

Academic Affairs Committee Meeting
Tuesday, November 8, 2011
10 a.m., EHFA 164

Attendees:

| | |
|------------------------------------|-----------------------------------|
| Jim Solazzo, Chair, Science | Dan Lawless, University Registrar |
| Nancy Ratcliff, Education | Sandra Nelson, Education |
| Brandon Palmer, Humanities | John Beard, Provost Office |
| Cathy Goodwin, Kimbel Library | Brent Lewis, Science |
| Brianne Parker, University College | Min Ye, Humanities |
| Michael Collins, Business | Judy Vogt, Admissions |

Absent:

Dmitriy Nesterkin, Business

Guests:

| | |
|-----------------------------------|-------------------------------|
| Nelljean Rice, University College | Holley Tankersley, Humanities |
| Deborah Vrooman, Science | Michael Latta, Business |
| Barbara Ritter, Business | Crystal Edge, Science |

A. Call to Order


1. Approval of meeting minutes for October 2011.

B. Chair Report

1. None given.

C. New Business

1. Presentation by Dr. Rice (Dean of University College)

 Presentation was given by Brianne Parker, Director, Learning Assistance Centers. Brianne distributed a handout which gave a brief overview of University College's Assessment and Continuous Improvement for 2010-2011.

2. New Business – Form C Proposal for a new undergraduate course

i. Business

a. 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

Co-requisite(s): None **Course restrictions:** For Accounting and Finance Majors. This course is required for a major. **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. **Justification:** The course will serve as to alleviate 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 denied.

b. Department of Management/Decision Sciences

CBAD 373 Business Integration and Application
Proposal for a new undergraduate course
This proposal was removed from the agenda.

ii. Fine Arts

a. Department of Visual Arts

ARTS 440 Pre-Professional Studio
Proposal for a new undergraduate course
Number of credits: 3 **Prerequisites:** Permission of Instructor **Co-requisites:** None. **Cross listing course with:** ARTD 440 Pre-Professional Studio. **Course restrictions:** This course may be used as an elective or cognate. Interested students must meet the pre-requisites, submit an applicable portfolio and go through an interview process before being accepted into the course. **Proposed Catalog Description:** ARTS 440 Pre-professional Studio (3) A pre-professional studio course providing graphic design and photography services to small businesses, non-profit organizations, and departments throughout the University. Students will gain first hand, real-world experiences through client driven projects. Participants will also learn facets of the business including maintaining client relationships, budgeting, time management, design and development, implementation and final production. **Justification:** The objective of this course is for students to gain first hand, real-world experience through client driven projects. In this course, students will learn facets of the business including maintaining client relationships, budgeting, time management, design and development, implementation, and final production. **Impact on existing academic programs:** This course fills the need for training students to function in a professional studio environment. It also allows for both photography and graphic design students to collaborate on professional projects. The impact will be minor due to the addition of a new photography professor. **Method of**

Delivery: Classroom **Semesters offered:** Fall/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 December 2011 meeting.

ARTD 440 Pre-Professional Studio

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** Permission of Instructor

Co-requisite(s): **Cross listing course with:** ARTS 440: Pre-Professional Studio

Course Restrictions: This course may be used as an elective or cognate course. Interested students must have the permission of the instructor, submit an applicable portfolio and go through an interview process before being accepted into the course. **Proposed Catalog**

Description: ARTD 440 Pre-professional Studio (3) A pre-professional studio course providing graphic design and photography services to small businesses, non-profit organizations, and departments throughout the University. Students will gain first hand, real-world experiences through client driven projects. Participants will also learn facets of the business including maintaining client relationships, budgeting, time management, design and development, implementation and final production.

Justification: The objective of this course is for students to gain first hand, real-world experience through client driven projects. In this course, students will learn facets of the business including maintaining client relationships, budgeting, time management, design and development, implementation, and final production. **Impact on existing academic programs:** This course fills the need for training students to function in a professional studio environment. It also allows for both photography and graphic design students to collaborate on professional projects. The impact will be minimal due to Paul Olsen (our former department chair) returning to the faculty. **Method of Delivery:** Classroom

Semesters offered: Fall/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 December 2011 meeting.

b. Department of Communication

COMM 411 Health and the Media

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** COMM 311 **Co-requisite(s):** None

Course Restrictions: None. This course may be used as an Elective

Proposed Catalog Description: Health and the Media. (3) (Prereq: COMM 311) This course emphasizes media-based health messages, focusing specifically on messages depicted in television dramas, films/movies, news, and the Internet.

