

Academic Affairs Committee Meeting Minutes
Friday, January 8, 2010
Dawsey Conference Room, 3 p.m.

Attendees:

Ken Small, Co-Chair, Business	Jen Hughes, Library
Renarta Tompkins, Education	Michael Collins, Business
Richard Costner, Education	Mike Pierce, Science
Dan Lawless, Registrar	
Fred Wood for Jack Riley, Humanities	
Julinna Oxley for Maggie Ivanova, Humanities	
Pat Piver for Barbara Buckner	

Guests:

Dan Ennis, Humanities	Arne Flaten, Humanities
Dennis Earl, Humanities	Jen Boyle, Humanities
Philip Whalen, Honors Program	

1. Call to Order

a. Approval of December, 11, 2009, meeting minutes.

2. Chair Report

a. Ken Small will be conducting this meeting as Maggie Ivanova, Co-Chair, is attending a conference. Ken stated that emails have been sent out to colleges that still have outstanding academic proposals that require additional information and/or changes. Any outstanding information can be submitted to Melanie McKitrick, Office of the Provost, until Friday, January 15, 2010. January 15 is the deadline to turn items into Melanie so they will be approved at Faculty Senate and make the final catalog deadline.

3. New Business

College of Natural and Applied Sciences

Department of Chemistry and Physics

a. Applied Physics Degree

Change(s) proposed for an undergraduate program

Proposed change: Deletion of course from program: CHEM 112, 112L; STAT 201, 201L; CSCI 207, 208, 209. **Other:** Adding two new courses, PHYS 351 and 352.

We are deleting some Foundation courses, STAT 201 and 201L, CHEM 112 and 112L and the programming course (CSCI 207-9 or MATH 242). **Proposed**

catalog description:

LCORE CURRICULUM (37-41 Credits)

37-41

II. FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)

Minimum grade of **C** is required.

UNIV 110, The First-Year Experience 3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (30-38 Credits)

PHYS 137/137L*, 211/211L, 213/213L, 214/214L
12-16

MATH 160*, 161, 260, 320
11-15

MATH 344 or 452
3

CHEM 111/111L*
0-4

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

IV. MAJOR REQUIREMENTS (31-34 Credits)

PHYS 301 (Analytical Mechanics) 3
PHYS 302 (Electricity and Magnetism) 3
PHYS 310 (Mathematical Methods) 3
PHYS 341 (Thermal and Statistical Mechanics) 3
PHYS 351, 352 (Applied Physics Laboratory) 6
PHYS 398 (Seminar) 1
PHYS 499 (Undergraduate Research) 3
Choose one track: 9-12

General Track: Any three 300-level or higher science courses, *with prior approval from the department.*

Environmental Physics Track: Any three of Marine Science 301 (Physical Oceanography), Physics 430 (Fluid Mechanics), Physics 431 (Geophysical Fluid Dynamics), Physics 432 (Remote Sensing of the Environment), Physics 434 (Physical Meteorology), or one 300-level or higher physics course.

V. ELECTIVES 4-19

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

b. PHYS 137 Conceptual Physics
Proposal for a new undergraduate course

Committee actions: Proposal must be approved by the Core Curriculum Committee before it can be reviewed by this committee. Proposal has been submitted to the Core Curriculum Committee for review and approval. If proposal is approved it will then be submitted to the Academic Affairs Committee for review and approval.

c. PHYS 211 Essentials of Physics I
Proposal for a new undergraduate course

Committee actions: Proposal must be approved by the Core Curriculum Committee before it can be reviewed by this committee. Proposal has been submitted to the Core Curriculum Committee for review and approval. If proposal is approved it will then be submitted to the Academic Affairs Committee for review and approval.

d. PHYS 212 Essentials of Physics II
Request for changes in or deletion of an undergraduate course

Requested changes: Change in prerequisites: from: PHYS 211 and MATH 161 with a C or better to: PHYS 211/211L with a C or better. **Proposed catalog description:** A continuation of PHYS 211 for science majors. Topics covered include fluids, thermodynamics, wave motion, electricity, and magnetism. Three hours per week. **Justification:** To serve the growing needs of the physics and anticipated engineering programs while responding to the current needs of the biology, chemistry, math, marine science, and dual-degree engineering programs, we propose the following changes: PHYS 212 will be expanding to include a wider range of material, allowing students who are not majoring in physics or engineering to get an overall survey of essential physics. Currently, these students get two-thirds of essential physics, PHYS 211/212, and must elect to take a third semester, PHYS 213, to cover all the material. Under the new proposal, they can get all of the essential physics in two semesters, PHYS 211/212, while allowing physics and engineering students a different sequence, PHYS 211/213/214, that takes the time to go into further depth. After a second period of self-assessment, little difference was seen between the PHYS 211/212 sequence and the PHYS 201/202 sequence, so an effort at streamlining the introductory physics area is being made. **Impact on existing academic programs:** Physics and liberal arts engineering majors and minors will now be required to take PHYS 211/213/214, instead of PHYS

211/212/213. Biology majors will now be required to take PHYS 212 exclusively rather than having the option of taking PHYS 202. Exercise Science will now replace their PHYS 202 option with PHYS 212. **Date change is to be effective:** Spring 2010.

Committee action: Approved pending the signatures of the Exercise and Sport Science and Biology departments due to impact on existing academic program statement.

Committee actions:

e. PHYS 213 Essentials of Physics III

Request changes in or deletion of an undergraduate course

Requested changes: Change in prerequisites: from: PHYS 212 with a C or better to: PHYS 211/211L with a C or better. **Proposed course description:** A continuation of PHYS 211 for physics, engineering, and other interested science students. Topics covered include oscillation, thermodynamics, wave motion, and topics. Three hours per week. **Justification:** To serve the growing needs of the physics and anticipated engineering programs while responding to the current needs of the biology, chemistry, math, marine science, and dual-degree engineering programs, we propose the following changes: PHYS 212 will be expanding to include a wider range of material, allowing students who are not majoring in physics or engineering to get an overall survey of essential physics. Currently, these students get two-thirds of essential physics, PHYS 211/212, and must elect to take a third semester, PHYS 213, to cover all the material. Under the new proposal, they can get all of the essential physics in two semesters, PHYS 211/212, while allowing physics and engineering students a different sequence, PHYS 211/213/214, that takes the time to go into further depth. After a second period of self-assessment, little difference was seen between the PHYS 211/212 sequence and the PHYS 201/202 sequence, so an effort at streamlining the introductory physics area is being made.

