

Academic Affairs Committee Meeting Minutes  
Tuesday, January 6, 2015  
10:00 a.m., EHFA 164

Attendees:

Michael Ruse, Guest Chair, University College	Dennis Rauch, Business
Steve Hamelman, Humanities	Amanda Craddock, Admissions
Dustin Thorn, Science	Amy Fynn, Library
Dan Lawless, University Registrar	John Beard, Associate Provost
Richard Costner, Education	

Absent:

Teresa Burns, Science	Richard Aidoo, Humanities
Jamia Richmond, Education	

Guests:

Pam Martin, Humanities	John Yannesss, Science
Prashant Sansgiry, Science	Nancy Ratcliff, Education
Steven Bleicher, Humanities	Jennifer Sellers, Sustainability Coordinator
Jane Guentzel, Science	

I. Introduction and Welcome

Dr. Michael Ruse will chair this committee meeting as Dr. Teresa Burns is attending a conference and is unable to attend.

II. Chair Report

Dr. Ruse stated that he does not have a chair report to provide to the committee at this time.

III. Consent Agenda

*Form A – Proposal for Changes In, Restoration of, or Removal of an Undergraduate Course*

**College of Humanities and Fine Arts – Department of Communication / World Languages**

ITAL 130 Introduction Italian III

**Proposed changes:** Course Change: **Change in prerequisites from:** ITAL 120 or equivalent **to:** ITAL 115 or ITAL 120 or equivalent **Proposed catalog description:** Introductory Italian III. (3) (Prereq: ITAL 115 or ITAL 120 or equivalent) Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Italian culture. The only change was the addition of "ITAL 115," to the Prereq section. (Yellow highlighting would not paste into the form.)

**Justification:** The Communications, Languages and Cultures Department has recently added ITAL 115 to the class offering. **Impact on existing academic programs:** None **Financial costs**

**associated with this request:** None **Semesters offered:** All **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

### **College of Humanities and Fine Arts – Department of Music**

MUED 101 Introduction to Music Education

**Proposed changes:** Course Change: **Change in number of credits from: 3 to: 1** **Proposed**

**catalog description:** MUED 101 Introduction to Music Education. (1) (Restricted to music majors in the teacher preparation track) This course is designed to serve freshman music majors by providing students with an overview of the field of music education. Students can assess their career choice and structure their own professional development plan by taking this course at the beginning of the music education sequence. Includes an introduction to teaching techniques for music at all levels (K-12) through observations of school music programs. **Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study within the music education track with several adjustments and modifications. The committee unanimously voted to adjust the credit hour requirement for MUED 101: Introduction to Music Education. After having taught the course for two semesters, it became clear that with the heavy schedule incoming freshman have in the music program it was difficult for them to fit another 3 hour course into their schedule. In order to accommodate the core, the overall number of hours in the music education track/program, and the demands of the freshman year the committee agreed that a (1) one hour Introductory Music Education course would best fit the needs of the track. **Impact on existing academic programs:** None **Financial costs associated with this request:** No financial costs will be incurred for implementing this change. The department has already implemented and procured the necessary materials for teaching this course. **Semesters offered:** Fall **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUED 391 Fundamentals of Brass Instruments

**Proposed changes:** Course Change: **Change in number of credits from: 2 to: 1** **Proposed course description:** MUED 391 Fundamentals of Brass Instruments. (1) (Restricted to music majors in the teacher preparation track) The primary objective of this class is to give students who will be teaching brass players a general working knowledge of the brass family of instruments. Students will have hands-on experience playing each of the brass instruments and will be presented with concise information regarding every facet of brass playing. At the completion of this course, students will perform competently at the beginner level on each of the brass instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her brass students. **Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study within the music education track with several adjustments and modifications. The committee unanimously voted to adjust the credit hour requirement for all Fundamental of Instrument Courses. With the addition of a music method course at the graduate level (Master of Arts in Teaching-M.A.T.), coursework can be spread out over time toward teacher certification. Further, the music education committee voted to follow the credit models of other institutions who offer a five-

year M.A.T. degree (Winthrop, USC). These models show Fundamental of Instrument courses offered for one credit. **Impact on existing academic programs:** None **Financial costs associated with this request:** No financial costs will be incurred for implementing this change. The department has already implemented and procured the necessary materials for teaching this course. **Semesters offered:** Fall **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUED 392 Fundamentals of Woodwind Instruments

**Proposed changes:** Course Change: **Change in number of credits from: 2 to: 1** **Proposed catalog description:** MUED 392 Fundamentals of Woodwind Instruments. (1) (Restricted to music majors in the teacher preparation track) The primary objective of this class is to give students who will be teaching flute and single reed instruments a general working knowledge of the woodwind family of instruments. Students will have hands-on experience playing each of the woodwind instruments and will be presented with concise information regarding every facet of woodwind playing. At the completion of this course, students will perform competently at the beginner level on each of the woodwind instruments and will possess a strong working knowledge of the technical aspects of playing. **Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study within the music education track with several adjustments and modifications. The committee unanimously voted to adjust the credit hour requirement for all Fundamental of Instrument Courses. With the addition of a music method course at the graduate level (Master of Arts in Teaching-M.A.T.), coursework can be spread out over time toward teacher certification. Further, the music education committee voted to follow the credit models of other institutions who offer a five-year M.A.T. degree (Winthrop, USC). These models show Fundamental of Instrument courses offered for one credit. **Impact on existing academic programs:** None **Financial costs associated with this request:** No financial costs will be incurred for implementing this change. The department has already implemented and procured the necessary materials for teaching this course. **Semesters offered:** Spring **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUED 443 Instrumental Music Methods

**Committee action:** This proposal was approved pending the following changes: The required pre-requisites are listed in the proposed course description but were not listed in the designated prerequisite location. This information will need to be placed in the designated location as well as being included in the proposed course description. Once these changes have been made, the proposal will be approved.

MUED 491 Fundamentals of Percussion Instruments

**Proposed changes:** Course Change: **Change in number of credits from 2 to: 1** **Proposed catalog description:** MUED 491 Fundamentals of Percussion Instruments. (1) (Restricted to music majors in the teacher preparation track) The primary objective of this class is to give students who will eventually be teaching percussion players a working knowledge of the percussion family of instruments. Students will have hands-on experience playing both pitched and non-pitched percussion instruments. At the completion of the course, students will perform competently at the beginner level on mallet, auxiliary, and snare drum percussion instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the

course is to provide the knowledge necessary to enable the student to be an effective educator for his or her percussion students. **Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study within the music education track with several adjustments and modifications. The committee unanimously voted to adjust the credit hour requirement for all Fundamental of Instrument Courses. With the addition of a music method course at the graduate level (Master of Arts in Teaching-M.A.T.), coursework can be spread out over time toward teacher certification through the music education track pre-requisite courses. Further, the music education committee voted to follow the credit models of other institutions who offer a five-year M.A.T. degree (Winthrop, USC). These models show Fundamental of Instrument courses offered for one credit. **Impact on existing academic programs:** None. **Financial costs associated with this request:** No financial costs will be incurred for implementing this change. The department has already implemented and procured the necessary materials for teaching this course. **Semesters offered:** Fall **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUED 492 Fundamentals of String Instruments

**Proposed changes:** Course Change: **Change in number of credits from: 2 to 1; Change of course number from : MUED 492 to: MUED 292** **Proposed course description:** MUED 292: Fundamentals of String Instruments. (1)(Restricted to music majors in the teacher preparation track) The primary objective of this class is to give students who will eventually be teaching string players a general working knowledge of the string family of instruments. Students will have hands-on experience playing each of the instruments and will be presented with concise information regarding every facet of string playing. At the completion of this course, students will perform competently at the beginner level on each of the string instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her string students. **Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study within the music education track with several adjustments and modifications. The committee unanimously voted to adjust the course level number of string fundamentals from a 400 number to a 200 number so that a sophomore level music education student would be able to take the course. This will also place string fundamentals as the first instrument fundamental course in the succession of instrument classes in the music education track. The committee also unanimously voted to adjust the credit hour requirement for all Fundamental of Instrument Courses. With the addition of a music method course at the graduate level (Master of Arts in Teaching-M.A.T.), coursework can be spread out over time toward teacher certification through the music education track pre-requisite courses. Further, the music education committee voted to follow the credit models of other institutions who offer a five-year M.A.T. degree (Winthrop, USC). **Impact on existing academic programs:** None. **Financial costs associated with this request:** No financial costs will be incurred for implementing this change. The department has already implemented and procured the necessary materials for teaching this course. **Semesters offered:** Spring **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

**Proposed changes:** Course Change: **Change in number of credits from: 1 to:** Variable 0-1

**Proposed course description:** MUS 124E Percussion Ensemble. (0-1) The CCU Percussion Ensemble provides the opportunity for students to perform both classic and contemporary literature for percussion ensemble, with an emphasis on achieving high musical standards. The class is open to both percussion majors and non-percussion majors (by audition only). Members of the class will perform in ensembles of various size from duos to large percussion orchestras of ten to fifteen players. **Justification:** Collegiate music ensembles provide an important service to any university. From performing at sporting events and providing music for several important campus affairs throughout the year to representing the university around the Gand Strand and at regional and national conferences, the CCU music ensembles are an integral part of the University's public image. For our students, participation in collegiate activities such as athletics and fine arts is a very important part of the college experience. Being part of an athletic team, a cast member in a play or a performer in a college music ensemble not only gives students a sense of belonging and ownership within the campus community but also provides the students many valuable learning experiences, such as dedication and teamwork, that they will use in their professional lives. Studies show that participation in campus activities such as band and choir are also critical to student retention. It has been proven that students who participate in "extra-curricular" activities feel more connected with campus and are less likely to drop out of school or transfer. With the recent changes to federal financial aid distribution, students will no longer receive federal aid for any courses beyond their degree requirements. Having a zero credit music ensemble option for students who have completed their degree requirements will allow students to have the option to participate in these ensembles without having to pay extra money out of pocket each semester. This option would benefit both music majors and non-music majors. It will allow students who are pursuing a career in music to continue to gain valuable performing experience through graduation and it will allow students who participate in the ensembles for enjoyment the ability to stay actively involved in musical organizations on campus. Furthermore, music graduates who are pursuing teaching positions, graduate degrees, and professional positions are expected to show a variety of performance and ensemble experience on their transcripts and throughout their undergraduate studies. A 0 credit option allows students to demonstrate these successful experiences without incurring additional financial hardship. For instructors, the 0 credit option insures that students are still academically responsible for expectations of the ensemble (such as participation, improvement, and additional practice), rather than a "volunteer" system (not signed up), where the instructor cannot hold the student academically responsible or assess their involvement and improvement. A number of Universities, such as: Indiana University, University of Nebraska, Tennessee Technological University, Furman and Missouri University are successfully using the 0 credit option for these exact reasons. **Impact on existing academic programs:** The Music Department Ensemble Directors view this change as overwhelmingly positive. The variable credit option will allow students to continue to pursue and enrich their musical and educational interests without negative financial effects. Additionally, ensembles are unique in that they are simultaneously academic courses, experiential learning labs, service groups to the University, recruiting tools, and a large component of the University's public image. Promoting long-term retention semester-to-semester and year-after-year improves the health and quality of ensembles and therefore, the health and continued growth of the Music Department and our academic programs. Strong ensembles, partnered with an effective curriculum, help bring students to Coastal and keep them on campus for the duration of their degrees. **Financial costs associated with this request:** There will be no additional financial costs associated with this

request. All ensembles asking for the variable (0-1) credit option are already offered and this request will not change the structure or cost of these courses. Since this request is only adding a variable-credit option to existing courses; the delivery, teaching loads, and budget will not change. A number of students will still sign up for the course at the 1 credit option in order to fulfill degree requirements, but this proposed flexibility will allow other students to sign-up, have the experience on their transcripts, and allow the instructor to assess the student academically without negative financial ramifications. This request is an adjustment to better serve our students and insure the continued growth and quality of our programs. It will not fundamentally change the way the course is taught, delivered, or budgeted. **Semesters offered:** Fall/Spring **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUS 124S

