 390, 398, 399, 405, 420, 450, or 499 (revised list) EXSS 490 (new course) **Proposed catalog**

description: IV. MAJOR REQUIREMENTS (43-46 Credits)

EXSS 310 Exercise and Sport Nutrition.....	3
EXSS 330 Injury Management	3
EXSS 340 Sport and Exercise Behavior	3
EXSS 350/350L Exercise Physiology/Laboratory	4
EXSS 360/360L Motor Behavior/Laboratory	4
EXSS 385/385L Fitness Assessment and Exercise Prescription/Laboratory	4
EXSS 400 Biomechanics.....	3
EXSS 410 Cardiopulmonary Rehabilitation	3
EXSS 415 Personal Fitness Leadership	3
EXSS 390, 398, 399, 405, 420, 450, or 499.....	3
EXSS 490 Seminar in EXSS.....	1
EXSS 495 Internship in Exercise and Sport Science	9-12

Justification: Feedback from program assessments indicate need to add content in program; Anticipated arrival of new faculty to allow EXSS courses(already in catalog) to be offered on a regular basis; Anticipated space allocation allows laboratory portion of classes to be offered (already in catalog). **Impact on existing academic programs:** Removal of HPRO 404 (Nutrition) as an option to meet program requirements might lessen the enrollment in that class. No other impact anticipated. **Date change is to be effective:** Fall 2012

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

BS Exercise and Sport Science – Policy

Requested changes: Remove policy and requirement of: Students must sit for the national American College of Sport Medicine (ACSM) Health Fitness Specialist certification program.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Science with necessary corrections noted.

Women and Gender Studies

Women and Gender Studies Minor

Requested changes: Number of credits, Addition of courses to program

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the Women and Gender Studies Program Director with necessary corrections noted.

Form E – Proposal for minor changes in or removal of multiple undergraduate courses within the same program

College of Business – Department of Accounting/Finance/Economics

CBAD 466 Investment Analysis

Requested changes: Change of course prefix.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

CBAD 467 Real Estate Finance

Requested changes: Change of course prefix.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

CBAD 469 Portfolio Management

Requested changes: Change of course prefix.

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

ECON 310 Financial Institutions and Markets

Requested changes: Course title change to: Money and Banking

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Business – Department of Management and Decision Sciences

CBAD 371 Management and Organizations

Requested changes: Change in course number to: CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 475 Production/Operations Management

Requested changes: Change in course number to: CBAD 364

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 372 Organizational Theory & Behavior

Requested changes: Change prefix and number to MGMT 306 **Current pre-or co-requisites:**

Grade of C or better in CBAD 371 **Proposed pre- or co-requisites:** Grade of C or better in CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 374 Human Resource Management

Requested changes: Change prefix and number to MGMT 307. Change title to Fundamentals of Human Resource Management. **Current pre-or co-requisites:** Grade of C or better in CBAD 371 **Proposed pre- or co-requisites:** Grade of C or better in CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 471 Leadership in Project Management

Requested changes: Change prefix and number to MGMT 480 **Current pre-or co-requisites:**

Grade of C or better in CBAD 371 **Proposed pre- or co-requisites:** Grade of C or better in CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 472 Cross-Cultural Management

Requested changes: Change prefix and number to MGMT 461 **Current pre-or co-requisites:** Grade of C or better in CBAD 371 **Proposed pre- or co-requisites:** Grade of C or better in CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 473 Initiation and Management of New Business Enterprise

Requested changes: Change prefix and number to MGMT 421 **Current pre-or co-requisites:** Grade of C or better in CBAD 371 **Proposed pre- or co-requisites:** Grade of C or better in CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

CBAD 474 Quality Process Management

Requested changes: Change prefix and number to MGMT 481 **Current pre-or co-requisites:** Grade of C or better in CBAD 371 **Proposed pre- or co-requisites:** Grade of C or better in CBAD 301

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Business – Department of Marketing/Resort Tourism Management