Impact on existing academic programs: Physics and engineering majors and minors will now be required to take PHYS 211/213/214, instead of PHYS 211/212/213. **Date change is to be effective:** Fall 2010

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

f. PHYS 214 Fundamentals of Physics II

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** PHYS 213/L with a C or better **Co-requisites:** PHYS 214L **Course restrictions:** This course is required for a major; required for a minor. **Proposed catalog description:** A continuation of PHYS 13 for physics, engineering, and other interested science students. Topics covered include electricity, magnetism, circuits and relativity. Three hours per week.

Justification: To serve the growing needs of the physics and anticipated engineering programs while responding to the current needs of the biology,

chemistry, math, marine science, and dual-degree engineering programs, we propose the following changes: PHYS 212 will be expanding to include a wider range of material, allowing students who are not majoring in physics or engineering to get an overall survey of essential physics. Currently, these students get two-thirds of essential physics, PHYS 211/212, and must elect to take a third semester, PHYS 213, to cover all the material. Under the new proposal, they can get all of the essential physics in two semesters, PHYS 211/212, while allowing physics and engineering students a different sequence, PHYS 211/213/214, that takes the time to go into further depth. After a second period of self-assessment, little difference was seen between the PHYS 211/212 sequence and the PHYS 201/202 sequence, so an effort at streamlining the introductory physics area is being made. **Impact on existing academic programs:** Physics and liberal arts engineering majors and minors will now be required to take PHYS 211/213/214 instead of PHYS 211/213/214. **Proposed starting date:** Spring 2011. **Committee actions:** Approved pending College Curriculum Committee signature.

g. PHYS 351 Applied Physics Workshop I
Proposal for a new undergraduate course

Credit hours: 3 **Pre-requisites:** PHYS 214 **Co-requisites:** PHYS 310 **Course restrictions:** Required for a major. **Proposed catalog description:** A project based course that develops the computational techniques of modeling physical systems in order to produce realistic simulations. Students will use mathematical software packages to study concepts learned in previous courses. One three hour class per week. **Justification:** A required junior workshop sequence is being introduced into the major that will focus on the synthesis of computational, technological, and experimental techniques in a creative project-based environment. These skills are essential to science research and are not taught in the current course offerings. **Impact on existing academic programs:** Other than being required for an Applied Physics major, they will be options for physics minors. **Proposed starting date:** Fall 2010 **Method of delivery:** Laboratory. **Committee actions:** Proposal approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

h. PHYS 352 Applied Physics Workshop II
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** PHYS 351 **Co-requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** A continuation of PHYS 31, with the focus shifting towards construction of a tangible apparatus that demonstrates a physical principle. Students will also be instructed in the proper use of workshop tools. One three hour class per week. **Justification:** A required junior workshop sequence

is being introduced into the major that will focus on the synthesis of computational, technological, and experimental techniques in a creative project-based environment. These skills are essential to science research and are not taught in the current course offerings. **Impact on existing academic programs:** Other than being required for an Applied Physics major, they will be options for physics minors. **Proposed starting date:** Spring 2011. **Method of delivery:** Laboratory.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Department of Health, Kinesiology, and Sport Science

a. Exercise and Sport Science Degree

Change(s) proposed for an undergraduate program

Proposed changes: Proposed catalog description: Exercise and Sport Science Major through coursework, research, and practice, the Bachelor of Science in Exercise and Sport Science (EXSS) prepares students for entry into this dynamic and growing field. Students in the EXSS program acquire knowledge, skills, and abilities of effective beginning professionals. Students study scientific and foundational content of human movement, engage in scholarly inquiry, and apply knowledge and theory to practice. Graduates of the EXSS major are trained to assess, design, and implement individual and group exercise and fitness programs for healthy individuals as well as those with chronic disease. They are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyles behaviors. The exercise and sport science professional has demonstrated competence as a leader in university, corporate, commercial, or community setting in which their clients participate in movement and fitness-related activities. They are also prepared for advanced study in allied health or medical-related fields (e.g. physical therapy, cardiac rehabilitation). Students will complete their undergraduate education with a full-time internship experience (9-12 credit hours) and are required to sit for a nationally recognized certification exam (ACSM Health Fitness Specialist). **Justification:** Editorial changes. **Impact on existing academic programs:** None.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for February, 2010, meeting.

b. Exercise and Sport Science Degree

Change(s) proposed for an undergraduate program

Proposed changes: Proposed catalog description: Policies and Requirements. Students must earn a grade of C or above in each course used to satisfy a) Major Requirements and b) all EXSS Foundation Course. A grade of C or above

is also required in English 101. Students who intend to earn a degree in Exercise and Sport Science must be accepted as degree candidates in the major. All EXSS students are required to complete a capstone 9 credits or 12 credits internship at an approved exercise and sport science site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. Students must sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam as part of their internship course. The purpose of the national ACSM HFS exam is to determine how well students have mastered program content within the student learning outcomes, and provide students with an opportunity to gain a valuable external credential/certification . An end-of-program exam is also required of all students earning a degree in the program prior to the beginning of the internship. All EXSS majors are required to be admitted to both the program and the internship. Admissions criteria for the program are consistent with the other pre-professional programs in the School of Health, Kinesiology and Sport Studies. Admission requirements to the program 1) Completion of 45 credit hours with a cumulative CCU grade point average of 2.25 or higher 2) "C" or better in BIOL 121, 232 and 242 (and labs); EXSS 122 and 205 3) Submit application to Advisor and Program and receive notice of acceptance Admission requirements to the internship 1) Admission to the EXSS program 2) "C" or better in all EXSS major courses 3) "C" or better in all EXSS Foundation courses 4) Completion of all undergraduate required coursework with cumulative CCU grade point average of 2.25 or higher 5) Submit application to Advisor and Program and receive notice of acceptance.