World Percussion

**Proposed changes:** Course Change: **Change in number of credits from: 1 to:** Variable 0-1

**Proposed catalog description:** MUS 124S World Percussion. (0-1) This course is designed to provide an opportunity for students to study and perform music of various cultures from around the world. Over the course of the semester students will analyze and discuss aspects of traditional performance practice as well as receive hands on training playing non-western percussion instruments. Each semester the class will give several public performances, both on and off campus, with an emphasis on achieving high musical standards. **Justification:** Collegiate music ensembles provide an important service to any university. From performing at sporting events and providing music for several important campus affairs throughout the year to representing the university around the Grand Strand and at regional and national conferences, the CCU music ensembles are an integral part of the University's public image. For our students, participation in collegiate activities such as athletics and fine arts is a very important part of the college experience. Being part of an athletic team, a cast member in a play or a performer in a college music ensemble not only gives students a sense of belonging and ownership within the campus community but also provides the students many valuable learning experiences, such as dedication and teamwork, that they will use in their professional lives. Studies show that participation in campus activities such as band and choir are also critical to student retention. It has been proven that students who participate in "extra-curricular" activities feel more connected with campus and are less likely to drop out of school or transfer. With the recent changes to federal financial aid distribution, students will no longer receive federal aid for any courses beyond their degree requirements. Having a zero credit music ensemble option for students who have completed their degree requirements will allow students to have the option to participate in these ensembles without having to pay extra money out of pocket each semester. This option would benefit both music majors and non-music majors. It will allow students who are pursuing a career in music to continue to gain valuable performing experience through graduation and it will allow students who participate in the ensembles for enjoyment the ability to stay actively involved in musical organizations on campus. Furthermore, music graduates who are pursuing teaching positions, graduate degrees, and professional positions are expected to show a variety of performance and ensemble experience on their transcripts and throughout their undergraduate studies. A 0 credit option allows students to demonstrate these successful experiences without incurring additional financial hardship. For instructors, the 0 credit option insures that students are still academically responsible for expectations of the ensemble (such as participation, improvement, and additional practice), rather than a "volunteer" system (not signed up), where the instructor cannot hold the student academically



responsible or assess their involvement and improvement. A number of Universities, such as: Indiana University, University of Nebraska, Tennessee Technological University, Furman and Missouri University are successfully using the 0 credit option for these exact reasons. **Impact on existing academic programs:** The Music Department Ensemble Directors view this change as overwhelmingly positive. The variable credit option will allow students to continue to pursue and enrich their musical and educational interests without negative financial effects. Additionally, ensembles are unique in that they are simultaneously academic courses, experiential learning labs, service groups to the University, recruiting tools, and a large component of the University's public image. Promoting long-term retention semester-to-semester and year-after-year improves the health and quality of ensembles and therefore, the health and continued growth of the Music Department and our academic programs. Strong ensembles, partnered with an effective curriculum, help bring students to Coastal and keep them on campus for the duration of their degrees. **Financial costs associated with this request:** There will be no additional financial costs associated with this request. All ensembles asking for the variable (0-1) credit option are already offered and this request will not change the structure or cost of these courses. Since this request is only adding a variable-credit option to existing courses; the delivery, teaching loads, and budget will not change. A number of students will still sign up for the course at the 1 credit option in order to fulfill degree requirements, but this proposed flexibility will allow other students to sign-up, have the experience on their transcripts, and allow the instructor to assess the student academically without negative financial ramifications. This request is an adjustment to better serve our students and insure the continued growth and quality of our programs. It will not fundamentally change the way the course is taught, delivered, or budgeted. **Semesters offered:** Fall /Spring **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

### **College of Humanities and Fine Arts – Department of Visual Arts**

ARTH 325                      Art and the City

**Proposed changes:** Course Change: **Change in prerequisites from:** None **to:** completion of ARTH 105 and ARTH 106, or permission of instructor; **Change in course title number from:** ARTH 325 **to:** ARTH 425 **Repeatable for credit:** Yes. Course maintains its repeatability for an additional 3 credit hours so long as the topic city is different. **Proposed catalog description:** ARTH 425 Art and the City. (3) (Prereq: completion of ARTH 105 and ARTH 106, or permission of instructor) Explores a single city and its architectural and artistic developments from its origins to the present. The course considers cultural and artistic influences and advancements from the perspective of location and geography rather than exclusively chronological conditions. The city to be explored will vary from semester to semester. Course is repeatable up to 3 credit hours only when the focus is on a different city. **Justification:** The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. Art history faculty has re-evaluated its course offerings with the intention of determining which courses are better represented as 200, 300, and 400 level courses depending on breadth of material and the nature of student assessment. For courses, such as this one where the course number has changed from 300 level to 400 level, the faculty has determined that the breadth of the course and the nature of assessment (specialized readings, advanced research paper, essay exams) is more appropriately represented as a 400 level course offering. This change does not require approval by an accrediting body, but

rather this change is in-line with the course offerings at other institutions. **Impact on existing academic programs:** This change will promote better sequencing through the art program. **Financial costs associated with this request:** No financial costs are associated with this request. The course will continue to be offered as it has been in the past and by the same personnel. The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. **Semesters offered:** All **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 200 Introduction to Printmaking

**Proposed changes:** Course Change: **Change in prerequisites from:** ARTS 103, ARTS 111, and ARTS 112 **to:** ARTS 103 and ARTS 112, or permission of instructor **Proposed catalog description:** ARTS 200 Introduction to Printmaking. (3) (Prereq: ARTS 103 and ARTS 112, or permission of instructor) An introduction to a broad range of fine art printmaking methods, materials, and vocabulary, including monotype, collagraph, photo-polymer intaglio, linocut, and embossing. Dry and wet paper printing methods are covered using relief, intaglio, and planographic processes. Students will use oil or water soluble printing inks as prescribed by the process. Emphasis will be placed on design, technique, and individual creative expression. Studio experiences are supported by readings and presentations to provide a historical and contemporary context for the mediums. **Justification:** This is basically cleaning up some of the prerequisite problems that have been in the catalog for years. It does not affect the program or the syllabus. **Impact on existing academic programs:** None. **Semesters offered:** All **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 207 Silkscreen Printing

**Proposed changes:** Course Change: **Change in prerequisites from:** ARTS 103, ARTS 111 and ARTS 112 **to:** ARTS 103 and ARTS 112, or permission of instructor **Proposed catalog description:** ARTS 207 Silkscreen Printmaking. (3) (Prereq: ARTS 103 and ARTS 112, or permission of the instructor) Introduction to the silkscreen printmaking processes. **Justification:** This is basically cleaning up some of the prerequisite problems that have been in the catalog for years. It does not affect the program or the syllabus. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. **Semesters offered:** All **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 209 Introduction to Monotype

**Proposed changes:** Course Change: **Change in prerequisites from:** ARTS 103, ARTS 111, and ARTS 112 **to:** ARTS 103 and ARTS 112, or permission of instructor **Proposed catalog description:** ARTS 209 Introduction to Monotype. (3) (Prereq: ARTS 103 and ARTS 112, or permission of instructor) An introduction to fine art monotype and monoprinting techniques. This is a basic level printmaking course that will serve students interested in printmaking, drawing, and painting. **Justification:** This is basically cleaning up some of the prerequisite problems that have been in the catalog for years. It does not affect the program or the syllabus. **Impact on existing**



**academic programs:** None. **Financial costs associated with this request:** None. **Semesters offered:** All **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 297                      Sophomore Review

**Proposed changes:** Course Change: **Change in prerequisites from:** ARTS 103, ARTS 104, ARTS 111, ARTS 112 **to:** ARTS 103, ARTS 104, ARTS 105, ARTS 111, ARTS 112; **Change of co-requisites from:** None **to:** ARTS 298; **Change in number of credits from: 1 to: 0** **Proposed catalog description:** ARTS 297 Sophomore Review. (0) (Prereq: ARTS 103, ARTS 104, ARTS 105, ARTS 111, ARTS 112; Co-req ARTS 298)\* This course is designed as a diagnostic and advisory review of the student's work at the end of the sophomore year, conducted in conference with an art faculty committee. Sophomore Review is a portfolio review process that takes place during the sophomore year of an art studio/graphic designer major's program. This course must be taken concurrently with ARTS 298. \*ARTS 112 can be taken concurrently with special permission by the instructor. **Justification:** In response to our assessment plans and our self-study for NASAD accreditation, we determined that while ARTS 297 allowed faculty to evaluate student work from our foundations courses it did nothing to prepare them for upper level courses. It also seemed problematic to assign another grade based on work (foundations) for which they had already received a course grade. This is why ARTS 298 was created (to address student preparation for upper level courses), and ARTS 297 changed to S/U for zero (0) credit. When we implement the BFA program it will be this course that determines whether students are accepted into the BFA in Art Studio or Graphic Design. **Impact on existing academic programs:** The restructuring of our review, to include both ARTS 297 and ARTS 298, will better prepare students for upper level work. **Financial costs associated with this request:** The change from 1 credit to 0 credits, and the change from graded to S/U, will not have a foreseeable financial impact. The course is part of the Foundation Coordinator's load and will continue to be. **Semesters offered:** F, S **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 370                      Relief Printmaking

**Proposed changes:** Course Change: **Change in prerequisites from:** ARTS 103, ARTS 111, and ARTS 112 **to:** ARTS 103 and ARTS 112, or permission of instructor **Proposed catalog description:** ARTS 370 Relief Printmaking. (3) (Prereq: ARTS 103 and ARTS 112, or permission of instructor) This course combines review and refinement of existing cutting and printing processes leading to the extension of skill acquisitions. Single block and multiple block print editions will be produced in black and white and color. Complex registration and printing methods will be covered. Emphasis will be on technique, design, and developing personal expression and meaning. Studio experiences are supported by presentations and readings to provide an historical and contemporary context for relief printmaking. **Justification:** This is basically cleaning up some of the prerequisite problems that have been in the catalog for years. It does not affect the program or the syllabus. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. **Semesters offered:** All **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 373

Photopolymer Intaglio Printmaking

**Proposed changes:** Course Change: **Change in prerequisites from:** ARTS 103, ARTS 111, and ARTS 112 **to:** ARTS 103 and ARTS 112, or permission of instructor **Proposed course description:** ARTS 373 Photopolymer Intaglio Printmaking. (3) (Prereq: ARTS 103 and ARTS 112, or permission of instructor) An introduction to non-toxic photopolymer printmaking processes. This course offers the student the opportunity to investigate a process that creates an original matrix from which multiples can be made. Photopolymer intaglio enables the artist to make prints that have qualities of both traditional intaglio and lithography, without exposure to toxic chemicals. The process is relatively direct and prints are achieved much faster than through traditional printmaking methods. Students will use both two-dimensional design and drawing skills to expand their drawing and design abilities and conceptual thinking. **Justification:** This is basically cleaning up some of the prerequisite problems that have been in the catalog for years. It does not affect the program or the syllabus. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. **Semesters offered:** All **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### College of Science – Department of Psychology

PSYC 499Q\*

Internship

**Proposed changes:** Course Change: **Change in prerequisites from:** Permission of the Instructor **to:** PSYC 101, 2.5 GPA, and permission of the instructor; **Change in number of credits from:** Permission of the Instructor **to:** PSYC 101, 2.5 GPA, and permission of the instructor **Proposed catalog description:** 490 Q\* Internship. (0-6) (Prereq: PSYC 101, 2.5 GPA, and permission of the instructor) Interns work a minimum of 33 hours per credit in an agency, organization, or business that is of interest to the student and/or where students wish to gain practical experience. Students are supervised by a department faculty member and will abide by the procedures outlined in an Internship Agreement. Offered as needed. **Justification:** We often encounter situations where students would like to complete an internship, but cannot complete the 100 hours currently required for 3 credits or would like to complete additional hours at the internship. On occasion, we have used PSYC 399 for internships since it has the 0-6 credit option, but we could like to run all internships with a common course number. Offering 0 credits will also help with summer enrollment in internships for liability coverage. We require students to complete PSYC 101 and be in good academic standing before agreeing to supervise internships, so adding these to the prereqs clearly communicates our requirements. **Impact on existing academic programs:** The flexible credit hours for internships will provide additional opportunities for students to engage in internships that match their schedules and financial needs. **Financial costs associated with this request:** No financial costs anticipated. Faculty do not teach PSYC 490 as part of their regular loads. PSYC 490 is offered for credit banking only and is not required of faculty. **Semesters offered:** As needed **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### IV. Proposals for New Undergraduate Courses

##### **College of Humanities and Fine Arts – Department of Communication/World Languages**

CLC 301 Intercultural Communication

**Number of credits:** 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** CLC 301 Intercultural Communication (3). This course focuses on the dynamics of how culture influences the communication process. This course will navigate through unique topics, such as the roles of rituals and social dramas, and provide an extensive and relevant discussion of different worldviews and gaining “cultural competency.” **Justification:** This course is an organic blending and advancement of two major disciplines represented in the CLC department. In 2013, the former Communication Department and the World Languages and Cultures Department were merged. This course is the first bridge class. Several successful special topics courses bridging these disciplines have preceded this proposal. **Impact on existing academic programs:** This course advances the natural and academic common grounds within the CLC department and will likely lead to similar course offerings. **Financial costs associated with this request:** None. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2015 meeting.

