Academic Affairs Committee Meeting
Tuesday, January 10, 2012
Dawsey Conference Room

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
Dan Lawless, Registrar   Min Ye, Humanities

Guests:

Jonathan Smith, Humanities   Holley Tankersley, Humanities
Deborah Vrooman, Science   Barbara Ritter, Business
Greg Martel, Science   Wes Fondren, Humanities
Marvin Keene, Business

A. Call to Order

1. The committee decision was duplicated under the Early Childhood Education degree. This has been removed. Caroline Knight was added as a guest. Minutes were approved with corrections.

B. Chair Report – Academic Affairs Deadlines Revisited

- 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 Management/Decision Sciences

CBAD 373   Business Integration and Application
Number of credits: 3 **Prerequisites:** ECON 202: Microeconomics, CBAD 202: Financial/Managerial Accounting II, CBAD 291: Business Statistics, CBAD 292: Decision Analysis, AT LEAST 2 OF: CBAD 350: Marketing, CBAD 363: Business Finance, CBAD 301: Management and Organizations **Co-requisite(s)** REMAINING OF: CBAD 350: Marketing, CBAD 363: Business Finance, CBAD 301: Management and Organizations **Course restrictions:** Pre-requisites include ECON 202: Microeconomics, CBAD 202: Financial/Managerial Accounting II, CBAD 291: Business Statistics, CBAD 292: Decision Analysis, and AT LEAST 2 OF: CBAD 350: Marketing, CBAD 363: Business Finance, OR CBAD 301: Management and Organizations. REMAINING OF CBAD 350: Marketing, CBAD 363: Business Finance, OR CBAD 301: Management and Organizations is a co-

requisite. This course is required for a major. **Proposed catalog description:** This course reviews key concepts from the pre-core courses in financial and managerial accounting, micro and macro economics and expands understanding of core courses in marketing, finance, and management. This course provides an appreciation for how accounting, finance, management and marketing principles work together in a business environment. A simulation will be used to assist in the application of basic concepts to a real world work environment. In this course, we emphasize thinking critically and ethically about complex problems and effective oral and written communication. **Justification:** Assessment data suggest that a class like this is needed. For example, we use a nationally validated test from ETS to test how well our students have mastered business knowledge in content areas including accounting, economics, finance, management, and marketing. For the last three years, business majors as a whole have scored in the 35th-55th percentile in accounting, the 40-65th percentile in finance, and the 35th-60th percentile in economics (note that accounting, finance, and economics majors do well in their respective areas, but other majors do sufficiently poorly to drag down our percentile rank). As our goal is to reach the 75th percentile in these areas, we feel it is necessary to take steps by changing our curriculum to achieve this goal. This course will help us improve our degree in various ways. First, this course will integrate concepts from other courses, assisting the COB in meeting critical thinking and problem solving goals. The course will also allow us to improve retention of basic business knowledge. As seen above, non-accounting and finance majors need a course where they can apply concepts in these areas for greater understanding. This course will also focus on oral and written communication goals. A transition and integration course will provide a fuller, more enriching experience for the student as they will increase their understanding about how the different functional areas relate in the running of a business. **Impact on existing academic programs**: This course will assist the College of Business in improving our curriculum, with a view toward student learning and preparedness, and 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 373 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 general elective credits. An Early Childhood Education major allows for 2 general elective credits. **Method of delivery:** Classroom **Semesters offered:** Fall, 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.

MGMT 420   Current Topics in Entrepreneurship and Innovation
Number of credits: 3 **Prerequisite(s):** Earned a C or better in CBAD 301 **Co-requisite(s):** none **Course restrictions:** None. This course is required for a major. **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:** This course supports one of several proposed new concentrations within the management major, Entrepreneurial Management. Almost 300 business students in general business courses ranging from lower division through graduating seniors were surveyed. 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 management 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. This course is a selective where alternatives exist to this course to enable timely graduation of students. These alternatives include any Entrepreneurial Management concentration course not chosen to satisfy another concentration requirement, any MGMT course not chosen to satisfy another MGMT major requirement; any Wall College of Business course not chosen to satisfy a Bachelor of Business Administration degree requirement with department chair approval. **Method of delivery:** Classroom **Semesters offered:** Fall, 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 Business – Department of Marketing/Resort Tourism Management

RTMA 387   Conventions and Event Management
Number of credits: 3 **Prerequisite(s):** C or above in CBAD 201 **Co-requisite(s):** None
Course restrictions: None. This course may be used as an elective. **Proposed catalog description:** The course provides information on systems, technologies, and organizations in the meetings, expositions, events, and convention (MEEC) industry **Justification:** Over the past several decades, the meetings sector has emerged as a significant contributor to national economies; The Economic Significance of Meetings to the U.S. Economy study reveals that the U.S. meetings industry directly supports 1.7 million jobs, $263 billion in spending, a $106 billion share of the GDP, $60 billion in labor revenue, $14.3 billion in federal tax revenue and $11.3 billion in state and local tax revenue each year. The meetings industry plays a critical role in supporting jobs in communities across America, creating environments that foster innovation and business success. Accordingly the demand for qualified meeting planners with appropriate education and training is increasing. A survey within of Resort Tourism Management majors (70 freshmen) indicated that there is a strong desire from students to be competitive for employment in the meeting and events industry. **Impact on existing academic programs:** Adding RTMA 387 to the list of RTM electives will increase student choices for   specialized skill sets within the resort tourism management sector. **Method of delivery:** Classroom, Other – lecture, case analysis, guest speakers, experiential learning exercises which often involved planning an actual event. **Semesters offered:** Fall 2012 **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 and Fine Arts – Department of Communication