Justification: Editorial changes and addition of information regarding the use of internal, and of program exit exam (to be used by program faculty for assessment purposes). **Impact on existing academic programs:** No impact on existing academic programs.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

c. Exercise and Sport Science Degree

Change(s) proposed for an undergraduate course

Proposed changes: Proposed catalog description: Student learning outcomes: at the completion of the Exercise and Sport Science program, students will be able to: 1) Discuss the role and interaction of each of the disciplines that comprise the field of exercise and sport science such as exercise physiology, motor control/learning, biomechanics, nutrition, and exercise/sport psychology. 2) Describe and apply anatomical, physiological, biomechanical, biochemical, behavioral, and psychological concepts important to physical activity and exercise settings. 3) Properly conduct health appraisals and assessments using current technologies and scientifically-based methods for a variety of populations and settings. 4. Properly plan and evaluate individualized exercise prescriptions and programs using

health/fitness appraisals and assessments, knowledge of risk factors, and individual health status. 5). Properly implement individualized and group exercise programs by using correct exercise techniques, methods, and programmatic variables. 6). Apply the skills of scientific inquiry, research, and evaluation in the field of exercise and sport science. 7). Monitor program administration including, but not limited to, management of emergency and safety procedures, risk management, facility design, and program evaluation/assessment. 8). Demonstrate the dispositions of an effective entry-level exercise science professional including, but not limited to, physical activity and exercise, working within specific community or agency goals, and serving as a resource person. **Justification:** Editorial changes. **Impact on existing academic programs:** No impact on existing academic programs. **Committee actions:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

d. Exercise and Sport Science Minor

Change(s) propped for a new undergraduate course

Proposed description: Other: Change name of minor from “Fitness” to “Exercise Science”. **Justification:** “Fitness” can be defined many ways, but usually refers to the state or condition of having characteristics known to enhance one’s ability to perform exercise (i.e. muscular strength, cardiovascular endurance, etc.). The title of “Fitness Minor/Option” does not accurately describe the knowledge, skills, and abilities that are gained upon completion of the Fitness Minor or Option; thus reducing the potential marketability of students completing the “Fitness” minor/option. Students learn about the components of fitness, but also how to assess, evaluate, and prescribe exercise based on the current level of these fitness components. In addition, many students have incorrectly assumed they could compete a major in Exercise and Sport Science (EXSS) and a minor in Fitness when, in fact, most courses are identical between the two. Changing the name from Fitness to Exercise Science should alleviate this confusion. **Impact on existing academic programs:** This is a change in name only, no changes are being made to coursework, etc. The only foreseeable impact would deal with marketing/promotional materials related to the Fitness Minor/Option.

Anticipated year to be effective: 2010-2011.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

e. Health Promotion Degree

Change(s) proposed for an undergraduate program

Proposed changes: Other: Removing MATH 139 and 201 from choices for required math course in foundation courses. Adding MATH 130 to choice of math classes in foundation courses (to include MATH 130, 132, or 160). Core math requirements are met for all HPRO majors through completion of CBAD

291, STAT 201 and lab, and PSYC 225 and lab. The MATH 130, 132 or 160 classes will serve as pre-requisite for the required statistics classes and/or foundation for graduate study in allied health fields. Currently, students are taking MATH 139 or 01, then having to also take MATH 130 in order to enroll in statistics classes. **Justification:** Currently, some Health Promotion students are taking MATH 139 or 201, then having to also take MATH 130 (based on math placement results) in order to enroll in statistics classes. This “hidden pre-requisite” is causing some students to take up to 10 math/statistics credits. **Impact on existing academic programs:** Should allow for additional elective credits for those students who previously had to take an additional math class. **Anticipated start date:** Spring 2010. **Committee actions.** Approved pending the signature of notification from the Math Department.

f. Health Promotion – Health Services Leadership Option

Change(s) proposed for an undergraduate program

Proposed changes: Other: Adding a 15 credit option in Health Services Leadership to the Health Promotion program. **Proposed catalog description:** The Health Services Leadership Option in Health Promotion is a directed course of study to broaden students’ understanding of the complex issues facing future health care and public health professionals. It is intended to introduce the student to best practices of leadership, advocacy, and delivery of services within a health care context so that they are prepared to engage in supervisory and governing roles in health care and public health organizations. Required Courses for Health Services Leadership Option (to replace 15 credits currently required for general cognate option): PHIL 317 – Biomedical Ethics, HPRO 380 – Essentials of the US Health Care System, HPRO 401 – Issues in Health Services and Public Health, HPRO 403 – Leadership in the Health Professions, HPRO 420 – Health Policy. **Justification:** A growing number of Health Promotion graduates are working in supervisory roles in public health and medical/health organizations. This course proposed for this option will provide knowledge/skills needed to increase employability and job success. Career growth has been documented in this area -7 of the 20 fastest growing occupations in the United States are health related. Over the next eight years, it is estimated there will be a 26% increase in the health education positions; a 16% increase in medical and health management positions; and a 21% increase in health services. Due to interest in health services-related course from students in other majors, we are not placing HPRO prerequisites on enrollment so that students in other majors may also enroll in these courses. **Impact on existing academic programs:** Courses will be taught once a year by full-time and adjunct faculty in the Health Promotion program. Faculty in the BSN program may also have interest in teaching several of these courses. **Anticipated start date:** Spring 2010.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

g. RSM Degree

Change(s) proposed for an undergraduate program

Proposed changes: Deletion of course from program: Course number RSM 350 Ecotourism in Ireland. **Other:** Adding RSM 379, Principals of Ecotourism, and RSM 370, Outdoor Leadership, to list of selectives for Recreation Management track students to take. **Justification:** RSM 350 is being deleted so it is being removed as an alternative in the selectives for recreation management track students. Two new courses that are being proposed RSM 379, Principles of Ecotourism, and RSM 370, Outdoor Leadership, will be added to the alternatives of selectives for the recreation management track. **Impact on existing academic programs:** Minimal. RSM 350 has not been taught in several years. The two new courses will be taught on a more regular basis and provide the recreation management track students more alternatives.

Anticipated year to be effective: Fall 2010.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

h. HPRO 380 Essentials of the US Health Care System

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** Sophomore standing. **Course restrictions:** This course may be used as an elective or cognate course. **Proposed catalog description:** This course is an introduction to the basic structures and operations of the United States health system and focuses on the major core challenges of the delivery of health care. The foundation and history of United States health care; the health care workforce, philosophy, nature, and scope of health organizations including hospitals, primary, ambulatory and long term care facilities; administration and financing of health care; and government in the health care system will be discussed. **Justification:** This course is one of four proposed HPRO courses which will be part of a proposal for a Health Services Leadership option for Health Promotion majors. Due to interest in health services-related courses from students in other majors, we are not placing HPRO prerequisites on enrollment so that students in other majors may also enroll in these courses.