##### **College of Humanities and Fine Arts – Department of Music**

MUED 200 Mid-Program Review

**Number of credits:** 0 **Prerequisites:** MUS 216, MUS 218, MUS 273, MUS 333, 4 semesters of Applied Lessons, 4 semesters of Ensembles) **Co-requisites:** MUED 292 **Course restrictions:** Music Major in the Teacher Preparation Track. This course is required for a major. **This course is to be listed for Pass/Fail Grading.** **Proposed catalog description:** MUED 200 Mid-Program Review (0) (Restricted to music majors in the teacher preparation track) (Prereq: MUS 216, MUS 218, MUS 273, MUS 333, 4 semesters of Applied Lessons, 4 semesters of Ensembles) (Concurrent enrollment in MUED 292) Diagnostic and advisory review of student work, skills, and dispositions upon completion of 60 semester credit hours. This benchmark assessment tool assesses student progress in music performance (primary instrument and ensembles) and keyboard, aural, and sight-reading skills prior to entering upper division courses in the teacher preparation track. **Justification:** The current university catalog states, “A diagnostic and advisory review of the student’s work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student’s eligibility for upper level (Junior-Senior) courses.” In reality, however, there has not been a well-defined and systematic method to activate this formal review process and then use the results to assess overall program effectiveness. Consequently, as the music education committee crafted numerous changes to the teacher preparation track this fall, we included MUED 200 Mid-Program Review as a course proposal so that this benchmark assessment would be present in the degree plan. **Impact on existing academic programs:** The proposed Mid-Program Review will provide an important benchmark assessment of students’ skills and dispositions prior to their entry into upper level teacher preparation track courses. This request will strengthen the overall program of study for music majors in the teacher preparation track to better prepare them for entrance into the M. A. T. program. **Financial costs associated with this request:** There are no costs associated with this request.

The department has the resources and faculty in place to affect this addition to the teacher preparation track of the B. A. in music. **Semesters offered:** Spring **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUED 243 Brass and Wind Techniques for Vocalists

**Committee note:** Prior to the start of this meeting, the submitter contacted the Office of the Provost requesting the proposal be denied and returned for editing. The Office of the Registrar contacted the submitter and informed them that the requested course number had been previously used within the past 10 years and could not be used again. The submitter will make edits and resubmit the request to the Academic Affairs Committee at a future meeting.

MUED 313 Music Literature for Grades Pre-K to 5

**Number of credits:** 3 **Prerequisites:** MUS 216 and MUS 218 **Co-requisites:** None **Course restrictions:** Restricted to music majors in the teacher preparation track. This course is required for a major. **Proposed catalog description:** Music Literature for Grades Pre-K to 5 (3) (Restricted to music majors in the teacher preparation track) (Prereq: MUS 216 and MUS 218) This course examines child development characteristics and developmentally appropriate music literature for teaching music to children in Grades Pre-Kindergarten through 5. Students are engaged in collecting, analyzing, classifying, and performing vocal repertoire – including non-English language songs – and listening examples appropriate for children ages 4 through 10. Special emphases are ethnically diverse songs and listening examples as well as developmentally appropriate ways of performing and teaching literature examined. **F Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study in elementary music education with two new course proposals (MUED 310 Musicianship Pedagogy for Music Educators and MUED 321 Music Methods for Grades Pre-K to 2). MUED 421, Music Methods for Grades 3 to 5 was proposed in fall of 2014, to complete the sequence of elementary level methods courses. The results of (1) further examination of the current teacher preparation track curriculum by the newly formed Music Education Committee and (2) exit discussions between recent M.A.T. candidates and the University Supervisors following the candidates' student teaching experiences have revealed several weaknesses in the curriculum, one of which is the need for a course dedicated to grounding students in child development and music literature appropriate for teaching the elementary school student, ages 4 through 10. Students currently enter methods courses with no knowledge of child development and age appropriate repertoire in singing and listening. A consequence of the lack of such study is that time must be taken from methods study to first provide for students in-depth study of child development and age-appropriate repertoire so that they can use this literature in methods applications. The Music Education Committee believes the breadth of (1) developmental changes that occur in children between ages 4 to 10, and (2) repertoire – especially songs and singing games rooted in world cultures (which mirror today's elementary classrooms) – as well as music listening examples from art music and other genres, warrants this proposed three-credit course. The department of music goals and student learning outcomes do not currently include items relating to elementary music literature, which is the primary focus of the proposed course. Therefore, this course is not part of music assessment at this time. It is anticipated that the department assessment committee will propose such goals and student learning outcomes for inclusion in the 2016-2017 university catalog. **Impact on existing academic programs:** This course will provide for our music majors in the teacher preparation

track an undergirding in child development and developmentally appropriate music literature for children ages 4 through 10. As a result, our students will be more fully prepared to apply their knowledge and understanding of such literature in their subsequent elementary music methods courses. **Financial costs associated with this request:** There are no financial costs associated with this request. The instructor was hired as an Associate Professor in Music (2013-2014) to develop more fully the Teacher Preparation track in the B. A. in Music. Faculty workload, therefore, is not an issue. New resources for this course, such as classroom instruments and library resources, can be accommodated within the current department budget. **Semesters offered:** Fall **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February 2015 meeting.

MUED 421 Music Methods Grades 3 to 5

**Number of credits:** 3 **Prerequisites:** MUED 310; MUED 321 **Corequisites:** None **Course restrictions:** Restricted to music majors in the teacher preparation track. This course is required for a major. **Proposed catalog description:** Music Methods for Grades 3to 5 (3) (Restricted to music majors in the teacher preparation track) (Prereq: MUED 310 and MUED 321) This course examines contemporary music pedagogy for children in Grades 3 to 5. Students are engaged in the study and artistic application of developmentally appropriate goals, objectives, content and skills, repertoire, strategies, materials, and methods in a music literacy-based spiral curriculum. Learning styles, lesson plan designs, classroom management, and national and state music education standards relevant to Grades 3 to 5 music curricula are also examined. **F Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study in elementary music education with two new course proposals (MUED 310 Musicianship Pedagogy for Music Educators and MUED 321 Music Methods for Grades Pre-K to 2). The present course proposal for MUED 4xx is the next course in the elementary music education sequence in the required Teacher Education Block courses in the B. A. in Music - Teacher Preparation Track. With its implementation, students will complete the Pre-K to Grade 5 music education content courses required for initial licensure in their subsequent M. A. T. program of study. The department of music goals and student learning outcomes do not currently include items relating to music pedagogy, which is the primary focus of the proposed course. Therefore, this course is not part of music assessment at this time. It is anticipated that the department assessment committee will propose such goals and student learning outcomes for inclusion in the 2015-2016 university catalog. **Impact on existing academic programs:** This course will complete the sequence of Elementary Music Education courses in the Teacher Preparation Block of courses in the B. A. in Music – Teacher Preparation Track: MUED 310 Musicianship Pedagogy for Music Educators and MUED 321 Music Methods for Grades Pre-K to 2. **Financial costs associated with this request:** None. The instructor was hired as an Associate Professor in Music (2013-2014) to develop more fully the Teacher Preparation track in the B. A. in Music. Faculty workload, therefore, is not an issue. New resources for this course, such as classroom instruments and library resources, can be accommodated within the current department budget. **Method of delivery:** Classroom **Semesters offered:** Fall **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUS 135 English Diction for Singers

**Number of credits:** 1 **Prerequisites:** None **Corequisites:** None **Course restrictions:** Restricted to music majors and music minors. This course is required for a major. **Proposed course**

**description:** MUS 135 English Diction for Singers. (1) (Restricted to music majors and music minors) A study of pronunciation in the English language as applied to singing using phonetics and the International Phonetic Alphabet. F1 **Justification:** In our current music curriculum, singers are instructed in both diction and literature in one semester as a 2-credit course (for example, MUED 171 English Diction and Literature for Singers). In this format, a student needs four semesters to complete the sequence of English, Italian, German and French languages. The courses must be taken in sequence as skill sets are built upon throughout. This has been challenging in a myriad of ways. Our department doesn't have enough singers to justify running multiple sequences, so an incoming freshman entering in an odd year must wait until their sophomore year to begin the sequence. This delay has proven problematic in the development of language skills with some students. Another challenge occurs with our teacher preparation track students concentrating in voice. These students need the diction skills but do not require the literature portion of the courses. Currently these students only take English and Italian, not having enough credit hours in their curriculum to finish the sequence. Our solution is to extract the voice literature portion of the courses and teach it separately. The course MUS 434 Vocal Literature is already approved and in the course catalogue. We would like to introduce a new voice diction sequence, reduce each course to 1-credit hour and teach it as a half-semester course. The new sequence would be comprised of the following: MUS 135 English Diction for Singers Fall 1 MUS 136 Italian Diction for Singers Fall 2 MUS 137 German Diction for Singers Spring 1 MUS 138 French Diction for Singers Spring 2 With this new sequence, every voice performance and teacher preparation student will be able to study all diction courses and complete them at the end of their freshman year. **Impact on existing academic programs:** The impact is positive, as explained above. This also reduces the total credits for the music performance track (voice) by one credit. The current sequence is 8 credits. Our proposed sequence has 4 credits for diction and 3 for the voice literature course, for a total of 7 credits. **Financial costs associated with this request:** None. We already have the instructors on faculty to teach these courses, and the music chair has agreed to adjust teaching loads to accommodate this request. **Method of delivery:** Classroom **Semesters offered:** Fall I **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUS 136 Italian Diction for Singers

**Number of credits:** 1 **Prerequisites:** MUS 135 **Corequisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed course description:** MUS 136 Italian Diction for Singers. (1) (Prereq: MUS 135) A study of pronunciation and basic dictionary translation skills in the Italian language as applied to singing using phonetics and the International Phonetic Alphabet. F2 **Justification:** In our current music curriculum, singers are instructed in both diction and literature in one semester as a 2-credit course (for example, MUED 171 English Diction and Literature for Singers). In this format, a student needs four semesters to complete the sequence of English, Italian, German and French languages. The courses must be taken in sequence as skill sets are built upon throughout. This has been challenging in a myriad of ways. Our department doesn't have enough singers to justify running multiple sequences, so an incoming freshman entering in an odd year must wait until their sophomore year to begin the sequence. This delay has proven problematic in the development of language skills with some students. Another



challenge occurs with our teacher preparation track students concentrating in voice. These students need the diction skills but do not require the literature portion of the courses. Currently these students only take English and Italian, not having enough credit hours in their curriculum to finish the sequence. Our solution is to extract the voice literature portion of the courses and teach it separately. The course MUS 434 Vocal Literature is already approved and in the course catalogue. We would like to introduce a new voice diction sequence, reduce each course to 1-credit hour and teach it as a half-semester course. The new sequence would be comprised of the following: MUS 135 English Diction for Singers Fall 1 MUS 136 Italian Diction for Singers Fall 2 MUS 137 German Diction for Singers Spring 1 MUS 138 French Diction for Singers Spring 2 With this new sequence, every voice performance and teacher preparation student will be able to study all diction courses and complete them at the end of their freshman year. **Impact on existing academic programs:** The impact is positive, as explained above. This also reduces the total credits for the music performance track (voice) by one credit. The current sequence is 8 credits. Our proposed sequence has 4 credits for diction and 3 for the voice literature course, totaling 7 credits. **Method of delivery:** Classroom **Semesters offered:** Fall II **Date change is to be effective:** Fall 2015 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### MUS 137 German Diction for Singers