COMM 330   Communication and Technology

Number of credits: 3 **Prerequisite(s):** COMM 101 or JOUR 201 **Co-requisite(s):** none **Course restriction:** 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) an 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 approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

COMM 340　　　　　　Media Effects
Number of credits: 3 **Prerequisite(s):** JOUR 201 **Co-requisite(s):** 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 affects people, the types of people who are affected by media content, what those effects are and how they occur, and what situations makes 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. Describe impact on existing academic programs The addition of this course was anticipated last year in the hiring of an additional faculty member. **Method of delivery:** Classroom, Distance Learning **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 Humanities and Fine Arts – Women and Gender Studies

WGST 325   Civic Engagement
Number of credits: 3 **Prerequisite(s):** WGST 103 or permission of instructor **Co-requisite(s):** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** This course provides an opportunity for students interested in women's and gender studies issues to put their ideas about social change into action. It is designed for students to apply models of social change to various 21st-century challenges, such as: gender and racial justice, oppression, population growth, community health needs, poverty, reproductive health and climate change. As a type of service learning course, civic engagement from a gender studies perspective involves working towards equality and addressing these and other social issues from many different angles. Students will volunteer with appropriate local organizations (such as the Horry County Rape Crisis Center, Citizens Against Spouse Abuse, and local homeless shelters, among others) to address gender-based issues of the student's choice, and host an on-campus event to raise awareness of the issue. **Justification:** This course provides an opportunity for students to learn more about solving a particular social issue by working with local and community organizations. It differs from an internship in that (a) the student is not required to work in a specific place of employment, (b) the amount of volunteer hours performed are fewer than 120, and (c) students showcase their volunteer work on campus by creating, organizing, and promoting an on-campus event raising awareness of the issue of their choice.
(In Spring 2011, students organized Sustainability and Equality Day.) It is about creating social change, not about employment. **Impact on existing academic programs:** None **Method of delivery:** Other – Instructor meets with students individually, monitors their progress and coordinates with community organizations. **Semesters offered:** Spring 2011, Spring 2012 **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 Computer Science and Information Systems

CSCI 475   Decision Support Systems
Number of credits: 3 **Prerequisite(s):** CSCI 203 or CSCI 220 **Co-requisite(s):** n/a **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** CSCI 475 – Decision Support Systems. (3) (Prereq: Grade of C or better in CSCI 203 or 220) A study of decision support systems. Topics include computerized decision support and business intelligence systems, modeling, and methodologies. Course will cover data and web mining concepts, knowledge management technologies, collaboration techniques, and intelligent systems. **Justification:** CSCI 475, 3 credits, will provide an investigation in the field of decision support systems. The need to provide computer-based decision support system support for organizations is growing and evolving with support from large organizations such as Microsoft, IBM, and Oracle. This upper-level course provides students with advanced topics in the theory behind decision support systems. The course will cover related concepts, modeling, and systems important to the field. **Impact on existing academic programs:** This is an additional 300+ level elective course available for students to take in an area that is not covered at the university. **Method of delivery:** Classroom **Semesters offered:** Spring 2012 **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 Science – Department of Kinesiology, Recreation, and Sport Studies

ROTC 401L   Leadership and Management Seminar I Laboratory
Number of credits: 0 (Credits included with the lecture)**Prerequisite(s):** N/A **Co-requisite(s):** N/A **Course restrictions:** None. This course is required for a minor. **Proposed catalog description:** Leadership lab is in conjunction with each leadership and management seminar class. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. **Justification:** The 401L class inadvertently left out of original ROTC course proposals. All ROTC courses have companion labs with them, and this leadership lab is consistent with 101L, 201L, 301L courses **Impact on existing academic programs:** None **Method of delivery:** 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.

ROTC 402L   Leadership and Management Seminar II Laboratory
Number of credits: 0 (Credits included with the lecture) **Prerequisite(s):** NA **Co-requisite(s):** NA **Course restrictions:** None. This course is required for a minor. **Proposed catalog description:** Leadership lab is in conjunction with each leadership and management seminar class. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. **Justification:** The 402L class inadvertently left out of original ROTC course proposals. All ROTC courses have companion labs with them, and this leadership lab is consistent with 102L, 202L, 302L courses. **Impact on existing academic programs:** NONE **Method of delivery:** Lab **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.

EXSS 385L   Laboratory in Exercise Testing and Prescription
Number of credits: 1 **Prerequisite(s):** C or better in BIOL 232/232L; BIOL 242/242L; EXSS 350/350L **Co-requisite(s):** EXSS 385 **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** An applied course that reinforces the basic principles and skills learned in Exercise Testing and Prescription (EXSS 385). Emphasis placed on the proper techniques associated with assessing health-related components of physical fitness for the development of appropriate exercise prescriptions for individuals/clients. Course may be taken two times for academic credit. **Justification:** Feedback and results from program assessments and industry (internship sites) support the need to build skills and competence in exercise testing and prescription. EXSS 385 Lab should increase student performance both in program assessments and internship. **Impact on existing academic programs:** None **Method of delivery:** Lab **Semesters offered:** Fall, Spring, Summer **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.

