

Academic Affairs Meeting Minutes
Tuesday, October 7, 2014
10:30 a.m., EHFA 101

Attendees:

Teresa Burns, Chair, Science	Dustin Thorn, Science
Jamia Richmond, Education	Richard Costner, Education
Steve Hamelman, Humanities	Richard Aidoo, Humanities
Michael Ruse, University College	John Beard, Provost Office
Dan Lawless, University Registrar	Cathy Goodwin for Amy Fyn, Kimbel Library
Mark Mitchell for Dennis Rauch, Business	

Absent:

Amanda Craddock, Admissions

Guests:

Carol Osborne, Humanities	Sue Bergeron, Humanities
Jen Boyle, Humanities	Steven Bleicher, Humanities

I. Welcome and Call to Order

Dr. Burns welcomed all in attendance and called the meeting to order. A motion to accept the minutes from the September 9, 2014, meeting was made by John Beard and seconded by Richard Aidoo. The meeting minutes were approved as written.

II. Chair Report

At this time, Dr. Burns does not have any additional information for the committee.

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

FREN 130 Introductory French III

Proposed changes: Course change **Change in prerequisites from:** FREN 120, FREN 111 or by placement **to:** FREN 115, FREN 120, FREN 111 or by placement **Proposed course description:** Introductory French III. (3) (Prereq: FREN 115, FREN 120, FREN 111 or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F, S. **Justification:** The Communications, Languages and Cultures department has recently added 115 to its course offerings. **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: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

GERM 130 Introductory German III

Proposed changes: Course change **Change in prerequisites from:** GERM 120, GERM 111, or by placement **to:** GERM 115, GERM 120, GERM 111, or by placement **Proposed course description:** 130 Introductory German III. (3) (Prereq: GERM 115, GERM 120, GERM 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. F. **Justification:** The department has recently added GERM 115 as a course 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: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

JOUR 319 Public Relations Practice

Proposed changes: Course change **Change in title of course from:** Public Relations Practice **to:** PR Practice and Events **Proposed course description:** PR Practice and Events. (3) (Prereq: JOUR 309) This course is a study of practices in public relations that provides a comprehensive overview of strategic principles applied by various organizations. Students will create targeted messages and learn event planning practices. F,S. **Justification:** This title change is needed to better reflect the content addressed in this course. **Impact on existing academic programs:** None, this is a minor change in the title and description to better reflect the needs of the PR/IC concentration. **Financial costs associated with this request:** None. This is a minor adjustment to the course description and title to better reflect the needs of the content required to meet the SLOs. **Semesters offered:** Fall, Spring **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

SPAN 130 Introductory Spanish III

Proposed changes: Course change **Change in prerequisites from:** SPAN 120 or SPAN 111 or by placement **to:** SPAN 115 or SPAN 120 or SPAN 111 or by placement **Proposed course description:** SPAN 130/Introductory Spanish III. (3) (Prereq: SPAN 115 or SPAN 120, 111, or by placement) Further development of fundamental language skills (listening, speaking, reading, and writing), with additional consideration of culture. **Justification:** None **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: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

College of Humanities and Fine Arts – Department of English

ENGL 373 Cross-Cultural Perspectives on Asian and Western Drama

Proposed changes: Removal of course from catalog **Justification:** We no longer have faculty that can teach this course and the course is not required by any accrediting body nor is it a requirement of our degree program. **Impact on existing academic programs:** This course was only offered one time over 5 years ago and has not been offered since due to no faculty with

expertise in this area. There has been no need for it within the major in many years. We see no impact on any existing academic programs. **Financial costs associated with this request:** None. Because we are removing the course there will be no change in the anticipated costs. **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

ENGL 376 Confessional Literatures: East/West

Proposed changes: Removal of course from catalog **Justification:** This course has never been offered and we currently have no faculty with the qualifications to teach this course. We do not plan to hire any faculty with this specialization. Additionally, this course is not necessary for accreditation purposes. **Impact on existing academic programs:** None **Financial costs associated with this request:** None. We are currently not teaching this course so there will be no cost associated with removing it from the catalog. **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