The course focuses on health communication campaigns, as well as the application of health communication theory and strategy to campaign messages in order to maximize message effectiveness. This course is intended for a future health care professional, health communication professional, or health care consumer. **Justification:** Health and healthcare have become both national and local priorities, thereby increasing the demand for the health communication

major/specialization. The goal of health communication is to prevent health problems and reduce the burden of disease. Major funding agencies, including the National Institutes of Health and the Centers for Disease Control, have recognized this importance of health communication. Requests for funding are often rejected if there is not a health communication specialist on the research team because health communication plays such an important role in the development of preventive messages. The Communication Department has successfully filled at least four sections of Health Communication each semester. In fact, these courses are often overenrolled. Because demand is so high, health communication courses are also offered in the Summer sessions. This suggests that students have continued interest in Health Communication and recognize the potential of studying Health Communication in helping them acquire jobs upon graduation. Ultimately, this course prepares students to critically evaluate currently used campaign messages, to use theory and strategy to develop new campaign messages and to be able to apply this knowledge when working for local, regional, and even national nonprofit or for profit health industries and organizations. **Impact on existing academic programs:** The Department of Communication has developed four new concentrations within the major. One of these concentrations is Health Communication. This course is one of the requirements for the new concentration. In addition, faculty and resources have already been put in place for the development and teaching of this course. In addition to myself and Amy Edmunds (Instructor), we also recently hired Kyle Holody, Assistant Professor, to teach Health Communication courses. Thus, the addition of this course was anticipated last year and was part of the justification for hiring an additional assistant professor. **Method of Delivery:** Classroom **Date change is to be effective:** Spring 2012 **Semesters offered:** Every semester **Committee Action:** Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

COMM 412 Interpersonal Health Communication

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** COMM 311 **Co-requisite(s):**

None **Course Restrictions:** None. This course may be used as an elective or cognate course. **Proposed Catalog Description:** Interpersonal Health

Communication. (3) (Prereq: COMM 311) This course explores the interpersonal contexts of health communication, including patient-provider communication, social support, communication in illness, family communication about health, interpersonal communication and technology, and everyday talk about health. It is appropriate for the future health care professional, health communication student, or health care consumer. **Justification:** Effective communication in interpersonal relationships, including communication between patients and providers, has been linked to improved health outcomes. In recent years, many top medical schools have altered their curriculums to include courses in interpersonal communication skills. Effective communication in the health setting can help prevent health problems and reduce the burden of disease. The Communication Department has successfully filled at least four sections of Health Communication each semester. In fact, these courses are often

overenrolled. Because demand is so high, they are also offered in the Summer sessions. This suggests that students have continued interest in Health Communication and recognize the potential of studying Health Communication in helping them acquire jobs upon graduation. Ultimately, this course prepares students to appreciate the demands for effective communication interactions between health care providers, patients, and family members of patients, identify the issues and problems both patients and the health care providers are challenged with in a modern system of health care delivery, and recognize strategies one can employ to achieve health care goals and communicate effectively in healthcare situations. **Impact on existing academic programs:** The Department of Communication has developed four new concentrations within the major. One of these concentrations is Health Communication. This course is one of the requirements for this new concentrations. In addition, faculty and resources have already been put in place for the development and teaching of this course. In addition to myself and Amy Edmunds (Instructor), we also recently hired Kyle Holody, Assistant Professor, to teach Health Communication courses. The addition of this course was anticipated by the Communication Department last year and was part of the justification for hiring an additional assistant professor. **Method of Delivery:** Classroom **Semesters offered:** Every semester **Date change is to be effective:** Spring 2012
Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

iii. Humanities

a. Department of History

ANTH 427 African Prehistory

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** none **Co-requisite(s):**

none **Course Restrictions:** none. This course may be used as an elective or cognate. **Proposed Catalog Description:** ANTH 427 African Prehistory (3). This course provides an introduction to the prehistory of Africa spanning the earliest emergence of humans until the period of early European contact. Among other topics, we will explore the rise and fall of some of the great African civilizations using an examination of material artifacts. This course takes a chronological approach, beginning with the archaeological evidence of our hominin ancestors, and will examine a range of case studies and archaeological examples. Topics covered may include subsistence and settlement, technology, exchange, social complexity, and culture contact. **Justification:** This course provides an upper-level elective and cognate for students intending to minor in Anthropology, as well as for students in other disciplines. It will complement other courses in politics, history, and world cultures by providing a background to African prehistory. **Impact on existing academic programs:** none **Method of Delivery:** Classroom **Date change is to be effective:** Spring 2012 **Semesters offered:** Spring, Fall