EXSS 360L   Laboratory in Motor Behavior
Number of credits: 1 **Prerequisite(s):** EXSS 205 or EDPE 131 **Co-requisite(s):** EXSS 360
Course restrictions: None. This course is required for a major. **Proposed catalog description:** An applied course that reinforces the basic concepts, principles, and research learned in motor behavior lecture (EXSS 360). The course includes participation in laboratory and field-based experiments, collection and analysis of data, the generation of scientific lab reports, and applications to real-world instructional settings **Justification:** Course currently exists as a 4 hour course. Lab separation should enhance achievement of student learning outcomes. Additional space and faculty anticipated in Fall 2012. Lab replaces deletion of EXSS 400L and includes some content from this course. **Impact on existing academic program:** Reduce traffic in exercise physiology lab; facilitate the development of a separate motor behavior lab space. **Method of delivery:** Lab **Semesters offered:** Fall, Spring, Summer
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

EXSS 490   Seminar in Exercise and Sport Science
Number of credits: 1 **Prerequisite(s):** EXSS major and Senior Standing **Co-requisite(s):** none.
Course restrictions: Restricted to EXSS majors of Senior Standing **Proposed catalog description:** Course prepares the EXSS major for internship in exercise and sport science. Students analyze career placement opportunities; seek and communicate with potential internship sites, explore the internship process, and complete associated program and professional development requirements. **Justification:** Preparation for intensive capstone internship experience. Program oversight and coordination of site selection and processes. Expose students to internship, professional development and career processes and expectations. Rapid explosion of enrollment necessitates control mechanisms. **Impact on existing academic programs:** New one hour course requirement of EXSS majors; No additional overall increase in major requirements due to program revisions. **Method of delivery:** Classroom, Lab **Semesters offered:** Fall and Spring **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.

College of Science - Department of Marine Science

MSCI 478   Marine Invertebrate Zoology
Number of credits: 3 **Prerequisite(s):** MSCI 302, 302L or BIOL 370, 370L **Co-requisite(s):** MSCI 478L **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** A comprehensive survey of the functional morphology, life history, ecology, and relationships between marine invertebrate taxa. Focus will be on the Porifera, Cnidaria, Ctenophora, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echinodermata, and invertebrate members of Chordata. Global issues related to invertebrates and their roles in food webs, fisheries, and aquaculture will also be discussed. Three lecture hours per week. **Justification:** Marine invertebrates are numerically and ecologically dominant members of estuarine, coastal, and open ocean communities. Students with an understanding of marine invertebrate form and function will have an advantage in their upper level courses, graduate work, and post-baccalaureate jobs. Familiarity with marine invertebrates may also stimulate interest in research with these groups. Currently enrolled MSCI students have expressed interest in taking a Marine Invertebrate Zoology course. **Impact on existing academic programs:** The Marine Invertebrate Zoology (MIZ) course would expand the introduction to marine invertebrate taxa given in MSCI

302/L by establishing foundations in the functional morphology, life history, and ecology of major marine invertebrate taxa. MIZ would support and strengthen existing MSCI course offerings including Diseases and parasites of aquatic organisms (MSCI 466/L), Fisheries science (MSCI 458/L), Population biology of marine organisms (MSCI 472/L), Marine ecology (MSCI 475/L), Marine plankton (MSCI 476/L), Ecology of coral reefs (MSCI 477), and Marine benthic ecology (MSCI 479/L). **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.

MSCI 478L   Marine Invertebrate Zoology Laboratory

Number of credits: 1 **Prerequisite(s):** MSCI 302, 302L or BIOL 370, 370L **Co-requisite(s):** MSCI 478 **Proposed catalog description:** The laboratory demonstrates the topics and principles presented in lecture. Field and laboratory activities will emphasize observational skills for analyses of the structural adaptations of live marine and estuarine invertebrates. Three laboratory hours per week. Some field trips may extend beyond the class period. **Justification:** Marine invertebrates are numerically and ecologically dominant members of estuarine, coastal, and open ocean communities. Students with an understanding of marine invertebrate form, function, ecology and life history will have an advantage in their upper level courses, graduate work, and post-baccalaureate jobs. Familiarity with marine invertebrates may also stimulate interest in research with these groups. Currently enrolled MSCI students have expressed interest in taking a Marine Invertebrate Zoology course. **Impact on existing academic programs:** The Marine Invertebrate Zoology (MIZ) course would expand the introduction to marine invertebrate taxa given in MSCI 302/L by establishing foundations in the structure, functional morphology, life history, and ecology of major marine invertebrate taxa. MIZ would support and strengthen existing MSCI course offerings including Diseases and parasites of aquatic organisms (MSCI 466/L), Fisheries Science (MSCI 458/L), Population biology of marine organisms (MSCI 472/L), Marine ecology (MSCI 475/L), Marine plankton (MSCI 476/L), Ecology of coral reefs (MSCI 477), and Marine benthic ecology (MSCI 479/L). **Method of delivery:** 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.