ENGL 475 Contemporary Asian Fiction

Proposed changes: Removal of course from catalog **Justification:** We have never taught this course and do not have faculty qualified to teach this course. Further, this course is not needed for accreditation. **Impact on existing academic programs:** None **Financial costs associated with this request:** None. We are currently not teaching the course and as such no resources are currently allocated to it. **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

ENGL 477 Asian Cinemas

Proposed changes: Removal of course from catalog **Justification:** This course is not needed for accreditation and it has not been offered in the past 5 years. Additionally, we have no faculty with specialization in this area and do not plan to hire any faculty with this specialization. **Impact on existing academic programs:** None **Financial costs associated with this request:** None. This course currently has no resources allocated to it as it is not taught. **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

College of Humanities and Fine Arts – Department of History

ANTH 110 Introduction to Folklore and Folklife

Proposed changes: Remove course from catalog **Justification:** We do not have a folklorist in the department and don't anticipate hiring one. This course hasn't been taught in more than 10 years. It is not a requirement or elective for the ANTH minor. **Impact on existing academic programs:** None. This course has not been taught in more than 10 years. **Financial costs associated with this request:** None. The course hasn't been taught in more than 10 years. **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

ANTH 355 Minority Group Relations

Proposed changes: Remove course from catalog **Cross-listing:** Remove cross-listing with SOC 355 Race and Ethnicity - This course is crosslisted with SOC 355, however the Sociology department has changed the course title and description to "Race and Ethnicity". Sociology will be notified that we're removing the course from the ANTH listings and can then delete the crosslisting in the SOC course description. SOC 355 Race and Ethnicity is a different title from that crosslisted with ANTH. The SOC description reads "A socio-historical, theoretical, and empirical analysis of race and ethnicity, with primary emphasis on U.S. relations and trends. Cultural, political and economic relationships on the basis of race/ethnicity are examined. Issues of prejudice, discrimination, and racism are explored as well as strategies for individual and collective action that promote equality and social justice for all races/ethnicities. Offered as needed". **Justification:** Not only is the concept of "race" problematic in Anthropology as a whole, but this course description and perspective is extremely outdated. It hasn't been taught since Summer 2000, and we don't anticipate offering it at any point in the future. Sociology will be notified that we're removing the course so that they can remove any cross-listing from their SOC 355 description. **Impact on existing academic programs:** None. This course has not been taught in 14 years. **Financial costs associated with this request:** None. This course has not been taught in 14 years. **Date change is to be effective:** Spring 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

ANTH 360 Historical Folklife

Proposed changes: Remove course from catalog **Justification:** We do not have a folklorist in the department and don't anticipate hiring one. This class hasn't been offered in more than 10 years. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. None. The class hasn't been offered in 10 years. **Date change is to be effective:** Spring 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

IV. New Business – Form C - Proposals For A New Undergraduate Course

College of Humanities and Fine Arts – Office of the Dean

DCD 100 Technology and Humanity

Committee action: This course was returned to the College of Humanities and Fine Arts Dean's Office for changes. The notation that this course is related to another course should be removed. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 101 Humanities in the Digital Age

Committee action: This course was returned to the College of Humanities and Fine Arts Dean's Office for changes. The notation that this course is related to another course should be removed. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 102 Information Design

Committee action: This course was returned to the College of Humanities and Fine Arts Dean's Office for changes. The notation that this course is related to another course should be removed. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 200 Introduction to Humanities Computing

Committee action: This course proposal has been tabled at this time. The Department of Computer Science is asking for additional time to review this proposal. This proposal will be placed on the November, 2014, Academic Affairs meeting agenda.

DCD 201 Coding/Programming for Humanists

Committee action: This course proposal has been tabled at this time. The Department of Computer Science is asking for additional time to review this proposal. This proposal will be placed on the November, 2014, Academic Affairs meeting agenda.

DCD 202 Introduction to Digital Sources

Committee action: This course proposal has been tabled at this time. The Department of Computer Science is asking for additional time to review this proposal. This proposal will be placed on the November, 2014, Academic Affairs meeting agenda.