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

ANTH 495 Internship in Anthropology

Proposal for a new undergraduate course

Number of Credits: 1-12 **Prerequisite(s):** Permission of instructor, 90 cr hours; 2.5 GPA, 12 hours of Anthropology courses **Co-requisite(s):** none. This course may be used as an elective or cognate course. **Proposed Catalog Description:** ANTH 495 (1-12). Internship in Anthropology. (Prereq: permission of instructor, 90 credit hours, 2.5 GPA, 12 hours of Anthropology courses) Internship opportunities across a wide range of institutions, agencies, organizations and businesses are available to students. **Course Restrictions:** Students must have completed 90 hours of collegiate credit, maintain a GPA of 2.5 or better, and have completed 12 hours of anthropology course credits. **Justification:** Internships offer students the opportunity to undertake anthropological work in a 'real world' setting, providing them with experience to carry forward in a graduate school or work environment. **Impact on existing academic programs:** This course will enhance the proposed Minor in Anthropology by providing students with the kind of comparable courses available in other fields. **Method of Delivery:** The internship course is supervised by the instructor in coordination with the Internship Site Supervisor and the Career Services Internship Coordinator, but is offsite. **Semesters offered:** Fall/Summer/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 December 2011 meeting.

b. Department of English

ENGL 209 Blue Ridge to Blue Sea: Cultures of the
American South

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** Engl 101 **Co-requisite(s):** None **Course Restrictions:** None. This course may be used as an elective. **Proposed Catalog Description:** ENGL 209 Blue Ridge to Blue Sea: Cultures of the American South (3) (Prereq: ENGL 101). This course will immerse students in diverse perspectives on the American South by investigating the ways in which the multifaceted cultural spaces and histories from "Blue Ridge" to "Blue Sea" are reflected in literature and other media. **Justification:** This course will be offered to both majors and non-majors, and responds to new initiatives for integrating experiential learning into the curriculum. The course will be submitted for consideration as an experiential learning course that meets the objectives of the Coastal Carolina University Quality Enhancement Plan. **Impact on existing academic programs:** None **Method of Delivery:** Classroom, Other; This class will have an experiential component that will involve periodic travel to locations in North and South Carolina. **Semesters offered:** Fall and Spring (alternating) **Date change is to be effective:** Fall 2012 **Committee Action:** Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

c. Department of World Languages and Cultures

FREN 334 French History and Culture in Literature in Translation

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** ENGL 101 and 102 and a 200

English elective **Co-requisite(s):** None. **Course restrictions:** None. This

course may be used as an elective or cognate course. **Proposed Catalog**

Description: FREN 334 French History and Culture in Literature in Translation.

(3)(Prereq: ENGL 101, ENGL 102, and one 200 level ENGL elective) Students will

read and explore selected English translations of French literature works from

the Middle Ages to the Modern Era. The course will include discussion and

historical and social analysis of a variety of texts, including prose, drama, and

poetry. Work for the class includes reading assignments, critical essays, and

comparative studies of the works read. **Justification:** Course draws on Dept. of

World Languages and Cultures faculty expertise of French culture, history, and

society. Interdisciplinary study of French culture open to the whole campus by

removing language barriers. Will fit into upcoming project: Francophone and

French Studies Minor. Students have shown interest in such interdisciplinary

courses. Impact on existing academic programs: More offerings in French

culture, history and society. Class has already been offered once. **Method of**

Delivery: Classroom **Semesters offered:** Spring **Date change is to be effective:**

Fall 2011

Committee Action: Proposal was denied. Question regarding participation grade

in syllabus. Syllabus states that for a grade of "Outstanding" a student must

'speak mostly in French in class'. However, prerequisite is not required in

French. Question will be brought to the Department Chair and proposal will be

placed on the December 2011 agenda for further review.

iv. Science

a. Department of Computer Science and Information Systems

CSCI 135 Introduction to Programming

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** None **Co-requisite(s):** None

Course Restrictions: None. This course is required for a minor.

Proposed Catalog Description: This course covers the basics of structured programming

using a web centric programming language. Topics include principles of input, process,

and output; principles of structured programming, including data storage, conditional

statements, and repetition; basic concepts of data validation and security; and

development of computer programs to solve real-world problems. **Justification:**

This course will teach those getting a minor in Web Application Development how to do

basic programming. The course will use a web centric language so the students will be

familiar with web programming when they take the next course, which is Intro to Web

Application Development. **Impact on existing academic programs:** None. **Method of**

Delivery: Classroom, Distance Learning **Semesters offered:** Spring **Date change is to be**

effective: Fall 2011

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CSCI 255 Topics in Web Development

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** Grade of C or better in both CSCI 120 and CSCI 135, or permission of instructor **Co-requisite(s):** None **Course Restrictions:**