2. Form D – New Programs

College of Humanities and Fine Arts – Department of Politics and Geography

Title of proposed program and degree: Intelligence and National Security Studies, B.A.
Mission Statement: The mission of the Intelligence and National Security Studies program is to prepare students for entry-level positions in security-related career fields that involve research, analysis, planning and evaluation of policies and programs. The program works to this objective by utilizing a multi-disciplinary approach that emphasizes the liberal arts and communications skills. The structure of the curriculum also prepares a student for graduate work in related areas of study.
Student Learning Outcomes: Students who complete the requirements for a degree in Intelligence and National Security Studies will be able to:
1. Describe the principles of intelligence analysis and apply them to contemporary security issues in light of technical, legal and ethical constraints.

2. Apply critical thinking, reasoning and problem identification/solving skills – both as individuals and in group settings – to intelligence and national security policy issues.
3. Effectively communicate – in both written and oral formats – intelligence and security analysis in a manner that takes into account time, audience, and security considerations.
4. Assess the importance of language, history, culture, politics, geography and economics of a particular region of the world, as well as how that impacts intelligence and national security issues
5. Demonstrate competencies in the concepts, theories, and contemporary issues in a functional area of intelligence/security policy in order to promote original student research.
6. Evaluate how the institutional and operational environment for an organization involved in security policy influences its objectives, processes, and conduct.

Students who wish to pursue a degree in Intelligence and National Security Studies must conform to the following regulations:

1. Students must register for the major by consulting the program's administrative specialist and/or the director of the program in order to be counseled and to be assigned an adviser.
2. To remain a member of the major, a student must maintain a C average both in overall academic work and in all courses taken within the major itself. Students who fail to maintain this academic standard may be dropped from the program by the director upon unanimous recommendation of the program's faculty.
Use of technology: While the program's mode of course delivery may vary according to the individual course, each of the required courses in the curriculum integrates technology and active-learning strategies in the course requirements. Term papers are assigned in several courses to allow students to research specialized topics in greater depth. Most courses will involve long and/or short-term simulations, as well as case-based discussion and problem-solving exercises. Students will also present analysis and research via written and oral presentations that utilize appropriate presentation technologies. Intelligence and national security studies is the subject matter of this program, but the primary focus of the program is on the education of the student. In addition to classroom activities, courses will utilize the blackboard learning software and instructor websites (e.g., http://ww2.coastal.edu/jonsmith/ - currently under construction). Student-faculty interaction is also anticipated in collaborative research projects. Faculty development may utilize data analysis or visualization (e.g, GIS) software packages in their scholarly research.

CURRICULUM

The curriculum for this program will be interdisciplinary with most of the courses being housed in the Department of Politics and Geography. Students will complete the university core curriculum and a collection of foundation courses to establish a base-line level of knowledge in the relevant subject areas connected to the study of intelligence and national security. These early courses will also introduce students to core skills that are useful in the analysis, evaluation and communication of intelligence information. Students will then be positioned to expand their knowledge and skills in the realms of intelligence and national security, as well as the regional and occupational contexts that inform these issues.

Required Courses: **Credits**

1. Foundation Courses 12-21
ANTH 102*   Understanding Other Cultures
ECON 150   Global Issues in Economics
PHIL 110   Introduction to Logic and Critical Thinking
POLI 101*   Introduction to World Politics
POLI 201*   American National Government
STAT 201*   Elementary Statistics
GEOG 121*   World Geography **or**
GEOG 200   Digital Earth

2. Intelligence and National Security Studies Core 15
POLI 350**   Introduction to Intelligence Studies
POLI 351**   Intelligence Communications
POLI 356   Intelligence Analysis
POLI 358**   Intelligence Operations
POLI 354   Introduction to Intelligence and National Security **or**
POLI 357**   Homeland Security

3. Intelligence and National Security Studies Electives (Choose 2) 6
ECON 375   Economics and National Security
POLI 339   Diplomacy
POLI 340   International Negotiation
POLI 341   Contemporary American Foreign Policy
POLI 343   Terrorism and Political Violence
POLI 353   Comparative Security Issues
POLI 355   Foreign Policy Analysis
POLI 359***   National Security Strategy

4. Regional Focus (Select 2 courses from the following list, preferably in the same geographic area) 6
GEOG 425   Geography of Europe
GEOG 426   Geography of Latin America
HIST 314   The History of Modern Russia
HIST 327   Eastern Europe and the Soviet Union
HIST 340   History of East Asia
HIST 341   History of Modern Korea
HIST 349   Modern China : Reform and Revolution in the Modern Age
HIST 445   Postwar Japan: The Political Economy of Rapid Growth
POLI 304   Latin America Through Film
POLI 320/   Introduction to Latin American Civilization
HIST 355
POLI 321/   State and Society in Latin America
HIST 356
POLI 327   Women in the Middle East
POLI 328   Political Islam
POLI 329   Comparative Politics of the Middle East