**Number of credits:** 1 **Prerequisites:** MUS 136 **Corequisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** MUS 137 German Diction for Singers. (1) (Prereq: MUS 136) A study of pronunciation and basic dictionary translation skills in the German language as applied to singing using phonetics and the International Phonetic Alphabet. S1 **Justification:** In our current music curriculum, singers are instructed in both diction and literature in one semester as a 2-credit course (for example, MUED 171 English Diction and Literature for Singers). In this format, a student needs four semesters to complete the sequence of English, Italian, German and French languages. The courses must be taken in sequence as skill sets are built upon throughout. This has been challenging in a myriad of ways. Our department doesn't have enough singers to justify running multiple sequences, so an incoming freshman entering in an odd year must wait until their sophomore year to begin the sequence. This delay has proven problematic in the development of language skills with some students. Another challenge occurs with our teacher preparation track students concentrating in voice. These students need the diction skills but do not require the literature portion of the courses. Currently these students only take English and Italian, not having enough credit hours in their curriculum to finish the sequence. Our solution is to extract the voice literature portion of the courses and teach it separately. The course MUS 434 Vocal Literature is already approved and in the course catalogue. We would like to introduce a new voice diction sequence, reduce each course to 1-credit hour and teach it as a half-semester course. The new sequence would be comprised of the following: MUS 135 English Diction for Singers Fall 1 MUS 136 Italian Diction for Singers Fall 2 MUS 137 German Diction for Singers Spring 1 MUS 138 French Diction for Singers Spring 2 With this new sequence, every voice performance and teacher preparation student will be able to study all diction courses and complete them at the end of their freshman year. **Impact on existing academic programs:** The impact is positive, as explained above. This also reduces the total credits for the music performance track (voice) by one credit. The current sequence is 8 credits. Our proposed sequence has 4 credits for diction and 3 for the voice literature course, totaling 7 credits. **Financial costs associated with this request:** None. We already have the instructors on faculty to teach these courses, and the music chair has agreed to

adjust teaching loads to accommodate this request. **Method of delivery:** Classroom **Semesters offered:** Spring I **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUS 138 French Diction for Singers

**Number of credits:** 1 **Prerequisites:** MUS 137 **Corequisites:** None. **Course restrictions:** None.

This course is required for a major. **Proposed course description:** MUS 138 French Diction for Singers. (1) (Prereq: MUS 137) A study of pronunciation and basic dictionary translation skills in the French language as applied to singing using phonetics and the International Phonetic Alphabet. **S2 Justification:** In our current music curriculum, singers are instructed in both diction and literature in one semester as a 2-credit course (for example, MUED 171 English Diction and Literature for Singers). In this format, a student needs four semesters to complete the sequence of English, Italian, German and French languages. The courses must be taken in sequence as skill sets are built upon throughout. This has been challenging in a myriad of ways. Our department doesn't have enough singers to justify running multiple sequences, so an incoming freshman entering in an odd year must wait until their sophomore year to begin the sequence. This delay has proven problematic in the development of language skills with some students. Another challenge occurs with our teacher preparation track students concentrating in voice. These students need the diction skills but do not require the literature portion of the courses. Currently these students only take English and Italian, not having enough credit hours in their curriculum to finish the sequence. Our solution is to extract the voice literature portion of the courses and teach it separately. The course MUS 434 Vocal Literature is already approved and in the course catalogue. We would like to introduce a new voice diction sequence, reduce each course to 1-credit hour and teach it as a half-semester course. The new sequence would be comprised of the following: MUS 135 English Diction for Singers Fall 1 MUS 136 Italian Diction for Singers Fall 2 MUS 137 German Diction for Singers Spring 1 MUS 138 French Diction for Singers Spring 2 With this new sequence, every voice performance and teacher preparation student will be able to study all diction courses and complete them at the end of their freshman year. **Impact on existing academic programs:** The impact is positive, as explained above. This also reduces the total credits for the music performance track (voice) by one credit. The current sequence is 8 credits. Our proposed sequence has 4 credits for diction and 3 for the voice literature course, totaling 7 credits. **Financial costs associated with this request:** None. We already have the instructors on faculty to teach these courses, and the music chair has agreed to adjust teaching loads to accommodate this request. **Method of delivery:** Classroom **Semesters offered:** Spring II **Date change is to be effective:** **Date change is to be effective:** Fall 2015 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUS 343 American Music Traditions

**Number of credits:** 3 **Prerequisites:** MUS 116 and MUS 118 **Corequisites:** None. **Course restrictions:** Restricted to music majors. This course is required for a major. **Proposed catalog description:** MUS 343 American Music Traditions (3) (Restricted to music majors) (Prereq: MUS 116 and MUS 118) This survey course in American music examines historical and present-day oral and written music traditions in the United States. Study of secular and sacred music of folk and ethnic, popular, and art music traditions. **F Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study in music education for music majors in the teacher preparation track. To better know what is

expected of students in this track as they enter the M. A. T. program, one faculty member took the Praxis II examination. Discussion among M. A. T. candidates who have taken the Praxis II examination, teacher preparation track students who have yet to take the Praxis II exam, and members of the music education faculty and music history faculty members during the past year has led to the current course proposal. The current music major curriculum requires study only of Western Art Music History. The music education faculty, music education committee, and music history faculty believe that a more expansive grounding in American music will better educate students in music traditions rooted in American experience. More important, this course content is currently not part of the B. A. in Music curriculum, but is present in the Praxis II examination. The course is open to all music majors, but will be required in the teacher preparation track. **Impact on existing academic programs:** This course will provide a much needed opportunity for all music majors to explore the myriad music traditions, both oral and written, extant in the United States as part of their foundational curriculum. It will provide for teacher preparation track students with information expected of them in the Praxis II examination. **Financial costs associated with this request:** There are no costs associated with this request. There are currently three members of the music faculty qualified to teach this course. It is anticipated that the course will rotate between these faculty. New resources for this course, such as classroom instruments and library resources, can be accommodated within the current department budget. **Method of delivery:** Classroom **Semesters offered:** Fall **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

MUS 345

World Music Traditions

**Number of credits:** 3 **Prerequisites:** MUS 116 and MUS 118 **Corequisites:** None **Course restrictions:** Restricted to music majors. This course is required for a major. **Proposed catalog description:** MUS 345 World Music Traditions (3) (Restricted to music majors) (Prereq: MUS 116 and MUS 118) This survey course in music traditions of the world examines diverse oral and written traditions using ethnomusicological perspectives through assigned readings, audio and video recordings, and music performance. Examination of ways music is created, performed, understood, and consumed as expressions, interpretations, and rejections of the cultures within which they emerge allow students to gain a more profound understanding of the role of music in their own lives and in the lives of cultural "Others." **Justification:** Beginning in Fall, 2013, the music education faculty in the department of music began designing a more thorough course of study in music education for music majors in the teacher preparation track. To better know what is expected of students in this track as they enter the M. A. T. program, one faculty member took the Praxis II examination. Discussion among M. A. T. candidates who have taken the Praxis II examination, teacher preparation track students who have yet to take the Praxis II exam, and members of the music education faculty and music history faculty members during the past year has led to the current course proposal. The current music major curriculum requires study only of Western Art Music History. The music education faculty, music education committee, and music history faculty believe that our students need grounding in world music traditions from ethnomusicological perspectives in order for them to more fully understand the nature and function of music in their own lives and that of cultural "Others." The course content is currently not included in the B. A. in Music curriculum, but is present in the Praxis II Examination, which is taken by all students in the Teacher Preparation Track. The course is open to all music majors (performance and general studies), but will be required in the teacher preparation track. **Impact on existing academic programs:** This course will provide an important

opportunity for music majors to explore myriad world music traditions as part of their foundational curriculum. It will provide for music majors in the teacher preparation track information and understandings they are expected to know for the Praxis II examination. The course will broaden all music majors' perspectives of the nature, purpose, and value of music traditions outside of Western Art Music, thereby increasing their understanding of the role of music as a rich form of human expression. **Financial costs associated with this request:** None. There are currently four faculty members qualified to teach this course. It is anticipated that the course will rotate between these faculty. New resources for this course, such as library resources, can be accommodated within the current department budget. **Method of delivery:** Classroom. **Semesters offered:** Spring **Date change is to be effective:** Fall 2015 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

### **College of Humanities and Fine Arts – Department of Visual Arts**

ARTH 250 Concepts in Art History

**Number of credits:** 3 **Prerequisites:** ARTH 106 and either ARTH 105 or 107 **Corequisites:** None

**Proposed catalog description:** Concepts in Art History. (3) Prereq: ARTH 106, and ARTH 105 or 107) This course provides an introduction to aesthetics, art theory, and art criticism, as well as a foundation in the practice of research and writing in the arts. We will read theoretical and critical writing on art and art history, explore questions about the nature of art, and work with a number of theories and methodologies by which to understand art. Students will be introduced to the skills necessary to think, research, and write clearly. **Justification:** This course had been developed in order to fill a gap in our art history curriculum. Currently we offer no 200-level courses, so students jump from the 100-level to the 300-level. This course will develop the writing and critical thinking skills necessary for success at the higher level. In addition, it specifically addresses reading, writing, and research skills, which our assessment data demonstrates our students require. It will consistently introduces students to art historiographical and theoretical concepts at an earlier stage of the program than has been possible without it. **Impact on existing academic programs:** The Visual Arts department is considering making this course a requirement for all majors. If that happens, it will necessitate a change in the structure of art history requirements of our majors. It will be required for art history minors, which will require revising the minor requirements. **Financial costs associated with this request:** None. Our current majors are required to take one of the following three courses: ARTH 341, 342, or 350. This course will replace ARTH 350 in that list. Faculty who had taught 350 will now teach 250. 350 will remain on the books as an upper-level Art and Ideas course, but will no longer be taught as frequently. **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTS 298 Concepts in the Artistic Process

**Number of credits:** 3 **Prerequisites:** ARTS 103, ARTS 104, ARTS 105, ARTS 111, ARTS 112

**Corequisites:** ARTS 297 **Proposed catalog description:** ARTS 298 Concepts in the Artistic Process. (3) (Prereq: ARTS 103, ARTS 104, ARTS 105, ARTS 111, ARTS 112; Co-req ARTS 297)\*

This course is an introduction to conceptual art-making through the evaluation of the collaborative art process, analysis of visual culture, and the preparation of life as a creative professional. Students of this course will be expected to create conceptually driven collaborative

works, learn and incorporate advanced critiquing skills, and create a professional identity. This course must be taken concurrently with ARTS 297. \*ARTS 112 can be taken concurrently with special permission by the instructor. **Justification:** Our assessment plan for CCU and our accreditation self study with NASAD confirmed the changes we have been making over the past two years to our foundations program. This is especially useful in the development of concept. Previously, our ARTS 297 was a one credit portfolio review of our foundations courses. We are keeping that course and moving it to zero credits and pass/fail to complement this new course. Initial assessment will continue to be focused on ARTS 297, not the present course. **Impact on existing academic programs:** It will better prepare students for upper level course work, to aid them in the critique process, critical thinking, and in conceptual development. **Financial costs associated with this request:** The only costs are that we will need to have at least one or two sections (depending on class size) offered each semester. These sections will be part of the new Foundations Coordinator position we are hiring this year. It is already built into the work load of the new Foundations Coordinator position mentioned above. **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring **Date change is to be effective:** Fall 2015 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### V. Proposals for Changes in an Undergraduate program

##### **College of Education – Department of Education**

Early Childhood Education Degree

**Committee action:** This proposal was denied and returned to the College of Education. A program review is required with this proposal. This proposal will need to be resubmitted to the Academic Affairs Committee for further review and approval.