None. This course is required for a minor. **Proposed Catalog Description:**

This course focuses on the use of middleware (PHP) for development of dynamic web application development. The primary focus is on web-based database management system interaction for data collection, data management and data retrieval. The course also provides an introduction to ecommerce. F, S, Su. **Justification:** This course will teach those getting a minor in Web Application Development how to develop database-driven web applications. This course and minor provide students with a very marketable skill in today's job market. **Impact on existing academic programs:** None. **Method of Delivery:** Classroom, Distance Learning **Semesters offered:** F, S, SU **Date change is to be effective:** Spring 2012

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CSCI 365 Advanced Topics in Web Development

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** Grade of C or better in either CSCI 255 or CSCI 203, or permission of instructor **Co-requisite(s):** None **Course Restrictions:** None. This course is required for a minor and may also be used as an elective. **Proposed Catalog Description:** This course focuses on advanced topics in web development including SEO (Search Engine Optimization), web analytics, social media and e-marketing, writing scannable text for presenting web-based content, and creating website graphics.

Justification: This course will teach those getting a minor in Web Application Development how to develop more effective web applications. This course and minor provide students with a very marketable skill in today's job market. **Impact on existing academic programs:** This course would provide another elective for Information Systems majors. **Method of Delivery:** Classroom, Distance Learning **Semesters offered:** F, S, SU **Date change is to be effective:** Spring 2012

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CSCI 375 Introduction to Multimedia Applications

Proposal for a new undergraduate course

Number of Credits: 3 **Prerequisite(s):** Grade of C or better in both CSCI 120 and CSCI 135, or Grade of C or better in CSCI 203 **Co-requisite(s):** None **Course Restrictions:** None. This course is required for a minor and may also be used as an elective.

Proposed Catalog Description: Concepts of multimedia applications are introduced with a focus on multimedia representation, processing, storage, and implementation. Topic areas include audio, image, video, animation, compression technologies, and standards. Tools and techniques for appropriate design and implementation of multimedia applications will be explored. **Justification:** This course will teach how to work with

multimedia files and applications and incorporate them into web applications. This course and minor provide students with a very marketable skill in today's job market.

Impact on existing academic programs: This course also provides another elective for Information Systems students. **Method of Delivery:** Classroom, Distance Learning

Semesters offered: 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 December 2011 meeting.

3. Form D - Proposal for a new undergraduate program

a. Department of Computer Science and Information Systems

Web Application Development Minor

Proposal for a new undergraduate program

Title of Proposed Program and Degree: Web Application Development Minor

Type: Minor **Catalog Description:** The purpose of the minor in Web Application Development is to give students programming-level training in the technology needed to present Web-based information and reports relevant to topics in their major. This program focuses on creating dynamic webpages using modern programming technologies. This minor will be 18 credit hours, including the following courses: CSCI 101, CSCI 120, CSCI 135, CSCI 255, CSCI 365, CSCI 375 **Use of Technology:** This program will be delivered via traditional classroom and by distance learning. **Date change is to be effective:** Spring 2012

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

4. Discussion about the description of the Academic Affairs in the Faculty Handbook.

Jim Solazzo mentioned briefly that a proposal will be brought forward for revisions to the descriptions concerning Minors in the University Catalog. Also, April will be the last month to submit proposals to the Academic Affairs Committee. A formal announcement will be sent out to the University shortly.

5. Consent Calendar

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

i. Department of Music

MUS 357 American Popular Music

Proposal for changes in an undergraduate course

Proposed Changes: Change in Prerequisites and Course Number **Prerequisite(s): From:** MUS 110 **To:** none **Course Number: From:** MUS 357 **To:** MUS 257 **Current Course**

Description: MUS 357 American Popular Music (3). (Pre-req: MUS 110 or its equivalent) A survey of American Popular Music from the 19th Century to the present. This music is explored regarding its musical characteristics, its relationship to the European classical tradition, and where appropriate, its role as social commentary. **Proposed Description:**

MUS 257 American Popular Music (3). A survey of American Popular Music from the 19th Century to the present. This music is explored regarding its musical characteristics, its relationship to the European classical tradition, and where appropriate, its role as social commentary. **Justification:** The Department of Music is seeking to broaden its core offerings to give students a choice of ways to study music as part of the core curriculum. We are taking an existing course, removing the prerequisite, and offering it for Section 8A of the Core. We believe that this can be modified with little new material, since the prerequisite has been helpful, but not required as the course has been taught thus far. Instructor can include a few classes reviewing basic musical materials in lieu of this prerequisite. We feel that offering a course outside the Western Art Tradition can give a fresh perspective on creative expression, and is a valid area of inquiry. In our initial submission, we were asked by the Core Curriculum Committee to revise the Student Learning Outcomes to integrate those of the core, and the attached syllabus reflects those revisions. **Impact on existing academic programs:** If approved, this course will probably substitute for a section or two of MUS 110 in the fall, and possibly if demand requires, in the spring as well. We plan to continue to offer MUS 110 as well, but not as many sections. **Semesters offered:** Fall **Date change is to be effective:** Fall 2011