POLI 330	Introduction to the Middle East
POLI 331	The Israeli-Palestinian Conflict
POLI 332	Conflict in the Persian Gulf
POLI 333	Islam and World Politics
POLI 334	East Asian Politics
POLI 335	Chinese Politics
POLI 336	Chinese Foreign Policy and US-China Relations
POLI 345	Politics and Government of the Middle East
POLI 346	Contemporary African Politics
POLI 347	Africa in a Global Economy
POLI 348	Introduction to Africa
POLI 425	Arab Language, Media and Politics in the Middle East
POLI 488	Politics and Government of Contemporary Latin America
POLI 496	Topics in Latin American Politics and Culture
RELG 320	Introduction to Buddhism
RELG 322	Introduction to Islam

5. Occupational Context (Choose 1)   3

CBAD 371	Management and Organizations
POLI 370	Introduction to Public Administration
POLI 371	Public Policy
POLI 376	The Bureaucracy
POLI 495	Internship in Political Science
PSYC 470	Industrial/Organizational Psychology

6. Capstone   3

| POLI 494*** | Intelligence and National Security Studies Capstone |

Total Credits Required: 45-54

Core Curriculum: 34-38
UNIV 110:   3
Electives: 25-38

Total: 120 Hours

Notes:
*   *   *Course may be taken as a part of the core curriculum.*
*   **   *New course that has been approved within the university but not yet added to the catalog.*
*   ***   *New course that is currently under review in the university process.*

<u>* This concludes all proposals for the Order of Business.*</u>

Consent Calendar Proposals

Form A – Changes in, restoration of, or removal of an undergraduate course

College of Business – Department of Management/Decision Sciences

CBAD 364   Production/Operations Management
Requested changes: Change in prerequisites from: CBAD 350, CBAD 371, CBAD 363 **to:** A grade of C or better in CBAD 292 and CBAD 301, and CBAD 350 CBAD 363 **Change in co-requisites from:** None **to:** CBAD 350, CBAD 363 **Change of course title from:** Production/Operations Management **to:** Operations Management **Current crosslisting:** Resort Operations Management/RTMA 475 **Proposed catalog description:** Operations Management. (3) (= RTMA 475) (Prereq: A grade of C or better in CBAD 292 and CBAD 301. Co- or pre-requisites: CBAD 350, CBAD 363). An introduction to the design, operation, and improvement of service, manufacturing, and distribution processes. The integration of operations management with other organizational functions to achieve strategic goals is discussed throughout the course. F, S. **Justification:** Justification for request (for example: industry trends of socio-cultural trends, demands from students, accrediting needs, etc.): The title and course description changes are supported by the application of operations management theory and principles to process improvement in service, manufacturing, and the inclusion of distribution systems. The course title change eliminates any perception that the course focuses only manufacturing industries. **Impact on existing academic programs:** None. **Semesters offered:** All **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 and Fine Arts – Department of Theatre

THEA 130   Principles of Dramatic Analysis
Proposed changes: Enter course into the Core **Proposed catalog description:** THEA 130. Principles of Dramatic Analysis (3) This course is designed to cultivate students understanding of contemporary cultural/literary theories, critical evaluation, analysis, and interpretation of dramatic literature and performance. The class emphasizes traditional and non-traditional canons of dramatic literature, traditional structures and forms of drama and cultural arguments within their literary, historical and philosophical contexts. **Justification:** THEA 130 - Principles of Dramatic Analysis has been offered for many years as the first class taken by all theatre majors. Over the years, we have had students from across campus in various majors take the course and offer positive feedback. The core goal focuses on students gaining the ability to recognize interpret and evaluate humanistic thought and expression from a variety of viewpoints. Speaking strictly from my point of view, I cannot imagine a better way to do this than through theatrical literature. Placing students squarely into the dialogue creates the opportunity to "see" different vantage points. Traditionally the course has only been offered in the fall, but we would expand the offering to include the spring semester. **Impact on existing academic programs:** With adding one to two more sections of the class the department of theatre will need to offer fewer elective courses. We believe by doing that we will better serve the student body as a whole as well as make the core stronger. **Semesters offered:** Fall, 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 Humanities and Fine Arts – Department of World Languages and Cultures

SPAN 111   Introductory Spanish I-II (Intensive)
Proposed changes: Course change: Change in catalog description: Proposed catalog description: Introductory Spanish I - II (Intensive). (3) Fundamentals of the language through aural comprehension, speaking, reading, writing, with additional consideration of culture. Intensive review of first and second semester Spanish language course intended for students with two years of high school Spanish with an average of B or better, or by placement. SPAN 111 and SPAN 130 must be taken in sequence and completed with appropriate grades to fulfill Goal 5-A of the Core Curriculum. **Justification:** This new course description will avoid student and advisor confusion. Only SPAN 111 and SPAN 130 are a valid sequence for Core Goal 5-A. SPAN 110 & SPAN 111 or SPAN 111 & SPAN 120 are not valid sequences. **Impact on existing academic programs:** None **Semesters offered:** Fall, Spring **Date change is to be effective:** ASAP
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February 2012 meeting.