##### **College of Humanities and Fine Arts – Department of English**

English Degree Foundations

**Proposed changes:** A change to the English major foundations course. We are removing the list of courses that are possibilities for the foundations and the foundation will now be English 300.

**Proposed catalog description:**

ENGLISH MAJOR (120 Credits)

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

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110 The First-Year Experience ..... 0-3

Coastal Carolina 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 (3 Credits) .....3

English 300 Critical Conversations in English (3)

#### IV. MAJOR REQUIREMENTS (48 Credits)

Take four of the following six literature surveys, choosing at least one World, one British and one American: (12 Credits) .....12

ENGL 303 British Literature I (3)

ENGL 304 British Literature II (3)

ENGL 305 American Literature I (3)

ENGL 306 American Literature II (3)

ENGL 371 Topics in World Literature: East/West Intersections (3)

ENGL 375 Special Topics in World and Anglophone Literature (3)

Choose three from the following: (9 Credits) .....9

ENGL 451 Introduction to the Study of Language & Modern Grammar (3)

ENGL 453 Development of the English Language (3)

ENGL 457 Form and Style in Writing (3)

ENGL 459 Advanced Composition and Rhetoric (3)

ENGL 483 Theory of Literary Criticism (3)

Choose eight upper -division (301-499) courses from a rotation of current offerings. With their adviser's consent, students may use UNIV 200 to replace one of the 301-499 English courses as long as the UNIV work is connected to The Chanticleer, Archarios, Tempo, or other University publications. (21 Credits) .....21

ENGL 411 English Capstone .....3

#### V. COGNATE REQUIREMENT (9 Credits).....9

Students are to take three courses at the 300 or 400 level outside their major,  
OR students are to pursue the minor of their choice.

#### VI. ELECTIVES (19-26 Credits) ..... 19-26

Note: Transfer or adult students who are exempt from completing UNIV 110 must complete 3 additional credits of electives unless the student has earned a minimum of 120 total required credits.

TOTAL CREDITS REQUIRED.....120

**Justification:** Many of the courses that were listed as foundations courses were not offered at all or very irregularly. Further, English 300 (as described in the course description) is a course that is designed to serve as the foundation to the English major engaging students with current English research methods and lines of inquiry in the field and as such serves as an important and necessary foundation for all English majors. **Impact on existing academic programs:** This will have English majors spend one more class within the major - increasing the total number of English hours that they will take but not the total credit hours that they will take for their degree. We believe that this will help majors become acclimated to the English major and the type of work required of the major early on and as a result help them to be more successful in the major. **Financial costs associated with this request:** None. There are no substantive changes to teaching or library resources. This course is already offered regularly and all majors are already taking the course. We are simply fore fronting this course in the major, so that they take



it earlier to provide the most benefit for their educational experience. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

### **College of Humanities and Fine Arts – Department of Music**

B.A. Music: Teacher Preparation Track Emphasis

**Committee action:** This proposal was denied and returned to the Department of Music. MUED 237 is currently listed in the program; however, this course does not exist at this time. This proposal will need to be resubmitted to the Academic Affairs Committee for further review and approval.

Music Performance Track Emphasis

**Proposed changes: Removal of courses from program:** MUED 171, MUED 172, MUED 271, MUED 272; **Addition of courses to program:** MUS 135, MUS 136, MUS 137, MUS 138, MUS 434  
**Proposed catalog description:**

#### **MISSION STATEMENT**

The mission of the Department of Music at Coastal Carolina University is to provide quality music education for all students, excellent performances for the public and service to the university and community. We believe that music has intrinsic value as a vital and indispensable part of the human experience and nurtures the artistic and creative impulse common to all societies. To that end, we seek to cultivate and sustain a student centered learning community which supports superior professional and pedagogical training, provides a wide variety of excellent individual and ensemble performance opportunities for all students, and, as a unit in the Edwards College of Humanities and Fine Arts, is an integral part of a liberal arts education.

In our commitment to excellence, the department recruits and maintains an exceptional and diverse faculty, staff and student population in order to achieve departmental and institutional goals for both undergraduate and graduate education. Serving South Carolina and the broader region, we offer public concerts in a variety of styles and settings and provide music to enhance various university and community functions. Our highest purpose is to empower students with the knowledge, skills, core values and integrity that contribute to life--long learning and service in the arts, and active citizenship in a democratic society and interdependent world.

#### **STUDENT LEARNING OUTCOMES**

Students will be able to:

1. Demonstrate a familiarity with a wide selection of musical literature, principal eras, genres and cultural forces.
2. Understand common elements and organizational patterns of music and their interactions.
3. Understand compositional processes, aesthetic properties of style, and ways these are shaped by artistic and cultural forces.

4. Understand musical form, processes and structures, as demonstrated in actual performance and through analytical, scholarly and pedagogical applications.
5. Develop and defend musical judgments.
6. Hear, identify and work conceptually with the major elements of music: rhythm, melody, harmony and structure.
7. Demonstrate mastery of skills through one or more vocal or instrumental performance areas.
8. Sing in a musical and accurate manner.
9. Sight--read at the keyboard with fluency demonstrating both general musicianship and an appropriate level of skill.

Acceptance to the B.A. in Music requires a successful audition with the Department. Audition requirements and procedures are available on the department Web site and from the department office. Students who have not yet completed this requirement will be designated "pre--music", which will meet prerequisites for all music major courses listed at the 100 level.

#### MUSIC MAJOR --CONCENTRATION IN GENERAL STUDIES (120 Credits)

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

##### II. FRESHMAN GRADUATION REQUIREMENT (0--3 Credits)

Minimum grade of C is required.

##### UNIV 110 The First--Year Experience ..... 0--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. MUSIC FOUNDATION COURSES (32Credits)

Ensemble (4 different semesters, 1 credit per semester) .....	4
MUS 100 Recital Class (7 semesters required) .....	0
MUS 119 Basic Music Technology .....	2
MUS 115 Concepts and Elements of Music Theory.....	3
MUS 116 Principles of Harmony and Voice Leading.....	3
MUS 215 Chromatic Harmony and Modulation.....	3
MUS 216 Musical Structures.....	3
MUS 117 Ear Training and Sight SingingI .....	1
MUS 118 Ear Training and Sight Singing II .....	1
MUS 217 Ear Training and Sight Singing III.....	1
MUS 218 Ear Training and Sight Singing IV .....	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II.....	1
MUS 272 Class Piano III.....	1
MUS 273 Class Piano IV.....	1
MUS 253 History of Western Music I .....	3
MUS 254 History of Western Music II.....	3

IV. MAJOR REQUIREMENTS (18--24Credits)	
Applied Music (6 semesters, 1--2 credits per semester) .....	6--12
MUS 498 Senior Project .....	3
Music Electives (any combination of MUS or MUED 300 or 400 level courses; permission of instructor required for MUED courses.) (9 Credits) .....	9
V. OTHER ELECTIVES (18--31 Credits) .....	20--36
TOTAL CREDITS REQUIRED.....	120
A grade of C or better is required in all major courses.	

### **MUSIC MAJOR --CONCENTRATION IN PERFORMANCE (120 Credits)**

I. CORE CURRICULUM (34--41 Credits) .....	34--41
II. FRESHMAN GRADUATION REQUIREMENT (0--3 Credits)	
Minimum grade of C is required.	
UNIV 110 The First--Year Experience .....	0--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. MUSIC FOUNDATION COURSES (32Credits)	
Ensembles.....	4
MUS 100 Recital Class (7 semesters required) .....	0
MUS 119 Basic Music Technology .....	2
MUS 115 Concepts and Elements of Music Theory.....	3
MUS 116 Principles of Harmony and Voice Leading.....	3
MUS 215 Chromatic Harmony and Modulation.....	3
MUS 216 Musical Structures.....	3
MUS 117 Ear Training and Sight Singing I .....	1
MUS 118 Ear Training and Sight Singing II .....	1
MUS 217 Ear Training and Sight Singing III.....	1
MUS 218 Ear Training and Sight Singing IV.....	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II.....	1
MUS 272 Class Piano III.....	1
MUS 273 Class Piano IV.....	1
MUS 253 History of Western Music I .....	3
MUS 254 History of Western Music II.....	3
IV. PERFORMANCE REQUIREMENTS (20 Credits)	
Applied Music (8 semesters, 2 credits per semester).....	16
MUS 300 Junior Recital.....	0
MUS 400 Senior Recital .....	0
Ensemble Four additional semesters of ensemble participation are required, for a total of eight semesters. All ensembles are one (1) credit course.....	
	4

SPECIALIZED BLOCK (9--12Credits)

**Instrumental Studies**

MUED 165 Class Voice I .....2

MUS 333 Conducting and Score Reading .....2

MUS 334B Instrumental Conducting (Piano/Guitar/Bass Studies may substitute any 300 or 400 level music course not required elsewhere) .....2

**(Wind, Brass, Percussion Studies only)**

MUS 339 Applied Instrumental Literature and Pedagogy .....3

**(Piano Studies only)**

MUS 414 Piano Literature .....3

MUS 416 Elementary Piano Pedagogy.....3

**(Guitar or Bass Studies only)**

Choose one: (3 Credits) .....3

MUS 339I Applied Instrumental Literature and Pedagogy (Guitar) (3)

MUS 339J Applied Instrumental Literature and Pedagogy (Bass) (3)

**Vocal Studies**

MUS 135 English Diction for Singers .....1

MUS 136 Italian Diction for Singers .....1

MUS 137 German Diction for Singers .....1

MUS 138 French Diction for Singers .....1

Choose one: (2 Credits) .....2

MUS 333 Conducting and Score Reading (2)

MUS 334 Choral Conducting (2)

MUS 434 Vocal Literature.....3

MUS 436

Elementary Vocal Pedagogy .....3

VI. ELECTIVES (11--25 Credits) .....9--20

TOTAL CREDITS REQUIRED.....120

A diagnostic and advisory review of the student's work will be conducted at the end of the sophomore year. This review will examine proficiencies in written and aural theory, keyboard skills, applied music and will determine the student's eligibility for upper level (Junior--Senior) courses.

A grade of C or better is required in all major courses.

**MUSIC MAJOR --CONCENTRATION IN TEACHER PREPARATION PRECERTIFICATION (121-132 Credits)**

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

II. FRESHMAN GRADUATION REQUIREMENT (0--3 Credits)

Minimum grade of C is required.