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

MUS 358 Jazz and the American Experience

Proposal for changes in an undergraduate course

Proposed Changes: Change in course number **Course Number: From:** MUS 358

To: MUS 258 **Current Course Description:** MUS 358 - Jazz and the American Experience

(3) This course explores the development of jazz music in the 20th century and its relationship to the American experience. Students will develop an understanding and appreciation of the art of jazz, learn to recognize various styles of this music, and become aware of the significance of innovative figures such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and others. Students in this class will make connections between jazz itself and the culture that gave birth to and shaped this unique American art form. **Proposed Description:** MUS 258 - Jazz and the American Experience (3) This course explores the development of jazz music in the 20th century and its relationship to the American experience. Students will develop an understanding and appreciation of the art of jazz, learn to recognize various styles of this music, and become aware of the significance of innovative figures such as Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and others. Students in this class will make connections between jazz itself and the culture that gave birth to and shaped this unique American art form. **Justification:** The Department of Music is seeking to broaden its core offerings. Like its related course MUS 357, this course will be an alternative to the Western Art Music approach to Creative Expression, and will give students good choices according to both their interests and sound curricular practice. We feel that this existing course already meets the student learning outcomes expressed in Core 8A, and can be offered there with little or no modification. In our initial submission, we were asked by the Core Curriculum Committee to change the course number and revise the Student Learning Outcomes to integrate those of the core, and the attached syllabus reflects those revisions. **Impact on existing academic programs:** None--we may

substitute sections of MUS 258 in place of current MUS 110 sections, but we intend to keep offering both. **Semesters offered:** Spring **Date change is to be effective:** Fall 2011
Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

MUS 399 Independent Study

Proposal for changes in an undergraduate course

Proposed Changes: Number of Credits: From: 3 To: 1-3

Current Course Description: MUS 399 Independent Study. (3) For more information, see Academic Regulations. May be repeated for credits under different topics. **Proposed**

Description: MUS 399 Independent Study. (1-3) For more information, see Academic Regulations. May be repeated for credits under different topics. **Justification:**

As with many departments' 399 courses, the Department of Music wants the ability to approve a range of independent studies that may vary from one to three credit hours. Currently, all MUS 399 courses are worth 3 credit hours, and at times this overvalues the student's project and may make us reluctant to approve otherwise worthy projects.

Although the range of possible topics is vast, I am attaching a syllabus for a possible MUS 399 that could be offered for two credit hours, just as an example. **Impact on**

existing academic programs: None of the music degrees requires a MUS 399. When a 399 is used to substitute for a requirement, we will make sure that the number of credit hours aligns with the substituted course. **Semesters offered:** all **Date change is to be effective:** Spring 2012

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

ii. Department of Politics and Geography

POLI 503 American Political Thought

Proposal for changes in an undergraduate course

Proposed Changes: Course Number: From: POLI 503 To: POLI 406

Current Course Description: An analysis of the chief American political theories from the Colonial period to the end of the 19th century. **Proposed Description:** NA

Justification: The number change more accurately reflects the course's subject matter. This course is being taught at the undergraduate level. In prior years a 500-level course could be taught at the undergraduate level, but now 500 indicates a graduate level course. **Impact on existing academic programs:** NA **Semesters offered:** Fall 2012 (and every other Fall semester thereafter) **Date change is to be effective:** Spring 2012

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

iii. Department of Computer Science and Information Systems

CSCI 101 Introduction to the Internet and the World Wide Web

Proposal for changes in an undergraduate course

Proposed Changes: ENTER COURSE INTO THE CORE **Current Course Description:** NA

Proposed Description: NA **Justification:** HOW STUDENT LEARNING OUTCOMES CORRESPOND TO THE CORE GOALS for 1B 1. Demonstrate ability to comprehend and analyze language Students will read various articles and essays on the history, philosophies, and politics of the Internet and the World Wide Web, and discuss the content of these articles in class discussions. Students will be quizzed on their comprehension of reading assignments. 2. Demonstrate ability to express oneself clearly and effectively Students will develop a five-page website to display information on the