Form B – Proposal for changes in an undergraduate program

College of Business – Department of Accounting/Finance/Economics

BSBA Accounting
Proposed changes: Change in number of credits from: 27 **to:** 24 **Change in required courses from:** 9 **to:** 8 **Removal of courses from program:** CBAD 483 **Addition of courses to program:** CBAD 434, FIN 401, FIN 404, FIN 421, FIN 491 **Proposed catalog description:**
V. MAJOR REQUIREMENTS (24 Credits)
A minimum grade of C is required in major requirements.
CBAD 330 Intermediate Accounting I 3
CBAD 331 Intermediate Accounting II 3
CBAD 333 Cost Accounting 3
CPA Concentration (15 Credits)
CBAD 332 Intermediate Accounting III 3
CBAD 345 Commercial Law 3
CBAD 437 Auditing Theory 3
CBAD 439 Income Taxation for Business Entities 3
CBAD 440 Individual Income Taxation 3
OR
CMA Concentration (15 Credits)
CBAD 434 Controllership 3
FIN 401 Corporate Finance 3
FIN 404 Business and Financial Analysis 3
FIN 421 Multinational Business Finance 3
FIN 491 Advanced Corporate Finance 3
Justification: Reinstatement of a deleted concentration **Impact on existing academic programs:** This concentration has been offered for many years and will not have any new impact on existing academic programs. **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

BSBA (CBAD 373)
Proposed changes: Addition of courses to program: CBAD 373 **Justification:** Assessment data suggest that a class like this is needed. For example, we use a nationally validated test called ETS to test how well our students have mastered business knowledge in content areas including accounting, economics, finance, management, and marketing. For the last three years, business majors as a whole have scored in the 35th-55th percentile in accounting, the 40-65th percentile in finance, and the 35th-60th percentile in economics (note that accounting, finance, and economics majors do well in their respective areas, but other majors do sufficiently poorly to drag down our percentile rank). As our goal is to reach the 75th percentile in these areas, we feel it is necessary to take steps by changing our curriculum to achieve this goal. This course will help us improve our degree in various ways. First, this course will integrate concepts from other courses, assisting the COB in meeting critical thinking and problem solving goals. The course will also allow us to improve retention of basic business knowledge. As seen above, non-accounting and finance majors need a course where they can apply concepts in these areas for greater understanding. This course will also focus on oral and written communication goals. A transition and integration course will provide a fuller, more enriching experience for the student as they will increase their understanding about how the different functional areas relate in the running of a business. **Impact on existing academic programs:** This course will assist the College of Business in improving our curriculum, with a view toward student learning and preparedness, and 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 373 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. **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.

BS Business Administration
Committee action: This proposal was removed from the consent calendar at the request of the College of Business.

BSBA
Committee action: This proposal was removed from the consent calendar at the request of the College of Business.

College of Business – Department of Marketing/Resort Tourism Management

Resort Tourism Management Degree
Proposed changes: Removal of courses from program: RTMA 467 - Real Estate Finance and Investment **Addition of courses to program:** RTMA 387 - Conventions and Event Management

Other: Change the number of electives within the major from one to two (3 to 6 credit hours). Change RTMA 467 to an elective course within the major and add RTMA 387 as a new elective within the major. **Proposed catalog description:**
RESORT TOURISM MANAGEMENT MAJOR

Degree: Bachelor of Science in Business Administration

Resort Tourism Management (RTM) students develop the skills necessary for managing hospitality or tourism service organizations in resort destination areas. The curriculum is designed to focus on the unique characteristics of the business environment in a resort destination (such as South Carolina's Grand Strand). Such destinations are usually in relatively remote locations with seasonal demand. These characteristics create unique operational, marketing, and financial challenges. Consequently, the Resort Tourism Management curriculum includes internships and specialized coursework in the areas of resort operations management, managing service quality, and resort planning, which complement the business core curriculum.

RESORT TOURISM MANAGEMENT MAJOR (120 Credits)

I. CORE CURRICULUM (34-41) 34-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)
Minimum grade of C is required.

UNIV 110 The First-Year Experience 3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (9-12 Credits)*

Minimum grade of C is required in all foundation courses.
CSCI 110 Enterprise Business Applications 3
ENGL 390* Business and Professional Communication 3
MATH 132*+ Calculus for Business and Social Science 3
PHIL 318 Business Ethics 3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.
+ A C or better is required in MATH 130 College Algebra or MATH 130I Intensive Study or placement test.

IV. BUSINESS CORE REQUIREMENTS (36-39 Credits)*
Minimum grade of C is required in all business core courses.
Lower Level Business Core (15-18 credits)

CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II 6
CBAD 291* Business Statistics and CBAD 292 Decision Analysis 6
ECON 201 Macroeconomics and ECON 202 Microeconomics 6
Upper Level Business Core (21 credits)

CBAD 344 Legal Environment of Business 3
CBAD 350 Marketing 3
CBAD 363 Business Finance 3
CBAD 371 Management and Organizations 3
RTMA 393 Management Information Systems 3
RTMA 475 Resort Operations Management 3
CBAD 478 Strategic Management 3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

V. MAJOR REQUIREMENTS (21 Credits)
Minimum grade of C is required in major requirements.

RTMA 101 Introduction to Resort Tourism Management 3
RTMA 180 Guest Services I (= PGMP 180) 1
RTMA 280 Guest Services II (= PGMP 280) 1
RTMA 282 Survey of Food & Beverage Management (= PGMP 282) 3
RTMA 474 Quality Process Management (= CBAD 474) 3
RTMA 480 Resort Management Training (= PGMP 380) 3
RTMA 490 Seminar in Resort Tourism Planning (= CBAD 490) 3