DCD 301 Text Methods

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 302 Visual Methods

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 303 Sound and Motion Methods

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 304 Interactive Methods

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 309 Interactivity and Culture

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and

changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 312 Social Media

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 316 Digital Resources in the Humanities

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 345 Knowledge Production and Digital Representation

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 488 Capstone Course

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 495 Internship

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

DCD 496 Practicum

Committee action: This proposal was returned to the College of Humanities and Fine Arts Dean's Office. The notation that this course is related to another course should be removed, and changes to the prerequisites will also be made. This course proposal has been tabled and will be reviewed at the November, 2014, Academic Affairs meeting.

College of Humanities and Fine Arts – Department of History

HIST 314 Modern Environmental World History

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** None. This course may be taken as an elective or cognate course. **Proposed catalog description:** HIST 314 Modern World Environmental History (3). An interdisciplinary introduction to modern environmental world history through regional, national, trans-regional, and global case studies. **Justification:** This course will provide expanded coverage of world history and themes in global perspective by making use of existing faculty expertise. **Impact on existing academic programs:**

This course will provide expanded coverage of world history and themes in global perspective by making use of existing faculty expertise. **Financial costs associated with this request:** None.

This course will figure within the teaching rotations of existing faculty. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015

Committee action: At the request of the submitter, this proposal was returned prior to the start of the meeting for changes to the course number. This proposal was not returned to the committee and, therefore, was unable to be reviewed.

HIST 339

The Great War

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** None. This course may be taken as an elective or cognate course. **Proposed catalog description:** HIST 339 The Great War (3). An interdisciplinary examination of the conflicts of 1914-1918, which may emphasize private memoirs, combat narratives, professional histories, public forms of remembrance, and representations of violence. **Justification:** This course will provide expanded coverage of military and global history and make use of existing faculty expertise. **Impact on existing academic programs:** This course will provide an upper-level elective for history majors and undergraduate students generally. **Financial costs associated with this request:** This course will figure within the teaching rotation of existing faculty. **Method of delivery:** Classroom, Distance Learning; Hybrid; possible study abroad and related field trip applications. **Semesters offered:** All **Date change is to be effective:** Spring 2015

Committee action: This proposal was approved as written and will be submitted to the Faculty Senate for the November, 2014, meeting.

HIST 396

Manuscripts and Archives: An Introduction

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** None. This course may be taken as an elective or cognate course. **Proposed catalog description:** HIST 396 Manuscripts and Archives: An Introduction (3). This course introduces students to a range of important issues concerning the source of the raw materials that most professional historians work with: archival documents and manuscripts. Students learn to locate, read, describe, transcribe, and digitize a variety of original archival materials that have never been published before. We also trace the broad history of libraries and archives, evaluate a wide range of digital archives, and consider the effects of the digital revolution on archival studies. This course includes an examination of the historiography and theorizing of archives and manuscripts. **Justification:** The examination of archival materials stands at the core of the work Historians do, but until now we have offered no classes training students in both theoretical and practical approaches to archival study. The digital revolution and the creation of thousands if not millions of digitized archives makes this class not only important for students of History, but especially important for those who seek to undertake original research, or to pursue graduate study either in History or Information Science programs. **Impact on existing academic programs:** This course will train students to better approach and understand the raw materials of historical documentation, and to prepare themselves for more thorough and advanced research. Those students with language ability beyond English will be offered the opportunity to work on archival materials in the area of their expertise, if they so choose. Otherwise, the original documents studied in the course will be in English. **Financial costs associated with this request:** None. The course will fit within existing faculty teaching loads and draw upon existing resources. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to the Faculty Senate for the November, 2014, meeting.

HIST 397

Digital History

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** None. This course may be taken as an elective. **Proposed catalog description:** HIST397 Digital History (3): This history course investigates how the past has been rapidly digitized and explores the debates in the field of digital humanities knowledge production. From debates in the field, to theoretical approaches, to methodological practices, to technological tools, this course explores how the past has been preserved and presented in a digital format. Students critically analyze digital materials and evaluate and interpret such documents as historical primary sources, memoirs, literary works, films, photographs, artifacts, music, and art. **Justification:** The study of history has been changing due to the rapid digitization of historical primary sources. Students need more exposure to the digital materials so that they may learn skills and techniques of critically analyzing the narrative of past events. **Impact on existing academic programs:** This new course will broaden the course offerings for the history department. **Financial costs associated with this request:** None. Course will fit within existing faculty loads and resources. **Method of delivery:** Classroom, Hybrid **Semesters offered:** As needed **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to the Faculty Senate for the November, 2014, meeting.