Internet. They must decide the text, information and graphics that go into the webpage, construct the website according to best practices of XHTML, and present text in Nielsen's scannable text format. The website will be evaluated on best practices for website design, which address clarity and effectiveness. The websites will be evaluated against a rubric of website design best practices, including such points as 1. Did they include the elements (pages) they were supposed to 2. Did they use the principles we taught (XHTML) 3. Do links, etc. work? 4. Is information expressed clearly and correctly? 5. Is information in scannable text format 3. Demonstrate ability to comprehend, analyze and critically evaluate information Students will study privacy issues related to the Internet and World Wide Web, analyze the facts including legal implications and technological underpinnings, and critically evaluate the issue to determine a potentially acceptable compromise or solution. Either research papers, web pages (ex. blog), oral presentations will be required. Each will be assessed based on a rubric of best practices. **Impact on existing academic programs:** Bringing CSCI 101, which is not a CS or IS major course, into the core would allow the course to be taught by adjuncts. This would free up CSCI faculty for more major courses, allowing them to enhance current offerings and potentially offer more major courses. The 101 course also provides a very useful and interesting core course opportunity for students interested in learning more about the technology now pervading every aspect of society. **Semesters offered:** F, S, SU **Date change is to be effective:** Spring 2012
Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

2. Form B – Proposal for Changes in an Academic Program

i. Department of Accounting/Finance/Economics

BSBA Accounting Emphasis

Proposal for changes in an undergraduate program

Proposed Changes for: Degree **Number of Credits: From: 27 To: 24 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**

Current Catalog Description:

V. MAJOR REQUIREMENTS (27 Credits) A minimum grade of C is required in major requirements. CPA Concentration (27 Credits)

| | |
|--|---|
| CBAD 330 Intermediate Accounting I | 3 |
| CBAD 331 Intermediate Accounting II | 3 |
| CBAD 332 Intermediate Accounting III | 3 |
| CBAD 333 Cost Accounting | 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 |
| CBAD 483 Current CPA Topics | 3 |

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 Controllershship | 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 denied. Proposal was removed from the Consent Calendar and was not discussed. This proposal was returned to the College of Business for clarity on program changes. Jim Solazzo, Chair, will contact department with the necessary and required changes.

CBAD 373 Business Integration and Application

Proposal for changes in an undergraduate program

Proposed Changes for: Degree **Proposed changes:** Addition of Courses to Program

CBAD 373: Business Integration and Application **Current catalog description:** NA

Proposed catalog description: NA **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 2013**

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the November 2011 meeting. At the request of the College of Business, this proposal will not be sent to Faculty Senate for the November 2011 meeting. Instead, it will be pulled while the College of Business makes other alterations to this program. It will be submitted, then, along with those changes.

CBAD 120 Introduction to the Global Culture of Business

Proposal for changes in an undergraduate program

Proposed Changes for: Degree **Addition of Courses to Program:** CBAD 120: Introduction to the Global Culture of Business **Current Catalog Description:** NA **Proposed Catalog Description:** NA **Justification:** 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 this regard, 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 suggest that 80% of our students are not proficient in critical thinking (T. Burns, 2009). In addition, according to the 2010-2011 assessment reports in Teal Online, data from the core curriculum suggest 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. 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. This course will assist the College of Business in improving and expanding our curriculum based on assessment data. If approved by the core curriculum committee, this course will fulfill Core Curriculum goal 5B. 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 students chose to take CBAD 120 to fulfill university core goal 5B, they will retain the 3 credits as general electives. **Date change is to be effective: Fall 2013**

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate November 2011 meeting. At the request of the College of Business, this proposal will not be sent to Faculty Senate for the November 2011 meeting. Instead, it will be pulled while the College of Business makes other alterations to this program. It will be submitted, then, along with those changes.

ii. Department of Management / Decision Sciences

CBAD 373 Business Integration and Application

Proposal for changes in an undergraduate program

Proposed Changes for: Degree **Addition of Courses to Program:** CBAD 373: Business Integration and Application **Current Catalog Description:** NA **Proposed Catalog**

Description: NA **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 2013

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the November 2011 meeting. At the request of the College of Business, this proposal will not be sent to Faculty Senate for the November 2011 meeting. Instead, it will be pulled while the College of Business makes other alterations to this program. It will be submitted, then, along with those changes.