UNIV 110..... 0--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. MUSIC FOUNDATION COURSES (32 Credits)	
Ensembles.....	4
MUS 100 Recital Class (7 semesters required) .....	0
MUS 119 Basic Music Technology .....	2
MUS 115 Basic Elements of Music Theory.....	3
MUS 116 Principles of Harmony and Voice--Leading.....	3
MUS 215 Chromatic Harmony.....	3
MUS 216 Musical Structures.....	3
MUS 117 Ear Training and Sight Singing I.....	1
MUS 118 Ear Training and Sight Singing II.....	1
MUS 217 Ear Training and Sight Singing III.....	1
MUS 218 Ear Training and Sight Singing IV.....	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II.....	1
MUS 272 Class Piano III.....	1
MUS 273 Class Piano IV.....	1
MUS 253 History of Western Music I .....	3
MUS 254 History of Western Music II.....	3
IV. PERFORMANCE REQUIREMENTS (20 Credits)	
<b>Applied Music</b> (8 semesters, 2 credits per semester).....	16
MUS 400 Senior Recital .....	0
<b>Ensemble (Vocal Studies)</b> (4 different semesters; all ensembles 1 cr. each).....	4
MUS 125 Coastal Carolina Concert Choir OR	
MUS 125C Coastal Carolina Chamber Choir AND	
MUS 124S World Percussion (1 semester)	
<b>Ensemble (Wind or Brass Studies)</b> (4 different semesters; all ensembles 1 cr. each).....	4
Combined Music Foundation Ensembles and Performance Requirement Ensembles to include:	
MUS 124A Symphonic Band (1) (4 semesters minimum) OR	
MUS 124W The Coastal Winds (1) (4 semesters minimum) AND	
MUS 124M Marching Band (1) (2 semesters minimum) AND	
MUS 124S World Percussion (1 semester minimum) AND	
MUS 134 Jazz After Hours (1 semester minimum) OR MUS 130	
Ensemble appropriate to performance instrument (e.g., Flute Choir, Sax Ensemble)	
<b>Ensemble(Percussion Studies)</b> (4 semesters; all ensembles1 cr. each).....	4
Combined Music Foundation Ensembles and Performance Requirement Ensembles to include:	
MUS 124E Percussion Ensemble (3 semesters minimum) AND	
MUS 124D Drumline (2 semesters minimum) AND	
MUS 124A Symphonic Band (2 semesters minimum) OR MUS 124W Coastal Winds (2 semesters minimum) AND	
MUS 124S World Percussion (1 semester minimum)	
<b>Ensemble(Piano, Guitar or Bass Studies)</b> .....	4
MUS 125 Coastal Carolina Concert Choir or any ensembles or chamber music ensembles using primary instrument (4 different semesters)	

V. SPECIALIZED BLOCK (17Credits)

<b>Instrumental Studies</b>	17
MUED 165 Class Voice I	2
MUS 333 Conducting and Score Reading	2
MUS 334B Instrumental Conducting	2
MUS 343 American Music Traditions	3
MUS 345 World Music Traditions	3
MUS 420 Orchestration and Arranging	2
<b>(Wind, Brass, Percussion Studies)</b>	
MUED 469B Applied Wind Band Literature	3
Vocal Studies	17
MUS 135 English Diction for Singers	1
MUS 136 Italian Diction for Singers	1
MUS 137 German Diction for Singers	1
MUS 138 French Diction for Singers	1
MUS 333 Conducting and Score Reading	2
MUS 334 Choral Conducting	2
MUS 343 American Music Traditions	3
MUS 345 World Music Traditions	3
MUED 469A Applied Choral Literature	3

VI. TEACHER PREPARATION BLOCK (20--22Credits)

MUED 101 Introduction to Music Education	1
MUED 200 Mid--Program Review	0
MUED 292 Fundamentals of String Instruments	1
MUED 310 Musicianship Pedagogy for Music Educators	3
MUED 313 Music Literature for Grades Pre--K to 5	3
MUED 321 Music Methods for Grades Pre--K to 2	3
MUED 353 Secondary General Music Methods	3
MUED 421 Music Methods for Grades 3--5	3
MUED 491 Fundamentals of Percussion Instruments	1
<b>Instrumental Studies</b>	7
MUED 237 Choral Techniques for Instrumentalists	2
MUED 391 Fundamentals of Brass Instruments	1
MUED 392 Fundamentals of Woodwind Instruments	1
MUED 443 Beginning Instrumental Music Methods	3
<b>Vocal Studies</b>	5
MUED 243 Brass and Wind Techniques for Vocalists	2
MUED 437 Secondary Choral Methods	3
<b>TOTAL CREDITS REQUIRED</b>	121--129

A grade of C or better is required in all major courses.



MUSIC MINOR (24--28 Credits)	
MUS 115 Concepts and Elements of Music Theory.....	3
MUS 116 Principles of Harmony and Voice Leading.....	3
MUS 117 Ear Training and Sight Singing I .....	1
MUS 118 Ear Training and Sight Singing II .....	1
MUS 172 Class Piano I.....	1
MUS 173 Class Piano II.....	1
Applied Music (4 semesters, 1--2credits per semester) .....	4-8
Ensembles (4 semesters) .....	4
Choose two: (6 Credits) .....	6
MUS 110 Introduction to Music (3)	
MUS 253 History of Western Music I (3)	
MUS 254 History of Western Music II (3)	
MUS 257 American Popular Music (3)	
MUS 258 Jazz and the American Experience (3)	
 TOTAL CREDITS REQUIRED.....	 24-28
A grade of C or better is required in each course to be applied toward the minor.	

**Justification:** In our current music curriculum, singers are instructed in both diction and literature in one semester as a 2-credit course (for example, MUED 171 English Diction and Literature for Singers). In this format, a student needs four semesters to complete the sequence of English, Italian, German and French languages. The courses must be taken in sequence as skill sets are built upon throughout. This has been challenging in a myriad of ways. Our department doesn't have enough singers to justify running multiple sequences, so an incoming freshman entering in an odd year must wait until their sophomore year to begin the sequence. This delay has proven problematic in the development of language skills with some students. Another challenge occurs with our teacher preparation track students concentrating in voice. These students need the diction skills but do not require the literature portion of the courses. Currently these students only take English and Italian, not having enough credit hours in their curriculum to finish the sequence. Our solution is to extract the voice literature portion of the courses and teach it separately. The course MUS 434 Vocal Literature is already approved and in the course catalogue. We would like to introduce a new voice diction sequence, reduce each course to 1-credit hour and teach it as a half-semester course. The new sequence would be comprised of the following:

- MUS 135 English Diction for Singers Fall 1
- MUS 136 Italian Diction for Singers Fall 2
- MUS 137 German Diction for Singers Spring 1
- MUS 138 French Diction for Singers Spring 2

With this new sequence, every voice performance and teacher preparation student will be able to study all diction courses and complete them at the end of their freshman year. As these courses deal with the performance skill of singing diction, we would like to list them as MUS courses. **Impact on existing academic programs:** The impact is positive, as explained above. This also reduces the total credits for the music performance track (voice) by one credit. The current sequence is 8 credits. Our proposed sequence has 4 credits for diction and 3 for the voice

literature course, totaling 7 credits. **Financial costs associated with this request:** None. The same teaching load for the current courses will be used for this proposed change.

**Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

**College of Humanities and Fine Arts – Department of Philosophy and Religious Studies**

Religious Studies Minor

**Proposed changes: Addition of courses to program:** To fulfill the two required subject areas after taking RELG 103 World Religions, students may now take a greater range of courses. The current catalog states that students must take either RELG 104 or RELG 320 to fulfill the Asian Religions requirement, but they may now also take RELG 324, RELG 326, RELG 350, RELG 351 and RELG 352 to fulfill this requirement. In addition, the current catalog states that students must take either RELG 301, RELG 302, or RELG 311 to fulfill the Abrahamic Religions requirement, but they may now also take RELG 312, RELG 322, RELG 330 and RELG 363 to fulfill this requirement. **Proposed catalog description:**

RELIGIOUS STUDIES MINOR REQUIREMENTS (15-18 Credits)\*

RELG 103 World Religions ..... 0-3\*

*One of the following Asian Religions Courses:*

RELG 104 Introduction to Asian Religions

RELG 320 Introduction to Buddhism

RELG 324 Hinduism

RELG 326 Buddhism in Literature & Film

RELG 350 Lives of Hindu & Buddhist Saints

RELG 351 Religion of India

RELG 352 Zen Buddhism .....3

*One of the following Abrahamic Religions Courses:*

RELG 301 Old Testament

RELG 302 New Testament

RELG 311 Gospel Traditions

RELG 312 The Life and Letters of Paul

RELG 322 Introduction to Islam

RELG 330 Judaism

RELG 363 Women and Gender in Islam.....3

*Three RELG Electives—any of the above not taken previously, plus the following:*

RELG 325 Religion in Contemporary American Film

RELG 360 Women and World Religions

RELG 365 Religious Diversity in the South

RELG 366 Religions of the West African Diaspora

RELG 399 Independent Study

RELG 399H Interdisciplinary Independent Study

RELG 491 Special Topics.....9

TOTAL CREDITS REQUIRED.....15-18\*

\*Students using RELG 103 World Religions to satisfy a core requirement or a foundation requirement will fulfill the minor requirement but will not have the 3 credit hours registered in

the minor. The minor sequence should be determined in consultation with the student's major adviser and an adviser in the Department of Philosophy and Religious Studies. A student must earn a C or better in all courses to be applied toward the minor in Religious Studies. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

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

Geographic Information Systems Minor

**Proposed changes: Addition of courses to program: ARTH 450/ARTD 450 Proposed catalog description:**

GEOGRAPHIC INFORMATION SYSTEMS MINOR (18-21 CREDITS)

A minor in Geographic Information Systems (GIS) is designed to give students a broad understanding of the geographic concepts that underpin GIS and related geospatial technologies, as well as develop practical skills in utilizing these technologies to address applications in a wide range of disciplines and domain areas. The minor in GIS addresses the emerging demands for GIS education by providing strongly integrated coursework that will equip a student majoring in a complementary field with both the core concepts of geography and the effective use of GIS technology. The structure of this minor goes beyond 'software knowledge' and introduces students to fundamental theories related to spatial thinking and geographic information, and provides training in the tools and techniques required to utilize GIS and geospatial technologies in professional settings. In addition, students will explore the social and cultural impacts of the increasing use of these technologies in both the public and private sectors.

GEOGRAPHIC INFORMATION SYSTEMS MINOR (18-21 CREDITS)

CORE REQUIREMENTS (6-7 credits)

GEOG 200 Digital Earth.....3

Choose one from the following: (3-4 credits).....3-4

    GEOG 204 Introduction to Geographic Information Systems GIS (3)

    MSCI 331/331L Introduction to Geographic Information Systems and  
        Remote Sensing/Laboratory (=ENVI 331/331L) (4)

METHODS ELECTIVE

Choose one from the following: (3-4 credits).....3-4

    GEOG 310 Digital Cartography (3)

    GEOG 311 Earth Observation (3)

    PHYS 432/432L Remote Sensing of the Environment/Laboratory (4)

ELECTIVES

Choose three from the following: (9-10 credits).....9-10

    ARTD 201 Graphic Design I (3)

    CSCI 203 Introduction to Web Application Development (3)

    CSCI 225 Introduction to relational Database and SQL (3)

    GEOG 310 Digital Cartography (3)

    GEOG 311 Earth Observation (3)

    GEOG 399 Independent Study (3)

GEOG 400 Geospatial Intelligence (3)  
 GEOG 450 Ashes2Art (=ARTH 450) (=ARTD 450) (3)  
 GEOG 491 Special Topics in Geography/GIS (3)  
 PHIL 315 Technology and Human Values  
 PHYS 432/432L Remote Sensing of the Environment/Laboratory (4)  
 POLI 495 Internship in Political Science (3)

TOTAL CREDITS REQUIRED.....18-21

**Justification:** ARTH 450 - Ashes2Art is a hands-on course that focuses on 3D virtual reconstructions, a skill set that is increasingly in demand in geospatial technology applications, in a number of areas from historical reconstructions to urban modeling. Students who can add these skill sets to their course work in GIS and other geospatial technologies will be better prepared to enter the workforce. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

**College of Humanities and Fine Arts – Department of Visual Arts**

Art Studio Degree

**Proposed changes:** **Change in required courses from:** ARTH 105 and ARTH 106; ARTH 341, 342 or 350 **to** ARTS 105; ARTH 106; either ARTH 105 or ARTH 107; ARTH 250; ARTS 298; **Addition of courses to program:** ARTS 105; ARTH 107; ARTH 250; ARTS 298 **Proposed catalog description:**

ART STUDIO MAJOR (120 Credits)

Degree: Bachelor of Arts

A maximum of 52 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Art Studio. Students must earn a grade of C or better in each course used to satisfy Foundation Courses and Major Requirements. Students must submit portfolios for faculty review at the end of their Sophomore year and participate in a Senior Exhibition at Coastal Carolina University.