RTMA 480 Resort Management Internship

Requested changes: Change in prerequisites

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

CBAD 497 Business Internship

Requested changes: Change in prerequisites

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

College of Humanities and Fine Arts – Department of History

ANTH 102 Understanding Other Cultures

Requested changes: Change in prerequisites: Add ANTH 102L

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

College of Science – Department of Mathematics and Statistics

MATH 135 Precalculus

Requested changes: Change in catalog description: Proposed catalog description: MATH 135 Precalculus. (4) (Prereq: Math placement) Topics covered include complex numbers, concepts and properties of functions, inverse functions, right triangle trigonometry, proving trigonometric identities, solving trigonometric equations, properties and graphs of polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions. F, S.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MATH 450 Advanced Calculus I

Requested changes: Change in catalog description: Proposed catalog description: MATH 450 Advanced Calculus I. (3) (Prereq: A grade of C or better in Math 220 and Math 260) This course covers the theory behind most of the concepts introduced in an introductory calculus course. Topics covered include the Completeness axiom and the theory of sequences, continuity, differentiation, and integration of functions of one variable. F.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MATH 454 Analysis

Requested changes: Change in course title to: Advanced Calculus II; **Change in pre-requisites from:** Math 450 with a grade of C or better, or permission of instructor **to:** Math 450 with a grade of C or better **Change in catalog description: Proposed catalog description:** MATH 454 Advanced Calculus II (3) (Prereq: A C or better in Math 450) This course is a continuation of Math 450. Topics covered include infinite series, sequences and series of functions, continuity and convergence in n-dimensional euclidean space. Selected topics from Taylor series and differentiation of functions of more than one variable will also be covered at the discretion of the instructor. S.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MATH 201 Mathematics for Early Childhood and Elementary Education Majors I

Requested changes: Change in student learning outcomes to: After completing this course, the students should be able to:

1. Select and use appropriate problem-solving tools, as well as solve non-routine problems.
2. Help elementary students identify and apply number sequences and proportional reasoning.
3. Understand numbers, ways of representing numbers, relationships amongst numbers, and number systems both modern and ancient.
4. Understand basic set theory, along with its operations and properties, and use it to provide a systematic way to organize and describe number systems.
5. Explore pre-numeration concepts, whole numbers, integers, fractions, decimals, percents and their relationships.
6. Apply the four basic operations with symbols and variables to solve problems and to model, explain, and develop computational algorithms.
7. Understand the relationship between the four basic operations and discuss it with fluency.
8. Factors, multiples, prime factorization, divisibility and relatively prime numbers to solve problems.

9. Understand large and small numbers and recognize and appropriately use various forms of notation.
10. Understand the history of mathematics and contributions of diverse cultures to that history.
11. Identify mathematical preconceptions, misconceptions, and error patterns in elementary students' work as a basis to improve understanding and construct appropriate learning experiences and assessments.

Change in pre- or co-requisites from: math placement test results in placement into math 130 or math 130i **to:** Math 130 with a grade of C or better, or placement test

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MATH 202

Mathematics for Early Childhood and Elementary Education Majors II

Requested changes: Change in student learning outcomes to: After completing this course, the students should be able to:

1. Select and use appropriate problem-solving tools, as well as solve non-routine problems.
2. Help elementary students identify and apply number sequences and proportional reasoning.
3. Understand numbers, ways of representing numbers, relationships amongst numbers, and number systems both modern and ancient.
4. Understand basic set theory, along with its operations and properties, and use it to provide a systematic way to organize and describe number systems.
5. Explore pre-numeration concepts, whole numbers, integers, fractions, decimals, percents and their relationships.
6. Apply the four basic operations with symbols and variables to solve problems and to model, explain, and develop computational algorithms.
7. Understand the relationship between the four basic operations and discuss it with fluency.
8. Factors, multiples, prime factorization, divisibility and relatively prime numbers to solve problems.
9. Understand large and small numbers and recognize and appropriately use various forms of notation.
10. Understand the history of mathematics and contributions of diverse cultures to that history.
11. Identify mathematical preconceptions, misconceptions, and error patterns in elementary students' work as a basis to improve understanding and construct appropriate learning experiences and assessments.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

MATH 139

Basic Concepts of contemporary mathematics

Requested changes: Change in pre- or co-requisites from: None **to:** Math 129L with a passing grade or placement test

Committee action: This proposal was removed from the consent calendar and not reviewed. After reviewing proposal, corrections are required. Proposal has been returned to the College of Business with necessary corrections noted.

End of consent calendar.