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

RELG 203

Studying Religion: Theory and Methods

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** None. This course may be taken as an elective. **Proposed catalog description:** RELG 203 Studying Religion: Theory and Methods (3) This course is an introduction to theory and method in the academic study of religion. Students make regular use of three core categories of analysis for comparative study: ritual, symbol, and myth (i.e. sacred narrative). It is not a survey of different religions (though students explore several religions); nor is it an examination of personal beliefs (though the course may help students gain insight into their beliefs). The course encourages students to think about the role of religion in individual and collective life around the world. The material is designed to help students understand and apply these ideas to the religious behavior and beliefs of real people, cultures and societies. **Justification:** Although a limited amount of theory and method in the academic study of religion is presented by some instructors in RELG 103 World Religions, the religious studies program at Coastal Carolina University currently does not offer a course devoted exclusively to theory and method in the field. This is an important course for any religious studies program, especially for students who wish to continue in the field of religious studies beyond the introductory level. **Impact on existing academic programs:** This new course would broaden the course offerings for the Minor in Religious Studies. **Financial costs associated with this request:** None. Course will fit within existing faculty loads. **Method of delivery:** Classroom **Semesters offered:** As needed **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to the Faculty Senate for the November, 2014, meeting.

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

POLI 205

Introductory Statistics for the Political and Social Sciences

Number of credits: 3 **Prerequisites:** MATH 130 or equivalent **Corequisites:** None **Course**

restrictions: None. This course may be taken as an elective. This course has been approved for the core curriculum goal 2 – Knowledge of Mathematics and Statistics **Proposed catalog**

description: POLI 205: Introductory Statistics for the Political and Social Sciences (3) (Prereq:

MATH 130 or equivalent.) An introduction to the application of statistical analysis in contemporary political and social science. Particular attention will be paid to the use of quantitative methods in the study of public opinion, voting behavior, public policy, and other subject areas.

Topics include: measurement theory, measures of central tendency, dispersion, probability, sampling distributions, correlation, and hypothesis testing with bivariate and multivariate models.

Students may not receive credit for this course if credit has been received from CBAD

291, PSYC 225, or STAT 201. F, S. **Justification:** The Department of Politics & Geography uses the

ETS Major Field Test in Political Science as part of its assessment plan. For the 2012-2013

Academic Year, our CCU students had an average score of 39.5 on the methodology section.

This score was well below the mean of 44.7. The students taking the exam during the fall

semester ranked in the 18th percentile and those in the spring in the 27th percentile. The

Department has debated for several years whether or not to require a methodology course; the

result is usually a closely split vote with strong dissenters. However, we will continue to discuss

whether to adopt such a requirement, given the standards and norms in our discipline. Before a

requirement is adopted in the near future, the classes must be created. The CIP code was

assigned by Institutional Research. There is potential for this course to be adopted by the

Intelligence and National Security major and cross listing with Communication. **Impact on**

existing academic programs: None **Financial costs associated with this request:** None. Existing

faculty will teach this course. **Method of delivery:** Classroom **Semesters offered:** F, S **Date**

change is to be effective: Spring 2015

Committee action: This proposal was approved as written and will be submitted to the Faculty Senate for the November, 2014, meeting.

University College – Honors Program

HONR 201

Great Themes: Perspectives in the Humanities

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** Must be in

the University Honors Program. Cannot register for HONR 202 or HONR 203 in the same

semester as HONR 201. This course may be taken as an elective. This course has been

approved for the core curriculum goal 4 – Knowledge of Humanistic Concepts. **Proposed catalog**

description: HONR 201 Great Themes: Perspectives in the Humanities (3) This course is an

interdisciplinary exploration of a significant theme chosen as part of the honors curriculum.