ART STUDIO MAJOR (120 Credits)

I. CORE CURRICULUM (39-44 Credits) ..... 39-44

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110 The First-Year Experience ..... 0-3

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 (21Credits)

ARTS 103 Fundamentals of Art I .....3

ARTS 104 Fundamentals of Art II.....3

ARTS 105 Introduction to Digital Image Making.....3

ARTS 111 Drawing I .....3

ARTS 112 Drawing II .....	3
ARTH 106 History of Western Art II.....	3
Choose one from the following: (3 Credits) .....	3
ARTH 105History of Western Art I (3)	
ARTH 107Art Outside the Western Tradition (3)	

#### IV. MAJOR REQUIREMENTS (36Credits)

ARTS 231 Life Drawing I .....	3
ARTS 297 Sophomore Review .....	0
ARTS 298 Concepts in Artistic Process.....	3
ARTH 250 Concepts in Art History.....	3
Choose one ARTH 200 level or above course.....	3
ARTS courses: (21Credits)	
Choose oneARTS 200 level course from the following 2D courses: (3Credits) .....	3
(Such as: ARTS 200 Introduction to Printmaking ;ARTS 207 Silkscreen Printmaking; ARTS 209 Introduction to Monotype; ARTS 211 Painting with Water Media; ARTS 212 Painting with Opaque Media; ARTS 232 Life Drawing I; ARTS 261 Introduction to Black and White Photography)	
Choose one ARTS 200 level course from the following3D courses: (3Credits) .....	3
(Either: ARTS 204 Ceramics (Pottery/Sculpture);ARTS 208 Sculpture)	
Choose one ARTS 200 level course: (3 Credits) .....	3
Choose one ARTS 300 level course from the following2D courses: (3 Credits).....	3
(Such as: RTS 311Intermediate Painting I;ARTS 312 Intermediate Painting II; ARTS 313 Painting the Portrait; ARTS 318 Advanced Color Theory; ARTS 331Advanced Drawing I;ARTS 332 Advanced Drawing II;ARTS 361 Intermediate Black and White Photography; ARTS 362 Digital Photographic Techniques; ARTS 363 Experimental Photography; ARTS 370 Relief Printmaking; ARTS 373 Photopolymer Intaglio Printmaking; ARTS 374 Digital Photographic Techniques II;ARTS 385 Fine Arts Workshop: (Art Center); ARTS 399 Independent Study)	
Choose one ARTS 300 level course from the following 3D courses: (3 Credits) .....	3
(Such as: ARTS 321 The Functional Vessel; ARTS 322 The Sculptural Vessel; ARTS 380 Fine Arts Workshop: Brookgreen Gardens; ARTS 381 Sculptural Processes; ARTS 382 Objective Sculpture; ARTS 383 Multiples, Molding and Casting; ARTS 385 Fine Arts Workshop: (Art Center); ARTS 399 Independent Study)	
Choose one ARTS 300 or above level course: (3 Credits) .....	3
Choose one ARTS 400 level course: (3 Credits) .....	3
ARTS 497 The Artist as a Professional .....	3
Art Studio majors must present a juried exhibition and portfolio of their work at Coastal prior to graduation.	

#### V. COGNATE OR MINOR REQUIREMENTS (9 Credits).....9

Cognate courses are courses drawn from outside the major but intended to support the major. Cognate courses must be upper level (300 or 400 level) and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or better is required in all cognate or minor courses.

#### VI. ELECTIVES (7-15Credits) .....7-15

TOTAL CREDITS REQUIRED.....120

**Justification:** Basically, we are changing the program to force students to get exposure in a wider array of subjects; as it currently stands, a student can complete the program without any 3D work beyond the ARTS 104 intro course. The new configuration places equal emphasis on 2D and 3D in upper level courses. ARTS 105 (intro to digital techniques) is already on the books, and we think it is necessary for our majors. ARTH 106 is the second half of the Western Art survey; studio faculty agree this should be required for the education of art-making students because it exposes them to Modernism and Post-Modernism which are crucial for contemporary expression. ARTH 107 is already in the catalogue. Department wants to include ARTH 107: Art Outside the Western Tradition as an optional part of its mission to educate students in a broad range of styles, histories, cultures and objects.

ARTH 250 (Concepts in Art History) will be required for all ARTS majors; it covers an intro to theoretical concepts and research and writing skills, and it replaces the options of ARTH 341, 342 or 350. ARTS 298 is an additional course for sophomore assessment, and for preparing students for upper level coursework. **Impact on existing academic programs:** It will broaden the educational base of our students. otherwise, none. **Financial costs associated with this request:** None. The revised program better prepares students, and adjusts some of the coursework, but it does not necessitate new faculty or additional facilities. **Date change is to be effective:** Fall 2015 **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### Graphic Design Degree

**Proposed changes: Change in required courses from:** ARTH 105, ARTH 106; ARTH 341 or ARTH 342 or ARTH 350 **to** ARTH 106, ARTS 105, ARTD 108, ARTH 250, ARTS 298; **Addition of courses to program:** ARTS 105; ARTD 108; ARTS 298; ARTH 250 **Proposed catalog description:**

#### GRAPHIC DESIGN MAJOR (120 Credits)

All Graphic Design majors at Coastal Carolina University are required to have their own Macintosh laptop computer and Adobe Creative Cloud software. For information and specifications please go to our web page at <http://www.coastal.edu/art>.

#### Degree: Bachelor of Arts

A maximum of 52 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Graphic Design. Students must earn a grade of C or better in each course used to satisfy Foundation Courses and Major Requirements. Students must submit portfolios for faculty review at the end of their Sophomore year and participate in a Senior Exhibition at Coastal Carolina University.

I.CORE CURRICULUM (39-44 Credits)..... 39-44

#### II.FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of C is required.

UNIV 110 The First-Year Experience .....0-3

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.



II. FOUNDATION COURSES (21Credits)	
ARTS 103 Fundamentals of Art .....	3
ARTS 104 Fundamentals of Art II.....	3
ARTS 105 Introduction to Digital Image Making.....	3
ARTS 111 Drawing I.....	3
ARTS 112 Drawing II.....	3
ARTH 106 History of Western Art II.....	3
ARTD 108 A Survey of Graphic Design.....	3
III. MAJOR REQUIREMENTS (36Credits)	
ARTS 231 Life Drawing I .....	3
ARTS 297 Sophomore Review.....	0
ARTS 298 Concepts in Artistic Process.....	3
ARTH 250 Concepts in Art History.....	3
Choose one ARTH 200 level or above course.....	3
ARTD 201 Graphic Design I .....	3
ARTD 202 Graphic Design II.....	3
ARTD 205 Web Design I .....	3
ARTD 301 Graphic Design III .....	3
ARTD 302 Graphic Design IV .....	3
Choose two ARTDelectives: (6 Credits) .....	6
ARTD 497 Graphic Design Senior Capstone .....	3
Graphic Design majors must present a juried exhibition and portfolio of their work at Coastal prior to graduation.	
IV. COGNATES (9Credits).....9	
Cognate courses are drawn from outside the major but intended to support the major. Cognate courses must be upper level (300 or 400 level) and must be approved by the student's adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or better s required in all cognate or minor courses.	
IV. ELECTIVES (7-15Credits).....7-15	
TOTAL CREDITS REQUIRED.....120	

**Justification:** ARTH 106 is the second half of the Western Art survey; studio faculty agree this should be required for the education of art-making students because it exposes them to Modernism and Post-Modernism which are crucial for contemporary expression. ARTS 105 Introduction to Digital Image Making will prepare students at the foundations level for the use of computers in image-making. ARTD 108 is a general survey of trends in design. ARTH 250 is an introduction to theories of art and design, and to methods of research and writing. ARTS 298 Concepts in Art is an additional course for assessing student foundation work, and for preparing them for upper level coursework. The new changes to the graphic design program also include a required laptop purchase when they enter the program; the provost has agreed to the new policy and asked that it be in the catalogue. **Impact on existing academic programs:** broader

student education. otherwise, nil. **Financial costs associated with this request:** None. The new configuration shifts the emphasis of the program, but does not necessitate added faculty or facilities. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### Photography Minor

**Proposed changes:** Change in number of credits from: 21 to: 18; Removal of courses from program: ARTS 103 **Proposed catalog description:**

#### PHOTOGRAPHY MINOR (18Credits)

ARTH Elective --Recommended: ARTH 308 History of Photography or ARTH 342 Post  
--Modern & Contemporary Art--1940 to the Present .....3  
ARTS 261 Introduction to Black and White Photography .....3  
ARTS 361 Intermediate Black and White Photography .....3  
Choose three Photography courses at 300 level or above.....9

TOTAL CREDITS REQUIRED.....18

A grade of C or better is required in each course to be applied toward the minor.

**Justification:** Visual Arts is standardizing the size of its minor programs to 18 credits, the university standard. Photography professors agreed that the skills learned in ARTS 103 are largely covered in the photo courses and are not crucial to student success and preparation.

**Impact on existing academic programs:** it will allow significantly larger numbers of students to complete minor degrees; the size of our current minor (21) has been the single largest complaint by students within visual arts and for students across disciplines. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### Graphic Design Minor (Art Studio Majors)

**Proposed changes:** Change in number of credits from: 21 to: 18; Removal of courses from program: ARTH 3XX+; **Proposed catalog description:**

#### GRAPHIC DESIGN MINOR (for Art Studio Majors) (18Credits)

ARTS 261 Introduction to Black and White Photography .....3  
ARTD 201 Graphic Design I .....3  
ARTD 202 Graphic Design II .....3  
ARTD 205 Web Design I .....3  
ARTD 301 Graphic Design III .....3  
ARTD 302 Graphic Design IV .....3

TOTAL CREDITS REQUIRED.....18

A grade of C or better is required in each course to be applied toward the minor.

ARTD 399 may not be used to satisfy the Graphic Design minor.

**Justification:** Visual Arts is standardizing the size of its minor programs to 18 credits, the university standard. Design professors agreed that the upper level ARTH is not necessary because they already have ARTH credits through the Art Studio Major. **Impact on existing academic programs:** it will allow significantly larger numbers of students to complete minor degrees; the size of our current minor (21) has been the single largest complaint by students within visual arts and for students across disciplines. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### Graphic Design Minor (Outside Majors)

**Proposed changes: Change in number of credits from: 21 to 18; Removal of courses from program: ARTS 261** **Proposed catalog description:**

GRAPHIC DESIGN MINOR(for Non--Art Studio Majors) (18Credits)	
Any ARTH(3 Credits).....	3
ARTS 103 Fundamentals of Art I.....	3
ARTS 104 Fundamentals of Art II.....	3
ARTD 201 Graphic Design I.....	3
ARTD 202 Graphic Design II.....	3
ARTD 301 Graphic Design III.....	3
<b>TOTAL CREDITS REQUIRED.....</b>	<b>18</b>

A grade of C or better is required in each course to be applied toward the minor.  
 ARTD 399 may not be used to satisfy the Graphic Design minor.

**Justification:** Visual Arts is standardizing the size of its minor programs to 18 credits, the university standard. Design professors agreed that the ARTS 261: B&W Photography is not crucial to the training for a minor degree. **Impact on existing academic programs:** it will allow significantly larger numbers of students to complete minor degrees; the size of our current minor (21) has been the single largest complaint by students within visual arts and for students across disciplines. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### Art Studio Minor (Non-Graphic Design Majors)

**Proposed changes: Change in the number of credits from: 21 to 18; Change in required courses from: 9 credits of ARTS 2XX+ to: 6 credits of ARTS 2XX+; other: Choose any ARTH (3 credits)**  
**Proposed catalog description:**

#### ART STUDIO MINOR (for Non--Graphic Design Majors) (18 Credits)

Choose any ARTH course .....	3
ARTS 103 Fundamentals of Art I .....	3
ARTS 104 Fundamentals of Art II.....	3
ARTS 111 Drawing I .....	3

Choose two ARTS courses at the 200 level or above .....6

TOTAL CREDITS REQUIRED.....18

A grade of C or better is required in each course to be applied toward the minor.  
ARTS 399 may not be used to satisfy the Art Minor.

**Justification:** Visual Arts is standardizing the size of its minor programs to 18 credits, the university standard. ARTS professors agreed that we should cut one of the elective ARTS 2XX+ requirements, from 9 credits to 6 credits. Also, due to various changes in ARTH offerings, we are allowing any ARTH course to count for the minor for Non-Graphic Design majors (instead of the very restrictive list currently). **Impact on existing academic programs:** it will allow significantly larger numbers of students to complete minor degrees; the size of our current minor (21) has been the single largest complaint by students within visual arts and for students across disciplines. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

Art Studio Minor (Graphic Design Majors)

**Proposed changes:** Change in number of credits from: 21 to 18; **Removal of courses from program:** ARTH 3XX+ **Proposed catalog description:**

ART STUDIO MINOR (for Graphic Design Majors) (18Credits)

ARTS 261 Introduction to Black and White Photography .....3  
Choose three ARTS courses at 200 level or above (9 Credits).....9  
Choose two ARTS courses at 300 level or above (6 Credits) .....6

TOTAL CREDITS REQUIRED.....18

A grade of C or better is required in each course to be applied toward the minor.  
ARTS 399 may not be used to satisfy the Art Minor.