Career growth has been documented in this area - 7 of the 20 fastest growing occupations in the United States are health related. Over the next eight years, it is estimated there will be:

- o 26% increase in health education positions;
- o 16% increase in medical and health management positions, and;
- o 21% increase in health services.

Impact on existing academic programs: Will be offered once a year. Is being taught Spring 2010 by the newly hired Director of Nursing (for BSN proposed program).

Committee actions: Approved pending the addition of course objectives needs to the course syllabus.

i. HPRO 401 Issues in Health Services and Public Health Practices
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** Junior Standing **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** This course explores contemporary issues in health services delivery and public health practices for eliminating health disparities and improving population health in the United States. Course content will be framed around the determinants of health and will be germane to trends in today's society. **Justification:** This course is one of four proposed HPRO courses which will be part of a proposal for a Health Services Leadership option for Health Promotion majors. Due to interest in health services-related courses from students in other majors, we are not placing HPRO prerequisites on enrollment so that students in other majors may also enroll in these courses. Career growth has been documented in this area - 7 of the 20 fastest growing occupations in the United States are health related. Over the next eight years, it is estimated there will be: o 26% increase in health education positions; o 16% increase in medical and health management positions, and; o 21% increase in health services. **Impact on existing academic programs:** Will be taught once a year. Class will be offered in Spring and taught by a HPRO adjunct faculty member with a Master's in Health Administration, Kristi Forbus.

Committee actions: Approved pending the addition of course objectives to the course syllabus.

j. HPRO 403 Leadership in Health Professionals
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** Junior Standing **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** To introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. Assessments will focus on helping students understand their own and others' leadership styles. Content areas will include leadership theory; personal leadership; leadership in organizations; leadership in communities and leadership in research. Emphasis will be placed on the application of the course material to real life public health problems and issues in the development of public health careers. **Justification:** This course is one of four proposed HPRO courses which will be part of a proposal for a Health Services Leadership option for Health Promotion majors. Due to

interest in health services-related courses from students in other majors, we are not placing HPRO prerequisites on enrollment so that students in other majors may also enroll in these courses. Career growth has been documented in this area - 7 of the 20 fastest growing occupations in the United States are health related. Over the next eight years, it is estimated there will be: o 26% increase in health education positions; o 16% increase in medical and health management positions, and; o 21% increase in health services. **Impact on existing academic programs:** Will be taught once a year. This should not impact other course offerings.

Committee actions: Approved pending the addition of course objectives to the syllabus.

k. HPRO 420 Health Policy
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** Junior Standing **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** This course will provide an overview of health policy issues and policy making in the United States. Reports indicate that health problems are heavily influenced by societal policies and environments that in some way either sustain the behaviors and practices that contribute to the problem or fail to foster healthier choices that could prevent the problem. Therefore, this course will provide insight and political competencies needed to analyze the public policy environment for changing policies, systems and built environments. The course will examine contemporary health policy issues and consider reform options and new directions. **Justification:** This course is one of four proposed HPRO courses which will be part of a proposal for a Health Services Leadership option for Health Promotion majors. Due to interest in health services-related courses from students in other majors, we are not placing HPRO prerequisites on enrollment so that students in other majors may also enroll in these courses. Career growth has been documented in this area - 7 of the 20 fastest growing occupations in the United States are health related. Over the next eight years, it is estimated there will be: o 26% increase in health education positions; o 16% increase in medical and health management positions, and; o 21% increase in health services. **Impact on existing academic programs:** Will be offered once a year. Should not impact other HPRO course offerings.

Committee actions: Approved pending the addition of course objectives to the course syllabus.

l. PALS 119 Personal Fitness Vehicles
Proposal for a new undergraduate course

Credit hours: 1 **Course restrictions:** This course may be used as an elective. **Proposed catalog description:** Introduction to the skills and knowledge necessary to safely and effectively ride human powered vehicles (such as

Trikke carving vehicle) for improved fitness and recreation. **Justification:** Preliminary offerings of this course proved very popular. PALS courses provide wide variety of options to encourage students in physical activities and create healthier lifestyles (both short and long term). The course provides both personal fitness skills and an appreciation of the environmental/recreational basis of alternative transportation. **Impact on existing academic programs:** None. **Anticipated starting date:** Fall 2010. **Committee actions:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

m. PALS 120 Personal Fitness and Technology

Proposal for a new undergraduate course

Credit hours: 1 **Course restrictions:** This course may be used as an elective.

Proposed catalog description: Exploring, implementing, and evaluating current technologies as a tool for understanding, developing, and maintaining personal fitness and a healthy lifestyle. Students participate in a variety of health-enhancing physical activities across all components of personal fitness and wellness. **Justification:** In keeping curriculum current and contemporary, this dynamic course will respond to trends in the field of health and fitness. PALS courses provide wide variety of options to engage students in physical activities and create healthier lifestyles (both short and long term). The course provides enhanced personal fitness skills and technology skills, and critical thinking skills to promote positive health and fitness. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2010.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

n. PALS 142 Sand Volleyball

Proposal for a new undergraduate course

Credit hours: 1 **Course restrictions:** This course may be used as an elective.

Proposed catalog description: Skill instruction, knowledge and strategies leading to successful participation in sand volleyball. **Justification:** In keeping curriculum relevant, current sensitive to our region, this course will be popular for coastal students. PALS courses provide a wide variety of options to engage students in physical activity and create healthier lifestyles (both short and long term). The course attracts students to a physical activity that promotes positive health and fitness. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2010.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for February, 2010, meeting.

o. PALS 173 Introduction to Surfing

Proposal for a new undergraduate course

Credit hours: 1 **Course restrictions:** This course may be used as an elective.