Students enrolled in HONR 201 will concentrate on one or more disciplines in the Humanities

from which to approach the theme. Students from HONR 202 Great Themes: Perspectives in the

Social Sciences and HONR 203 Great Themes: Global Perspectives will share the classroom

experience with those enrolled in this class. S **Justification:** Our assessment data revealed that

students were having difficulty finding honors seats in classes that counted in the core

curriculum. **Impact on existing academic programs:** none at this time. **Financial costs**

associated with this request: We have the faculty in honors to cover the classes. **Method of**

delivery: Classroom **Semesters offered:** S **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

HONR 202 Great Times: Perspectives in the Social Sciences

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** Must be in the University Honors Program, Cannot register for HONR 201 or HONR 203 in the same semester as HONR 202. This course may be taken as an elective. This course has been approved for the core curriculum goal 7 – Knowledge of Human Health and Behavior. **Proposed catalog description:** HONR 202 Great Themes: Perspectives in the Social Sciences (3) This course is an interdisciplinary exploration of a significant theme chosen as part of the honors curriculum. Students enrolled in HONR 202 will concentrate on one or more disciplines in the Social Sciences from which to approach the theme. Students from HONR 201 Great Themes: Perspectives in the Humanities and HONR 203 Great Themes: Global Perspectives will share the classroom experience with those enrolled in this class. **S Justification:** Our assessment data revealed that students were having difficulty finding honors seats in classes that counted in the core curriculum. **Impact on existing academic programs:** none at this time. **Financial costs associated with this request:** We have the faculty in honors to cover the classes. **Method of delivery:** Classroom **Semesters offered:** S **Date change is to be effective:** Fall 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

HONR 203 Great Themes: Global Perspectives

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** Must be in the University Honors Program, Cannot register for HONR 201 or HONR 203 in the same semester as HONR 203. This course may be taken as an elective. This course has been approved for the core curriculum goal 5 – Knowledge of the Cultures, Languages, and Social Structures Other Countries of the World. **Proposed catalog description:** HONR 203 Great Themes: Global Perspectives (3) This course is an interdisciplinary exploration of a significant theme chosen as part of the honors curriculum. Students enrolled in HONR 203 will concentrate on one or more global perspectives from which to approach the theme. Students from HONR 201 Great Themes: Perspectives in the Humanities and HONR 202 Great Themes: Perspectives in the Social Sciences will share the classroom experience with those enrolled in this class. **S Justification:** Our assessment data revealed that students were having difficulty finding honors seats in classes that counted in the core curriculum. **Impact on existing academic programs:** none at this time. **Financial costs associated with this request:** We have the faculty in honors to cover the classes. **Method of delivery:** Classroom **Semesters offered:** S **Date change is to be effective:** Fall 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

University College

UNIV 122Q* Introduction to Sustainability

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None **Course restrictions:** None. This course may be taken as an elective. This course has been approved for the core curriculum goal 7 – Knowledge of Human Health and Behavior. **Proposed catalog description:** Introduction to Sustainability. (3) An introduction to the basic concepts and understanding of sustainability

locally and globally. Topics will focus around the three pillars of sustainability; environment, economic and social, as well as topics such as waste reduction, consumer choices, energy, transportation, and natural resources. The field of sustainability continues to evolve, especially as awareness spreads about scarce resources on a crowded planet. Students will also explore sustainability through experiential learning activities and create a research-based presentation.

Justification: This course is associated with a new certificate in Sustainability that is also being submitted to Academic Affairs for consideration. As part of this certificate proposal, a thorough analysis and university-wide assessment of needs was conducted. Please refer to the program proposal associated with this new course. **Impact on existing academic programs:** This course will support and enhance the individual disciplines and majors listed above and will expose students to the connections among and between the separate majors on our campus. As this is proposed as a core curriculum course, it could also help to promote the departments and majors listed above as students find their interest in sustainability in general with specialization in a discipline perspective on it. **Financial costs associated with this request:** The course will be incorporated into faculty teaching loads. **Method of delivery:** Classroom, Distance Learning, Hybrid **Semesters offered:** Fall and Spring **Date change is to be effective:**

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

UNIV 205

Student Services Leadership

Number of credits: 3 **Pre-requisites:** UNIV 100 **Co-requisites:** None **Course restrictions:** None.