**Justification:** Visual Arts is standardizing the size of its minor programs to 18 credits, the university standard. ARTS and ARTD professors agreed that we should cut the ARTH requirement because they will get good coverage of ARTH through the Design major. **Impact on existing academic programs:** it will allow significantly larger numbers of students to complete minor degrees; the size of our current minor (21) has been the single largest complaint by students within visual arts and for students across disciplines. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

Art History Minor

**Proposed changes:** Change in number of credits from: 21 to 18; **Change in required courses from:** ARTH 105 and ARTH 106; ARTH 341, 342 or 350 **to** ARTH 105, ARTH 106 and ARTH 107; ARTH 250; **Addition of courses to program:** ARTH 107 and ARTH 250 (under review); **Other:** Reduce 12 credits ARTH 3XX+ to 6 credits ARTH 2XX+ **Proposed catalog description:**

ART HISTORY MINOR (18Credits)	
ARTH 105* History of Western Art I .....	3
ARTH 106* History of Western Art II .....	3
ARTH 107* Art Outside the West .....	3
ARTH 250 Concepts in Art History.....	3

Select 6 credits from any 200 or above level ARTH courses.....6

TOTAL CREDITS REQUIRED.....18

\*ARTH 106 and ARTH 105 or ARTH 107 satisfies the foundation requirement for Studio Art Major and may also be used to fulfill the Art History Minor requirement for Studio Art Majors.

These courses cannot be the same ones used to satisfy the core curriculum requirement.

A grade of C or better is required in each course to be applied toward the minor.

**Justification:** Visual Arts is standardizing the size of its minor programs to 18 credits, the university standard. ARTH faculty agreed to add the requirement of ARTH 107: Non Western Art and for ARTH 250 (pending) to replace the current requirement of ARTH 341 or ARTH 342 or ARTH 350. ARTH faculty reduced the number of electives from 12 credits to 6 credits to accommodate the changes outlined above. Faculty decided to include 2XX in the offerings as the department is in the process of moving several ARTH 3XX courses to ARTH 2XX for various pedagogical and curricular reasons. The is also provides exposure to Non-Western methods and traditions. **Impact on existing academic programs:** it will allow significantly larger numbers of students to complete minor degrees; the size of our current minor (21) has been the single largest complaint by students within visual arts and for students across disciplines.

**Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

#### Art Education Minor

**Proposed changes: Change in required courses from:** ARTH 350 **to:** ARTH 250 **Proposed catalog description:**

ART EDUCATION MINOR (18 Credits)	
ARTE 329 Art for Elementary Schools .....	3
ARTE 379 Cultural Foundations of Art/Craft in Art Education.....	3
ARTH 250 Concepts in Art History .....	3
Choose three other Art Education courses (9 Credits).....	9

TOTAL CREDITS REQUIRED.....18

A grade of C or better is required in each course to be applied toward the minor.

**Justification:** ARTH 350 will be replaced by ARTH 250 (pending approval of course); the same change will occur across all majors and minors degrees in Visual Arts. **Impact on existing academic programs:** it will bring all degrees in line; the new ARTH 250 is a research/writing

methods course and an introduction to art theory and criticism. **Financial costs associated with this request:** None. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

### **College of Science – Department of Health Promotion**

Health Promotion Degree

**Proposed changes:** name change to major: From Health Promotion to Public Health **Proposed catalog description:**

PUBLIC HEALTH MAJOR Degree: Bachelor of Science

A major in public health offers students the opportunity to explore the art and science of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes may be facilitated by enhancing awareness, changing behavior, or creating environments which support better health practices. Students majoring in public health have the flexibility of choosing between one of three areas of study: Cognate, Communication Option, or Exercise Science Option.

Students completing the degree are prepared for advanced degree study in health science or for employment in a variety of health service-related settings such as local, state, national, international and voluntary health agencies, in wellness programs, in wellness programs within business and industry, in medical facilities, or in private consultation. The program is designed so that students desiring careers in allied health/medical fields may complete prerequisite courses within the major. Completion of the program qualifies students to apply for certification through the National Commission for Health Education Credentialing, Inc. (NCHEC) as a Comprehensive Health Education Specialist (CHES).

**Justification:** The Health Promotion Program has been accredited since 2007 under a designation called SABPAC. This organization supported the name Health Promotion, as health promotion specialists work with organizations and communities, such as schools and hospitals, to make them aware of their roles in promoting health. However, this is only one part of the field of Public Health. There is a national industry wide initiative to identify undergraduate programs with the field rather than as a function of a part of the field. Additionally, the SABPAC review of new or re-approval of undergraduate programs has been discontinued. Rather, for the first time, the Council on Education for Public Health (CEPH) has agreed to accredit stand-alone baccalaureate programs. Our program was one of only ten stand-alone baccalaureate programs nationally to be admitted to the inaugural self-study process to be an accredited program by CEPH. As such, they encourage the name of the degree to reflect the broader professional focus of Public Health. **Impact on existing academic programs:** This proposal is enthusiastically supported by the Tenure Track faculty, additionally, focus groups of students indicated that the name change to Public Health would more accurately reflect the academic content and career focus of the major. **Financial costs associated with this request:** Very minor. Name change would require changing business cards and minor sign such as the Bookstore. Much of this cost will be absorbed by the department. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

**College of Science – Department of Marine Science**

Marine Science Degree

**Proposed changes: Addition of courses to program:** addition of BIOL 122L as a foundation option  
**Proposed catalog description:**

**III. FOUNDATION COURSES (43-45 Credits)\***

MSCI 111/111L\* Introduction to Marine Science/Laboratory .....4

MSCI 112/112L The Origin and Evolution of the Marine Environment/  
Laboratory .....4

**MSCI 201\* Scientific Communication or BIOL 122L\* .....1-3**

BIOL 121 Biological Science I .....3

BIOL 122\* Biological Science II .....3

(Students planning to take advanced biology courses are advised to take BIOL 121L

Biological Science I Laboratory, as it is a prerequisite for upper-level courses.)

CHEM 111/111L\* General Chemistry I/Laboratory .....4

CHEM 112/112L General Chemistry II/Laboratory.....4

MATH 160\* Calculus I .....4

MATH 161 Calculus II .....4

PHYS 211/211L Essentials of Physics I/Laboratory .....4

PHYS 212/212L Essentials of Physics II/Laboratory .....4

STAT 201/201L Elementary Statistics/Laboratory .....4

**A C or better** is required in all foundation courses except BIOL 121, CHEM 111/111L, and MATH 161.

**\*MATH 160, MSCI 111/111L, BIOL 122/122L, and MSCI 201 also satisfy Core Curriculum Math, Science, and Communication requirements.** Though listed above under Foundation Courses, their credits are counted toward the total credits for the Core Curriculum and not toward the Foundation total.

**Justification:** We would like to add BIOL 122L as an option along with MSCI 201 in our foundation courses. Currently MSCI 201 and BIOL 122/122L are options in the core goal 1 B for scientific communication and MSCI 201 is required in our MSCI foundation requirement for scientific communication. Our majors are also required to take BIOL 122 as a foundation course. Allowing MSCI 201 or BIOL 122L would give students an option and provide more flexibility when planning their schedules to meet core goal 1b and our MSCI communication foundation requirement. They could take MSCI 201 or BIOL 122/122L to complete the core goal 1B and the MSCI foundation requirement. **Impact on existing academic programs:** None. We will continue to offer MSCI 201 as a core goal 1b option and as a foundation option. It should not negatively affect biology since our majors take BIOL 122L because it is a co-req. for BIOL 122, which they are required to take for MSCI. **Financial costs associated with this request:** None. We have faculty and adjuncts that currently teach MSCI 201. Biology currently offers enough sections of 122L. **Date change is to be effective:** Fall 2015

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.



## VI. Proposals for a New Undergraduate Program or Minor

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

#### Geospatial Technologies Certificate (Distance Learning)

**Proposed catalog description:** A distance-learning certificate in Geospatial Technologies is designed to give students a broad understanding of the geographic concepts that underpin Geographic Information Systems (GIS) and related geospatial technologies, as well as develop practical skills in utilizing these technologies to address applications in a wide range of disciplines and domain areas. As a skills-based certificate, this program will focus on both 'software knowledge' and fundamental concepts related to spatial thinking and geographic information, and provide training in the tools and techniques required to utilize GIS and geospatial technologies in professional settings.

GIS Core Requirements .....	6
GEOG 200 Digital Earth(3).....	3
GEOG 204 Introduction to Geographic Information Systems (3).....	3
GIS Methods Electives (Choose two).....	6
GEOG 310 Digital Cartography(3).....	3
GEOG 311 Earth Observation(3).....	3
GEOG 312 Spatial Analysis using GIS(3) .....	3
GEOG 399 Independent Study(3) .....	3
GEOG 400 Geospatial Intelligence(3) .....	3
Total Credits Required.....	12

**Justification:** With spatial analysis becoming commonplace, the demand for college graduates and professionals with a GIS background is only expected to increase. As an indicator of such growth, Daratech, Inc. reported that the GIS/geospatial revenue grew 25% between 2004 to 2006, with the growth fueled by state and local governments in the public sector; utilities, telecommunication, transportation, and education in the regulated sectors; and earth resources (e.g. engineering applications) and business intelligence in the private sector. Military and homeland security applications also account for a significant portion of the geospatial market. The leading GIS software vendor, Esri, Inc., reports nearly 350,000 clients worldwide and, in 2009, its annual revenue was \$1.2 billion. The U.S. Department of Labor has identified Geospatial Technology, which encompasses GIS and related technologies, as a High Growth Industry and notes that the geospatial technologies market has been growing at an annual rate of nearly 35%. The Department of Labor itself, through its Employment and Training Administration (ETA), has invested over \$8 million in job training for the geospatial industry. With the increasing utilization of GIS and related technologies across a wide range of fields, including geography, public government, natural and environmental sciences, computer science, business and even humanistic fields such as history, there is a strong need to provide students with a basic understanding of geospatial technologies and their applications. According to a recent salary survey conducted by GISjobs.com, a leading clearinghouse for jobs in GIS and geospatial technology fields, the average salary of GIS professionals in South Carolina is \$50,673 (with an average of about 8 years of experience), with average salary for professionals after one

year at \$34,250 (GISjobs.com, 2012). **Impact on existing academic programs:** The distance - learning GIS certificate will provide students across a wide range of majors and programs at Coastal Carolina University with a broad introduction to GIS and geospatial technologies, equipping them with a tool set that is in increasing demand. In fact, in some fields, GIS skill sets are now required to be competitive in the job market. As a result, this certificate will be a beneficial complement to students in many majors and programs across the university. **Financial costs associated with this request:** If approved, the certificate will be housed in the Department of Politics and Geography. CCU currently holds an institutional site license for Esri's ArcGIS software suite, and distance-learning students will be able to obtain time-limited copies of the software for use in completing their certificate coursework online. The proposed course curriculum consists of 6 courses that will be converted to online delivery, and 1 proposed new upper -level course that will be developed as a distance learning course. Two full-time faculty members in the Politics and Geography department have relevant expertise to teach courses for the GIS certificate, and a third adjunct instructor is a GIS professional and has relevant expertise as well. **Date change is to be effective:** Fall 2015  
**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

### **University College**

Certificate in Sustainability

**Committee action:** This proposal was denied and returned to the College for several corrections. Corrections included several in editorial nature as well as the correction of course titles. This proposal will be reviewed at a future meeting once all changes/corrections have been made.

## VII. February 2015 Meeting

The February 2015 meeting will be held on Tuesday, February 10, 2015, from 10-12. This meeting will be held in EHFA 164.