Justification: In keeping curriculum relevant, current sensitive to our region, this course will be popular for coastal students. PALS courses provide a wide variety of options to engage students in physical activity and create healthier lifestyles (both short and long term). The course attracts students to a physical activity that promotes positive health and fitness. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2010.
Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for February, 2010, meeting.

p. RSM 370 Outdoor Leadership
Proposal for a new undergraduate course

Credit hours: 1 **Course restrictions:** This course may be used as an elective.
Proposed catalog description: This course focuses on theoretical and practical study of leading groups in outdoor recreation and education settings. Specific outdoor leadership skills are discussed, including lesson design and teaching style, expedition planning, emergency procedures, risk management, minimum impact approaches and working with various clients. This course requires students to fully participate in extended outdoor expeditions.
Justification: There has been an increase in student demand for courses that emphasize outdoor recreation, and this course will help to meet that demand. Course will enhance the recreation management track of the recreation and sport management major and provide valuable electives for students in the major. Course will be accessible to all CCU students and useful for students from related majors such as marine science or biology. Course will also allow student leaders to be trained as trip leaders for campus recreation outdoor adventures. **Impact on existing academic programs:** The course will be an elective for recreation management track students in the RSM major. It also may be taken as a cognate or elective by students in other academic programs across campus. **Proposed starting date:** Fall 2009.
Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

q. RSM 379 Principles of Ecotourism
Proposal for a new undergraduate course

Credit hours: 3 **Course restrictions:** This course may be used as an elective.
Proposed catalog description: This course will introduce students to the history, concepts, principles, marketing, planning and management of ecotourism activities and development which promote cultural and environmental awareness and local economic benefits. **Justification:** The current trend in tourism and in outdoor recreation is sustainability. Ecotourism represents a develop model that incorporates local community knowledge and interests and resources protection which are all key elements of sustainability. Students who are going to work in recreation and tourism need to understand this model and develop the skills needed to work in this

environment. The course also closely aligned with the program's evolving focus in outdoor recreation. The new course replaces an existing RSM course titled Ecotourism in Ireland. **Impact on existing academic programs:** As a program elective, this course will enhance the recreation management track of the recreation and sport management major. It will also align with the new coursework and academic experiences offered in outdoor recreation. It will also provide an elective or cognate for students in other related programs such as marine science, biology, business administration, health promotion, and resort and tourism management. **Proposed starting date:** Spring 2011
Committee actions: Proposal approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

r. RSM 389 Recreation and Sport Leadership
Request for minor changes in multiple undergraduate courses
Proposed revision: Change in prerequisite: Current pre or co-requisites: RSM 242 & COMM 140 or ENGL 211 Proposed pre or co-requisites: RSM 242
Committee actions: Proposal approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

s. RSM 350 Ecotourism in Ireland
Request for minor changes in multiple undergraduate courses
Proposed revision: Deletion. **Committee action:** Proposal approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

t. RSM 410 Financing Sport and Sales
Request for minor changes in multiple undergraduate courses
Proposed revisions: Change in prerequisites: No current pre or co-requisites to CBAD 350.
Committee actions: Proposal approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

u. RSM 315 Outdoor Recreation
Request for minor changes in multiple undergraduate courses
Proposed revisions: Remove prerequisites.
Committee action: Proposal approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

v. SWNS 301 Swain Scholars I
Proposal for a new undergraduate course
Credit hours: 1 **Course restrictions:** Current Swain Scholar. This course may be used as an elective. **Proposed catalog description:** Preparatory classroom experiences to improve the capacity of Swain Scholars to impact community health by engaging in health promotion outreach activities in conjunction with local health agencies. **Justification:** The proposed course will catalyze the

“Swain Scholars” program and help to optimally fulfill the wishes of the most generous donor, Kenneth E. Swain, by establishing a student-driven community health outreach program for an underserved, hard-to-reach population in Horry County. The Swain Scholars are comprised of a group of four highly talented undergraduate students from the College of Natural and Applied Sciences, each representing the Health Promotion, Biology, Exercise and Sport Science, and Chemistry programs respectively. These exemplary students went through a rigorous application process and were chosen as recipients of a scholarship funded through the Swain endowment to support their pursuit of a higher education. The Scholars are, “charged with developing and presenting a series of educational outreach programs” that highlight “guidelines for healthy lifestyles raised by research findings” informed by the empirical literature and also by way of research being conducted by CCU faculty (Coastal Educational Foundation, 2008). A solidified partnership forged between the Little River Medical Center and the Swain Scholars Program aim to enable the Scholars with the knowledge, skill sets, and experiences to design and implement a community health outreach plan to address a prevalent community health issue in Horry County. The focus of the Swain Scholars I seminar prepares students to concentrate on the following health service specialty areas, in collaboration with one or more selected community partners: A. Health Education/Promotion Philosophy B. Health Program Planning C. Community Health Assessment D. Strategic Planning for Health Services E. Marketing Health Services F. Research Methods for Health Services The Swain Scholars will work collaboratively together and with the staff of LRMC and CCU, to develop community health outreach plans to further the mission of LRMC. In addition, students will have valuable experience developing an implementation research project plan (T3 translation) to improve the health of a hard-to-reach diabetic population, through studying pre-existing and new models of diabetes self-management education delivery. The unique aspect of this program is that it allows students from multiple disciplines to come together to add their expertise and perspectives to the project development and implementation process. Facilitating this type of multidisciplinary effort mirrors the types of professional experiences they will likely see upon graduating from CCU and entering the work force as a health professional. They will also get practical experience communicating with patients in a clinical environment which coincides with responsibilities they will have upon achieving their respective career aspirations (e.g., Physician, Physical Therapist, Nutritionist). Students will meet once per week to a) research and discuss health related content and/or project development issues with the academic advisor, b) listen to expert lectures from professionals who work at various health agencies throughout Horry County, and c) actively engage in the production of a multidisciplinary community health outreach program based on patients’ medical needs. This formative course will require students and their academic

advisor to work together in a scholarly environment to develop implementation research and practice procedures for the outreach project(s) to be carried out at an Little River Medical Center (LRMC) site in the spring of 2010. Each student will be expected to bring his/her own unique perspective to the research project planning process based on their Major area of interest and past academic experience. Upon completion of this course, students are expected to:

1. Understand the definitions and philosophies of health education.
2. Identify integral aspects of health program planning.
3. Display through presentation a plan to augment community health through education activities such as planned learning experiences.
4. Express questions and participate in critical dialogue regarding critical aspects of health program as it relates to cross-disciplinary perspectives and partnerships.
5. Identify the specific steps for strategic planning for community health initiatives.
6. Assess the course related case study in Horry County to develop marketing strategies which will optimally facilitate the provision of health services.
7. Distinguish various research methodologies for evaluating the success of community health outreach programs.
8. Discuss and debate the characteristics of a good health program for the specified priority population of interest.