Choose two from the following: (6 Credits) 6
RTMA 385 Current Issues in Resort Tourism (3)
RTMA 386 Applied Tourism Research (3)
RTMA 387 Conventions and Event Management (3)
RTMA 467 Real Estate Finance and Investments (3)
ECON 330 Economics of Tourism (3)

VI. ELECTIVES (4-17 Credits) 4-17

TOTAL CREDITS REQUIRED 120
Justification: Only a small portion of RTM majors plan to pursue careers in the real estate development area of the industry; however, many students have expressed an interest in a potential career in the convention, meetings, and event planning area. Consequently, the revised curriculum will allow students to tailor their program based upon their individual career goals. **Impact on existing academic programs:** None **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 and Fine Arts – Department of Communication

BA Communication
Committee action: This proposal was denied. Concentration clarification requirement requested.

College of Science – Department of Computer Science and Information Systems

BS Information Systems
Proposed changes: Removal of courses from program: Remove the following from foundation requirements:
Choose one from the following: (3 Credits) 3
HPRO 121* Personal and Community Health (3)
PSYC 101* General Psychology (3)
SOC 101* Introductory Sociology (3)
Addition of courses to program: Add the following from foundation requirements:
Choose one from the following: (4 Credits) 4
BIOL 121/121L Introductory Biology I/Laboratory (4)
CHEM 111/111L General Chemistry/Laboratory (4)
GEOL 111/111L Physical Geology/Laboratory (4)
MSCI 111/111L Introduction to Marine Science/Laboratory (4)
PHYS 211/211L Essentials of Physics I/Laboratory (4)
Catalog description:
III. FOUNDATION COURSES (50-64 Credits)*
BINF 101/101L Introduction to Bioinformatics/Laboratory 4
CBAD 201 Financial / Managerial Accounting I 3
CBAD 202 Financial / Managerial Accounting II 3
CBAD 291 Business Statistics 3
CBAD 350 Marketing 3
CBAD 371 Management and Organizations 3
CBAD 393 or RTMA 393 Management Information Systems 3
CSCI 130*/130L Introduction to Computer Science/Laboratory 4
CSCI 140/140L Introduction to Algorithmic Design I/Laboratory 4
CSCI 150/150L Introduction to Algorithmic Design II/Laboratory 4
CSCI 170 Ethics in Computer Science 1
CSCI 203 Introduction to Web Application Development 3
CSCI 225 Introduction to Relational Database Design and SQL 3
ECON 101 Survey of Economics or ECON 201 Macroeconomics 3
ENGL 211* Introduction to Technical and Professional Writing 3
ENGL 390 Business and Professional Communication 3
MATH 160* Calculus I 4
MATH 174 Introduction to Discrete Mathematics 3
MATH 215 Introduction to Operations Research 3
Choose one from the following: (4 Credits) 4
BIOL 121*/121L* Introductory Biology I/Laboratory (4)
CHEM 111*/111L* General Chemistry/Laboratory (4)
GEOL 111*/111L* Physical Geology/Laboratory (4)
MSCI 111*/111L* Introduction to Marine Science/Laboratory (4)
PHYS 211*/211L* Essentials of Physics I/Laboratory (4)

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

Justification: When the new major was created, these foundation requirements were incorrectly left in/out. **Impact on existing academic programs:** None **Date change is to be effective:** Spring 2012

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

BS Information Systems

Proposed revisions: Removal of courses from program: Remove CSCI 385, 409, and 415 as required courses. (Note: CSCI 425 was removed as a required course and replaced with an elective spot but does not yet show in the 2011-12 catalog) **Addition of courses to program:** Require 9 hours of 3xx-level or above CSCI courses. (Note: CSCI 425 was removed as a required course and replaced with an elective spot but does not yet show in the 2011-12 catalog). So with that change, we are requiring 12 hours of CSCI 3xx-level or above electives, instead of requiring CSCI 385, 409, 415, and 425. **Proposed catalog description:**
 Choose four CSCI courses numbered   300 or higher (except CSCI 399 Independent Study or CSCI 497 Computer Science Internship) .... 12 **Justification:** Our field changes rapidly, requiring ongoing assessment and modification to our program. In order to be able to offer exciting new courses, we need to free up some elective spots. We kept all the courses recommended by ACM/AIS or required by ABET as required courses. The students will be able to put together a group of four elective courses that are the most interesting and useful for their career or graduate school aspirations. **Impact on existing academic programs:** This change allows the IS department to offer new and exciting electives. **Date change is to be effective:** Spring 2012