This course may be taken as an elective. **Proposed catalog description:** Student Services Leadership. (3) (Prereq: UNIV 100) The purpose of this course is to introduce the study of peer education, mentoring, and leadership, as it relates to student services, using text and outside readings, activities, and a variety of other assignments. This course will develop student services' leaders on campus and improve overall peer leadership efficacy. It will give students a deeper understanding of themselves and appreciation for the diversity of others. It also serves as an opportunity to provide all student leaders with direct training and preparation for campus leadership and mentoring roles. **S. Justification:** This course is designed to introduce the concept of peer leadership and provide students with the tools necessary to be effective student services' leaders. Research has shown that peer leaders are essential to the maturation and development of students on college campuses (Astin, 1993). Peer leaders are also more likely to have a greater impact on their peers than staff members, since they are closer in age and the stages of development. The student may perceive the peer leader as a more reliable source of information and less critical (Ganser & Kennedy, 2012). Further, peer leaders have reported greater satisfaction with themselves, their ability to impact others and the community, and their personal development (Dugan & Komives, 2007; Freeman & Goldin, 2008). Peer leaders are also learning and practicing valuable leadership skills which will help them in many future endeavors (Haber, 2011; Micari, et al., 2010). Kan and Reichard (2009) state, "The need for more and better leaders is ever more apparent in our society and the world" (p. 57), and the development of these leaders starts with peer leadership programs in college. Astin, A. W. 1993. What Matters in College? Four Critical Years Revisited. San Francisco: Jossey-Bass. Dugan, J. P., & Komives, S. R. (2007). Developing Leadership Capacity in College Students: Findings from a National Study. College Park, MD: National Clearinghouse for Leadership Programs. Freeman, J. P., & Goldin, A. (2008). The increasing importance of student leadership development programs in higher education. NASPA Net Results (February 27). Ganser, S. R., & Kennedy, T. L. (2012). Where it all began: Peer education and leadership in student services. New Directions for Higher Education, 157, 17-29. Haber, P. (2011). Peer education in student leadership programs:

Responding to co-curricular challenges. *New Directions for Student Services*, (133), 65-76. Kan, D. B., & Reichard, R. J. (2009). Student selection criteria in undergraduate leadership education programs. *Educational Considerations*, 37(1), 56-58. Micari, M., Gould, A. K., & Lainez, L. (2010). Becoming a leader along the way: Embedding leadership training into a large-scale peer-learning program in the STEM disciplines. *Journal of College Student Development*, 51(2), 218-230.

Impact on existing academic programs: This course will serve as an elective and have no impact on existing academic programs. **Financial costs associated with this request:** UNIV 205 will be taught concurrently with UNIV 100, a course already established. The Office of Student Life has hired an additional staff member, and teaching this course is part of the position duties. **Method of delivery:** Classroom **Semesters offered:** Spring **Date change is to be effective:** Spring 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.

UNIV 315 Service in Sustainability

Number of credits: 3 **Pre-requisites:** None **Corequisites:** None. **Course restrictions:** None. This course may be taken as an elective. **Considered for QEP?** Yes **Proposed catalog description:** Service in Sustainability. (3) This course provides students with the opportunity to participate in an organized service activity that not only meets identified community needs, but also recognizes the field of sustainability. This course will integrate community service with instruction and reflection to enrich the learning experience, teach civic responsibility and sustainable living and encourage lifelong civic engagement. **Justification:** The data that supports this course addition is tied to the Certificate in Sustainability Proposal. Please refer to that program proposal (attached here). **Impact on existing academic programs:** This course may help existing programs develop their expertise and community contributions to sustainability, if they so desire. **Financial costs associated with this request:** There are already faculty on this campus and the Office of Sustainability that offer such experiences, but not within a coordinate program for Sustainability. Thus, no costs will be associated. **Method of delivery:** Classroom , Distance Learning, Hybrid **Semesters offered:** Fall and Spring **Date change is to be effective:** Spring 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the November, 2014, meeting.