Following completion of study in this course, the student will be able to:

1. Develop goals and objectives for community health outreach activities based on health agency needs and the health needs of the patients treated by the health agency
2. Devise implementation protocol to achieve the goals set forth based on evidence-based practice guidelines and input from the health agency outreach team and CCU faculty
3. Discuss program design issues and initiate strategic planning for the design, implementation and evaluation for the community health outreach service project through an oral presentation at Celebration of Inquiry at CCU
4. Improve independent decision-making when interacting with clients
5. Provide clear, concise, thorough and articulate documentation of learning experiences through scholarly products developed during the seminar
6. Demonstrate good working relationships with fellow scholars from diverse disciplines to communally achieve project goals and objectives
7. Prepare a professional presentation abstract describing what was learned and achieved during the practicum
8. Critically assess the roles, responsibilities and educational preparation necessary for each lecturer to work as a community health professional

Proposed starting date: Fall 2010
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

w. SWNS 302 Swain Scholars II
Proposal for a new undergraduate course

Credit hours: 2 **Prerequisites:** Current Swain Scholar. **Course restrictions:** Current Swain Scholar. This course may be used as an elective. **Proposed catalog description:** Second phase of Swain Scholars program to focus on implementation of community health outreach activities. Community health

outreach will address an area of identified need with one or more community partners. Scholars provide outreach service and education at specified community sites and in the CCU community. **Justification:** The focus of the Swain Scholars II course is to oversee and guide students providing outreach service and education at specified community sites and in the CCU community. This activity facilitates the opportunity for undergraduate students to work collaboratively on a multidisciplinary research project which could facilitate important contributions to both the health promotion and health sciences fields, particularly with regard to including undergraduate students in Type 3 (T3) implementation research projects. T3 implementation research has been identified as necessary before educational guidelines can be implemented in practice (Mold & Peterson, 2005). This third translation step in research attempts to solve problems encountered by primary care physicians, such as time constraints related to patient-provider interactions. The majority of primary care physicians are unable to provide chronic disease patients with sufficient self-management education. Additionally, some physicians do not feel prepared to teach patients within the clinical environment due to the low priority that patient education is given by managed care administrators. The absence of third-party reimbursement to support patient education makes teaching and learning between provider and patient quite difficult to achieve. This is problematic, because patients report not having their disease-related concerns addressed during routine consultations (Tate et al., 1999). Practice-based research (PBR) occurs within the community/clinical health setting and attempts to fill gaps in medical practice (such as lack of patient education following a physician visit. In addition, PBR allows researchers to assess through survey research “whether treatments with proven efficacy are truly effective and sustainable when provided in the real-world setting” (Westfall, Fold, & Fagnan, 2007, p. 404), which fits in well with the National Institutes of Health (NIH) Roadmap to, “develop new partnerships of research with organized patient communities and community-based health care providers... who care for sufficiently large groups of patients interested in working with researchers to quickly develop, test and deliver new interventions” (Zerhouni, 2003). This new wave of thinking also expedites the introduction of innovative practice improvements for patients looking to benefit from coordinated planned learning experiences related to improving health-related quality of life (HRQoL). Upon completion of this course, students are expected to: 1. Understand how to best provide community health outreach through real world experiences. 2. Identify the effective/non-effective aspects of their outreach plan 3. Display through presentation acuity with regards to delivering effective learning experiences for type II diabetics in Horry County 4. Transmit knowledge gained in Swains Scholars I so as to convey health information to appropriate patient populations. 5. Identify and document the outreach service done through a reflective journal throughout the semester 6. Compose a scholarly manuscript

which documents students' knowledge of diabetes self-management education and their experience developing and implementing their own program 7. Distinguish between different strategies and venues to pursue when presenting scholarly research 8. Discuss experiences and critically analyze these experience to improve students' ability to provide health services to those in need Following completion of study in this course, the student will be able to: 1. Assist medical/health professionals in addressing agency and community needs 2. Identify diabetes self-management education needs of specific patient population. 3. Implement protocol to achieve the programmatic goals set during Swain Scholars I. 4. Improve interpersonal skills with agency personnel and clients/individuals. 5. Provide clear, thorough and articulate documentation of service experiences through journal entries. 6. Cultivate good working relationships with personnel from designated agency(s). 7. Deliver a professional oral presentation describing what was learned and achieved during the outreach experiences and time served as a Swain Scholar 8. Develop a manuscript for publication that details efforts at designing and implementing a diabetes self management education program. Potential, future collaborations may be cultivated between CCU researchers from the College of Natural and Applied Sciences and one or more of the seven LRMC's locations throughout Horry County. The successful completion of the proposed research endeavor will improve the likelihood that future projects associated with the Swain Scholars program will have a blueprint for setting research-oriented goals and objectives. This will likely improve the instructional experience for students who are fortunate enough to become a part of the Swain Scholars program in later semesters. **Proposed starting date:** Fall 2010

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Edwards Humanities and Fine Arts – Humanities Proposals

Department of Communication

a. COMM 374 Organizational Communication Simulation
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** COMM 274 **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** COMM 374 Organizational Communication Simulation (3). (Prereq: COMM 274) This course is designed to help students develop and apply organizational communication skills that will be useful in a variety of professional settings. These skills involve conducting human resource training sessions, taking and conducting employment interviews, group decision making, organizational consulting, and written/oral reporting. In a larger sense, this course is about how communication functions to create and sustain organizations. This

course continues the study or organizational communication start in the introductory course COMM 274 is more application based. **Justification:** This course is clearly applicable to industry trends and demands from students for application pedagogy. This course continues the study or organizational communication start in the introductory course COMM 274 and is more application based. **Impact on existing academic program:** This course will be the second class in a series of classes designed to provide communication students with an organizational communication focus. **Proposed starting date:** Spring 2010.

Committee action: Proposal was approved pending the alignment of CCU grading scale per the Faculty Manual along with changing heading on syllabus to Student Learning Outcomes. These corrections have been received and will be submitted to Faculty Senate for the February, 2010, meeting.

b. COMM 470 Communication & Conflict Management
Proposal for a new undergraduate course

Credit hours: 3 **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** COMM 470 Communication & Conflict Management (3). (Prereq: COMM 101 or consent of instructor) This is an upper-level undergraduate course designed to explore conflict management, the underlying causes of conflict, and the available communication strategies for handling them. This course introduces positive conflict management processes, including active listening, principle negotiation, mediation, and nonviolent direct action. We will be looking at conflict literature from a communicative perspective. The class will be conducted in a lecture /simulation/seminar format. The simulation and seminar part of the class is designed to encourage exploration of various conflict situations such as friendship, business, multicultural, experiential learning so numerous in-class simulations will allow students to experiment with conflict techniques and strategies. **Justification:** This course is clearly applicable to industry and socio-cultural trends. **Impact on existing academic programs:** This is a multidisciplinary course utilizing material from communication, management, psychology, education, and political science. **Proposed starting date:** Summer 2010. **Committee action:** Proposal was approved pending the alignment of CCU grading scale per the Faculty Manual. Corrections have been received and will be submitted to Faculty Senate for the February, 2010, meeting.