CBAD 120 Introduction to the Global Culture of Business

Proposal for changes in an undergraduate program

Proposed Changes for: Degree **Addition of Courses to Program:** CBAD 120: Introduction to the Global Culture of Business **Current Catalog Description:** NA **Proposed Catalog**

Description: NA **Justification:** 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 this regard, 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 suggest that 80% of our students are not proficient in critical thinking (T. Burns, 2009). In addition, according to the 2010-2011 assessment reports in Teal Online, data from the core curriculum suggest 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. 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. This course will assist the College of Business in improving and expanding our curriculum based on assessment data. If approved by the core curriculum committee, this course will fulfill Core Curriculum goal 5B. 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 students chose to take CBAD 120 to fulfill university core goal 5B, they will retain the 3 credits as general electives. **Date change is to be effective: Fall 2013**

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the November 2011 meeting. At the request of the College of Business, this proposal will not be sent to Faculty Senate for the November 2011 meeting. Instead, it will be pulled while the College of Business makes other alterations to this program. It will be submitted, then, along with those changes.

iii. Department of Marketing/Resort Tourism Management

CBAD 373 Business Integration and Application

Proposal for changes in an undergraduate program

Proposed Changes for: Degree Proposed Changes: Addition of Courses to Program:

CBAD 373: Business Integration and Application **Current Catalog Description:** NA

Proposed Catalog Description: NA **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 2013**

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the November 2011 meeting. At the request of the College of Business, this proposal will not be sent to Faculty Senate for the November 2011 meeting. Instead, it will be pulled while the College of Business makes other alterations to this program. It will be submitted, then, along with those changes.

iv. Department of Marketing/Resort Tourism Management

CBAD 120 Introduction to the Global Culture of Business

Proposal for changes in an undergraduate program

Proposed Changes for: DEGREE Proposed changes: Addition of Courses to Program

CBAD 120: Introduction to the Global Culture of Business **Current Catalog Description:**

NA Proposed Catalog Description: NA **Justification:** 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 this regard, 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 suggest that 80% of our students are not proficient in critical thinking (T. Burns, 2009). In addition, according to the 2010-2011 assessment reports in Teal Online, data from the core curriculum suggest 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. 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. This course will assist the College of Business in improving and expanding our curriculum based on assessment data. If approved by the core curriculum committee, this course will fulfill Core Curriculum goal 5B. 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 students chose to take CBAD 120 to fulfill university core goal 5B, they will retain the 3 credits as general electives. **Date change is to be effective:** Fall 2013

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the November 2011 meeting. At the request of the College of Business, this proposal will not be sent to Faculty Senate for the November 2011 meeting. Instead, it will be pulled while the College of Business makes other alterations to this program. It will be submitted, then, along with those changes.

Resort Tourism Management Major, BSBA

Proposal for changes in an undergraduate program

Proposed Changes For: DEGREE **Proposed changes:** Required Courses:

From: ENGL 390 **To:** ENGL 290* **Other:** Please change also section of the catalog referring to Resort Tourism Management Major required courses (Page 117 of 2010/2011 Catalog) in the following way to correspond to the above noted change: Current Listing: III. FOUNDATION COURSES (9-12 Credits)* Minimum grade of C required in all foundation courses

CSCI 110.....3
MATH 132*+.....3
PHIL 318.....3
ENGL 3903

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 or MATH 130I or placement test. To Replace with the following: III. FOUNDATION COURSES (6-12 Credits) Minimum grade of C required in all foundation courses

CSCI 110.....3
MATH 132*+.....3
PHIL 318.....3
ENGL 290*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 or MATH 130I or placement test.

Current Catalog Description: None provided **Proposed Catalog Description:** None provided

Justification: Current overlap in ENGL 290 and ENGL 390 provide an opportunity for streamlining major foundation requirements and integrating core curriculum requirements with foundation skills sets. Extensive discussion and collaboration with English Department has resulted in this proposal which seeks to deliver more effectively and efficiently on College of Business Bachelor of Science in Business Administration degree-level learning outcomes. Additionally, as Wall College of Business faculty and departments work to further identify coursework within major that will be helpful for students to meet major-specific learning outcomes, this change will free up credits to be utilized in that effort in the future. **Impact on existing academic programs:** Based on conversations and discussions with the English Department, this change would enable Resort Tourism Management majors to utilize the Core Curriculum Communication Course (ENGL 290) to work toward appropriate major-specific learning outcomes. It would remove the overlap that currently exists between the ENGL 290 and

ENGL 390 courses and provide additional elective and/or major-specific course offerings to be added in the future to Resort Tourism Management major requirements. **Date change is to be effective:** Fall 2011

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

Department of Computer Science and Information Systems

Information Systems Degree

Proposal for changes in an undergraduate program

Proposed Changes for : DEGREE 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) This was intended to limit the choices for the core curriculum requirement for Knowledge of Human Health and Behavior.

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) This is intended to limit the choices for the core curriculum requirement for Knowledge of Scientific Concepts to courses geared for science majors.

Current Catalog Description:

III. FOUNDATION COURSES (53-63 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 210 Computer Organization and Programming 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: (3 Credits) 3
HPRO 121* Personal and Community Health (3) PSYC 101* General Psychology (3) SOC 101* Introductory Sociology (3) *Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

Proposed Catalog Description:

III. FOUNDATION COURSES (53-63 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 210 Computer Organization and Programming | 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: Proposal was denied. Jim Solazzo, Chair, asked that this request is placed using a different form for clarity purposes only. Jim Solazzo will speak with the Department Chair of Computer Science regarding this issue.