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 Health Promotion

BSN Completion Program
Proposed changes: Proposed catalog description:
NURSING (COMPLETION PROGRAM) Degree: Bachelor of Science
MISSION STATEMENT
The Bachelor of Science in nursing completion program is committed to advancing the education of registered nurses to meet the growing health care needs in the community, state, nation and the world. In recognition of the value of a comprehensive baccalaureate nursing education and sound liberal arts foundation, our mission is to prepare graduates who can provide evidence-based comprehensive nursing care that is scientific based, caring and respectful of diverse individual needs.
Students completing this degree are prepared to implement roles in today's health care environment that require commitment to evidence-based practice, professionalism and **Coastal Carolina University 2011-2012 Undergraduate Catalog (**248) professional ethics, health promotion and disease prevention for individuals and population, leadership skills and knowledge that utilize health information technology, communication and collaboration to promote patient safety and quality care. To this end, the faculty embraces quality teaching and engaged learning opportunities in the classroom, faculty-student mentoring, and multiple collaborative learning opportunities throughout the program.
The curriculum of the Bachelor of Science in Nursing completion program is derived from this mission and the American Association of Colleges of Nursing (AACN) *Essentials of*

Baccalaureate Nursing for Professional Nursing Practice (2008), the American Nurses Association (ANA) *Scope and Standards of Practice* and the National League for Nursing Accrediting Commission (NLNAC) Standards for Baccalaureate Nursing Education (2008).

PROGRAM OBJECTIVES

Building on the acute care clinical knowledge and experience received in Associate Degree and Diploma Nursing programs, the following program objectives and outcomes were developed for this program.

The Bachelor of Science in nursing completion program will:

1. Prepare graduates who consistently apply professional standards, ethics, and values in their nursing practice.

2. Prepare graduates to assess, design and implement health promotion and disease prevention nursing programs for diverse individuals, groups and communities.

3. Prepare graduates to evaluate nursing research and apply the results to evidenced-based nursing practice.

4. Prepare graduates with the intellectual skills and competencies to provide leadership on health care management teams that promote patient safety and quality care in health care institutions and community settings.

5. Prepare graduates to take a leadership role in the profession of nursing and in health care issues in the state and nation.

6. Prepare graduates for advanced nursing education programs.

STUDENT LEARNING OUTCOMES

Upon completion of this program, the students will be able to:

1. Synthesize knowledge from the Core Curriculum, Foundation courses and the Nursing courses and apply to the provision of theoretical, ethical, evidence-based professional nursing practice.

2. Implement a complete health assessment for diverse individuals, families, groups and communities that focus on health promotion and disease prevention.

3. Design, plan, implement and evaluate a program for diverse client populations that reflects analysis of assessment data, strategies for health promotion, risk reduction and disease prevention/restoration/rehabilitation.

4. Apply critical thinking and complex communication skills when making judgments, when engaging in creative problem solving and when making decisions that ensures achievement of desired outcomes when leading a professional nursing group/department/practice.

5. Synthesize knowledge from global, social, economic, epidemiologic and political systems to understand and lead change in health care delivery systems in the community, state, and the nation.

6. Analyze research findings and apply them when making decisions, resolving problems, and evaluating outcomes in evidenced based professional nursing practice.

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ADMISSION REQUIREMENTS

The admission requirements for this program are:

1. Active South Carolina, North Carolina or Georgia Nursing License;

2. Graduation from an accredited nursing program with **C or better** in all courses;

3. Completion of all but three core curriculum and foundation courses;

4. Current CPR certification;

5. Clean SLED check;

6. All immunization required by the clinical agency.

POLICIES AND REQUIREMENTS

Students must earn a grade of **C or better** in each course used to satisfy Foundation course requirements and Major requirements course requirements. All students will be required to complete a practicum with a nurse in their community while taking Community Health Nursing and while taking Leadership/Management Nursing.

NURSING (COMPLETION PROGRAM) (120 Credits)

I. CORE CURRICULUM (34-41 Credits) 34-41

II. FOUNDATION COURSES (14 Credits)

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

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

HPRO 404 Nutrition 3

PSYC 302 Developmental Psychology 3

*These courses may also meet core curriculum requirements

III. MAJOR REQUIREMENTS (60-65 Credits)

Nursing courses transferred from Technical and Diploma programs 30-35

NUR 301 Transition to Professional Nursing 3

NUR 305/NUR 305L Health Assessment/Laboratory .... 5 (6)*

NUR 408 Primary Nursing Across the Life Span 3

NUR 410/NUR 410P Community Health Nursing/Practicum .... 5 (6)*

NUR 420/NUR 420P Nursing Leadership and Management/Practicum .... 5 (6)*

NUR 424 Nursing Research 3

NUR 430 Health Care Systems Policies and Policy 3

NUR Elective 3

( )* contact hours

IV. ELECTIVES (0-12 Credits) 0-12

TOTAL CREDITS REQUIRED ....

Justification: Clarification of requirements **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.

BSN Completion Program

Proposed changes: Addition of courses to program: Course prefix and number

BIO 330 Microbiology, BIO 330L Microbiology Lab, STAT 201 Elementary Statistics, STAT 201L Elementary Statistics **Other:** BIOL 330/330L is a recommendation from the National League for Nursing Accrediting Commission. Most nurses already have a Microbiology course when they apply to the BSN completion program. STAT 201/201L is a prerequisite for NUR 424 **Justification:** None given **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.

Form E – Proposal for a minor change in or removal of multiple undergraduate courses

College of Business –Department of Accounting/Finance/Economics

CBAD 467   Real Estate Finance and Investment
Proposed changes: FIN 462

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

This concludes all proposals for the Consent Calendar.