Department of English

a. ENGL 231 Introduction to New Media
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101 & 3 additional hours on English credit. **Course restrictions:** None. This course is required for a minor and may also be used as a cognate course. **Proposed catalog description:** ENGL 231

c. ENGL 304 British Literature II

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101 and 102 or 211 & one other 200-level course. **Course restrictions:** None. This course is required for a major.

Proposed catalog descriptions: ENGL 304 British Literature II (3). A survey of representative works illustrating the development of British literature from the late eighteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. **Justification:** Major requirements. The English major requires that students choose two survey courses on American, British, and/or world literature. This survey course is the second in a two sequence on British literature and can be taken to satisfy the survey requirement. **Impact on existing academic programs:** None. **Proposed starting date:** Spring 2011.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

d. ENGL 329 Popular Fiction

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101 and 102 or 211 & one other 200-level course. **Course restrictions:** None. This course may be used as a cognate course. **Proposed catalog description:** ENGL 329 Popular Fiction (3). What makes popular fiction popular? Why do we find pleasure in reading these texts? How are the various genres (detective, hard-boiled crime, western, romance, horror, fantasy, science fiction, and thriller) structured, and what cultural viewpoints do these formulas reinforce? As we read and discuss samples of each genre, including works by Agatha Christie, Raymond Chandler, Louis L'Amour, Stephen King, J.R.R. Tolkein, and Octavia Butler, we will be looking at the texts through the critical lenses of literary theory, including psychoanalytic, feminist, Marxist, and structuralist approaches. We will also use this study of popular fiction to raise questions about authorship, readership, literary value, and the mass marketing strategies used to sell these texts. **Justification:** Faculty expertise and student interest. This course expands English offerings in contemporary literature courses across genres. The course supports increased student interest in contemporary popular genres, and the study of literary and popular genres across academic and professional writing contexts. **Proposed starting date:** Fall 2010.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

e. ENGL 330 Realism and Naturalism

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101, 102/211 & 200-level ENGL class.

Course restriction: None. This course may be used as an elective or cognate course. **Proposed catalog description:** ENGL 330: Realism and Naturalism (3).

A course that offers an intensive study of the historical phenomenon of literary realism and naturalism as it emerged in nineteenth-century France

literature and its subsequent development in and influence on British and

American Literature and drama. **Justification:** Faculty expertise; student interest. **Impact on existing academic programs:** Fewer British novel classes

offered to make room for 330. **Proposed starting date:** Spring 2012.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

f. ENGL 331 Critical Approaches to New Media

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 231 **Course restrictions:** Required for a minor. This course may also be used as a cognate course. **Proposed catalog**

description: ENGL 331 Critical Approaches to New Media (3). This course introduces students to the criticism and theory defining the field of New

Media students. The class will explore some of the major historical, cultural, sociopolitical, philosophical, and critical trends in this field. **Justification:** This

course is the second in a three course sequence that comprises a new interdisciplinary minor in New Media and Digital Culture. The new minor

addresses the impact of new media forms and digital technologies on textuality, authorship, and writing. This minor would be a unique contribution

to Coastals' curriculum and would not reproduce programs found in our region. There are programs in our state that contain the separate elements of

new media in digital culture, but no programs that contain both theoretical/critical analyses of digital culture with the praxis of New Media.

This second course in the core sequence for the minor offers students a more in depth survey of the criticism, theory, and major historical/cultural trends in

the emerging field of New Media studies and digital culture. **Impact on existing academic programs:** None. **Proposed starting date:** Spring 2011.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

g. ENGL 351 Language, Gender and Power

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101 and 102 or 211 & one other 200-level course. **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** ENGL 351 Language, Gender,

and Power (3). The course investigates language structure and usage patterns

in the context of gender to achieve a better understanding of the way language references, and the perceptions, attitudes and behaviors related to these differences are examined. **Justification:** Socio-culture tends; trends in field. This course expands offerings in linguistics and student interest in trends in contemporary theory and linguistics. **Proposed starting date:** Spring 2012. **Committee actions:** Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

h. ENGL 352 African American English

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101,102 or 211 & one other 200-level course. **Course restrictions:** None. This course may be used as an elective.

Proposed catalog description: ENGL 352 African American English (3). A course that explores African American English from a linguistics and social perspective. Course content will focus on hypotheses of the development of African American English, linguistic theory as applied to African American English, and social/cultural dimensions of African American English.

Justification: Trends in field. This course expands offerings in linguistics to address student interest and to support regional research projects. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2012.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

i. ENGL 409 Theories of Gender and Sexuality

Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101 and 102/211 & 200-level class. **Course restrictions:** None. This course may be used as an elective or cognate course.

Proposed catalog description: ENGL 409 Theories of Gender and Sexuality(3).

In this course, we will explore theories that have contributed to current debates about representations of men and women, constructions of femininity and masculinity, and the implications of sexuality. The first half of the course will focus on several key essays in feminist theory. In the second half of the term we will explore other developments in gender and sexuality studies, including the origins of queer theory and transgender studies. The study of theoretical works will be interspersed with the application of those theories to works of literature and film. Over the course of the semester we will consider the intersections of gender with race, class, age and nationality as we examine the relevance of reading, writing, and filmmaking to our understanding of gender and sexuality. **Justification:** Faculty expertise; student interest. **Impact on existing academic programs:** None. **Proposed starting date:** Spring 2012.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

j. ENGL 425 World Dramatic Literature
Request for change(s) in an undergraduate course

Proposed change: Change in prerequisites: from n/a to 199: Film Screening Lab
Proposed catalog description: A critical and historical survey of the cardinal works of dramatic literature across epochs of theatrical performance. The course accents analysis and interpretation of printed and visual texts from both western and non-western traditions. **Justification:** Trends in the discipline: “world” encompasses both the non-western and western traditions. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2010.