Information Systems Degree

Proposal for changes in an undergraduate program

Proposed Changes for : 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.

Current Catalog Description:

| | |
|---|---|
| CSCI 385 Introduction to Information Systems Security | 3 |
| CSCI 409 Advanced Web Application Development | 3 |

| | |
|--|---|
| CSCI 415 Systems Administration | 3 |
| CSCI 425 Database Systems Design | 3 |

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: Proposal was denied. Jim Solazzo, Chair, asked that this request is placed using a different form for clarity purposes only. Jim Solazzo will speak with the Department Chair of Computer Science regarding this issue.

Office of the Provost

Women's and Gender Studies Minor

Proposal for changes in an undergraduate program

Proposed changes: Number of credits from: 21 to: 15-18

Change in required courses: from 6 to 3-6

Addition of Courses to Program: ANTH 316; ENGL 351; ENGL 409; HIST 403; POLI 327; POLI 372; WGST 325 (course approval in progress, submitted at same time)

Proposed catalog description:

Committee decision: Course was removed from consent calendar and denied by Jim Solazzo, Chair. This proposal was denied due to the number of credits listed in the minor. Jim Solazzo will contact Julinna Oxley, regarding the concerns of this proposal.

3. Form E – Proposal for Minor Changes In or Removal of Multiple Undergraduate Courses

i. Department of Accounting/Finance/Economics

* Removed from the agenda

ii. Department of Marketing/Resort Tourism Management

CBAD 351 Consumer Market Analysis

Proposal for Minor Changes

Proposed Revisions: Change course prefix to: MKTG 351

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CBAD 357 Marketing Research

Proposal for Minor Changes

Proposed Revisions: Change course prefix to: MKTG 357

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CBAD 451 Retailing Management

Proposal for Minor Changes

Proposed Revisions: Change course prefix to: MKTG 451

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CBAD 453 Integrated Marketing Communications

Proposal for Minor Changes

Proposed Revisions: Change course prefix to: MKTG 453

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CBAD 454 International Marketing

Proposed Revisions: Change course prefix to: MKTG 454

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CBAD 455 Personal Selling & Sales Management

Proposed Revisions: Change course prefix to: MKTG 455

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

iii. Department of Politics and Geography

POLI 448 Mock Trial

Proposed Revisions: May be taken up to three times for elective credit.

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

iv. Department of World Languages and Cultures

SPAN 211 Conversation/Composition II

Proposed Revisions: Current pre- or co- requisites: SPAN 130

Proposed pre- or co- requisites: SPAN 210

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

v. Department of Computer Science and Information Systems

CSCI 140 Introduction to Algorithmic Design I

Proposed Revisions: Change the CSCI 130L prerequisite to CSCI 131 to match the proposed name recently submitted via Form E by Dr. Erin Rickard regarding the naming of this course (i.e. CSCI 130L → CSCI 131). Secondly, add MATH 242 and 242L as a possible prerequisite path for taking this course (alongside the

existing CSCI 130/131 path). This will allow math majors to take CSCI 140, a change that has already been put through on the math side of things. **Current Pre- or Co-Requisites:** (Prereq: CSCI 130/130L with a grade of C or better) (Coreq: CSCI 140L)

Proposed Pre- or Co-Requisites: (Prereq: CSCI 130 and CSCI 131 both with a grade of C or better OR MATH 242 and MATH 242L both with a grade of C or better) (Coreq: CSCI 140L)

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.

CSCI 140L Introduction to Algorithmic Design I Laboratory

Proposed Revisions: *(same issues as above)*

Change the CSCI 130L prerequisite to CSCI 131 to match the proposed name recently submitted via Form E by Dr. Erin Rickard regarding the naming of this course. (i.e. CSCI 130L → CSCI 131) Secondly, add MATH 242 and 242L as a possible prerequisite path for taking this course (alongside the existing CSCI 130/131 path). This will allow math majors to take CSCI 140L, a change that has already been put through on the math side of things. **Current Pre- or Co-Requisites:** (Prereq: CSCI 130/130L with a grade of C or better) (Coreq: CSCI 140) **Proposed Pre- or Co-Requisites:** (Prereq: CSCI 130 and CSCI 131 both with a grade of C or better OR MATH 242 and MATH 242L both with a grade of C or better) (Coreq: CSCI 140)

Committee Action: Proposal was approved as written and will be submitted to Faculty Senate for the December 2011 meeting.