Committee action: Proposal was approved as written and will be submitted to the Faculty Senate for the February, 2010, meeting.

k. ENGL 431 New Media and Literature
Proposal for a new undergraduate course

Credit hours: 3 **Prerequisites:** ENGL 101 and 102 or 211 & 200-level class. **Course restrictions:** None. This course is required for a minor. This course may also be used as a cognate course. **Proposed catalog description:** ENGL 431 New Media and Literature (3). This class will explore the future (and past) of literature in the digital age. We will begin with some historical examples of hypertext (that is, in its original meaning, text that goes “beyond” or “above” limitations of the written word) from Heraclitus, Dante, early modern broadsides, Blake and Woolf. The second part of the class will be dedicated to encounters with the literature and criticism of New Media. We will continue with some pre-professional preparation designed to make English majors aware of the changing textual landscape of their discipline. **Justification:** This is the final course in a three course sequence that comprises a new interdisciplinary minor in New Media and Digital Culture. The new minor addresses the impact of new media forms and digital technologies on textuality, authorship, and writing. This minor would be a unique contribution to Coastal’s curriculum and would not reproduce programs found in our region. There are programs in our state that contain the separate elements of new media in digital culture, but no programs that contain both theoretical/critical analyses of digital culture with the praxis of New Media. This final course in the core sequence for the minor offers students an expanded context for exploring professional tracks in and advanced research on the connections between traditional literary study and the emerging field of New Media. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2010.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

l. ENGL 462 Writing Workshop – Fiction
Request for minor changes in multiple courses
Proposed change: Change in current pre or co-requisites: from: ENGL 301 to ENGL 301 or 201.
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

m. ENGL 465 Creative Nonfiction Workshop
Request for minor changes in multiple courses
Proposed change: Change of course name: from: Creative Nonfiction Workshop to: Workshop – Creative Nonfiction. **Change in current pre or co-requisites:** from: ENGL 301 to ENGL 301 or 201.
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

n. ENGL 468 Writing Workshop- Poetry
Request for minor changes in multiple courses
Proposed change: Change in current pre or co-requisites: from: ENGL 301 to ENGL 201 or 301.
Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

o. ENGL 479 Studies in Modern and Contemporary British
And Anglophone Literature
Proposal for a new undergraduate course
Credit hours: 3 **Prerequisites:** ENGL 101 and 102 or 211 & 200-level class. **Course restrictions:** None. This course may be used as an elective or cognate course.
Proposed catalog description: ENGL 479 Studies in Modern and Contemporary British and Anglophone Literature (3). This course will explore the impact of globalization on literature and film of the late twentieth and twenty-first centuries. We will read contemporary Anglophone and British novels and view some films, each of which has gained prominence by winning prizes, selling widely, or achieving critical acclaim. Together we will investigate how these narratives from diverse cultures respond to and participate in increasingly globalized international system. Are different cultural traditions and narratives being homogenized into a standard format, or is new diversity being introduced through evolving uses of the English language, unfamiliar themes, and new ways of telling stories? **Justification:** Faculty expertise; student interest. This course expands on offerings in contemporary literature through the exploration of British and Anglophone writing; literature written in English within a diverse cultural, ethnic, and geo-historical context or region where multiple languages are spoken. **Impact on existing academic programs:** None. **Proposed starting date:** Fall 2010.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

p. ENGL 484 Children's Literature

Request for changes in or deletion of an undergraduate course

Proposed change: Change in pre-requisites: from: n/a to ENGL 205.

Proposed catalog description: This course is designed to introduce you to the study of works appropriate for the elementary and middle school child.

Justification: Clarification of acceptable prereq. **Impact on existing academic programs:** None.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Department of Foreign Language

a. Spanish Minor

Change(s) proposed for an undergraduate program

Proposed changes: Required courses: from: SPAN 321, 323, 330, or 333 (choose one)...3 to: SPAN 320, 321, 323, 330 or 333 (choose one)...3

Justification: This course already exists at CCU and is part of the Major. Minor students are in need of a greater selection of classes. Adding this course to the Minor program is also a step taken to ensure that future students of the upcoming nursing program can find in the Minor a good complement to their studies in the medical field (since SPAN 320 may be taught as a Spanish for Health class). **Impact on existing academic programs:** None, other than adding one more course choice to the Spanish Minor. **Proposed start date:** Fall 2010.

b. SPAN 330 Approaches in Literature and Culture

Request for minor changes in multiple courses

Proposed change: Remove "even years" from course description.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

c. SPAN 480 Capstone: Advanced Topics in Literature and Culture

Request for minor changes in multiple courses

Proposed change: Change in current pre or co-requisites: from: SPAN 210 or equivalent to: SPAN 340 or equivalent.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

d. SPAN 495 Internship

Request for minor changes in multiple courses

Proposed change: Change in current pre or co-requisites: from: SPAN 350 or special permission to: Special permission to enroll.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Department of Women and Gender Studies

a. WGST 103 Introduction to Women's and Gender Studies

Request for changes in or deletion of an undergraduate course

Proposed change: Enter course into Core. **Proposed catalog description:** This interdisciplinary course draws on a variety of disciplines, such as sociology, philosophy, politics, history, anthropology, biology, psychology, and literary studies. It is designed to offer an introduction to some of the current issues in women's and gender studies. It is designed to offer an introduction to some of the current issues in women's and gender studies, such as the construction of gender and its consequences for both women and men; family, work, wages, and welfare; sexuality, violence, reproduction, and body image; femininity, masculinity, race and class; international feminisms and cross-cultural gender issues; feminist theory, politics, and activism. **Justification:** This course would offer another option for students to meet Core Goal 7. It currently doesn't count anywhere except towards the Women's and Gender Studies Minor.

Impact on existing academic programs: It would add diversity to the core course offerings. **Date change is to be effective:** Fall 2010.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Edwards Humanities and Fine Arts – Fine Arts Proposals

Department of Visual Arts

a. New Media and Digital Culture

Proposal for new undergraduate program

Title of proposed program and degree: New Media and Digital Culture Minor

Catalog description: The minor in New Media and Digital Culture at Coastal Carolina University seeks to encourage the academic study, critical analysis and creative application of new media, hypertext, database design, 3-d architectural and theatrical modeling, digital archiving, web design, data retrieval matrices, binary communication theory, graphic design, animation, laser scanning, Global Positioning System (GPS), Geographic Information Systems (GIS), location-aware software, and audio and video production, compression, mixing, and archiving. Commensurate with the growing integration of digital technologies with humanities and the arts worldwide, and an increasing reliance on digital resources in all walks of life, the interdisciplinary minor encourages coursework from multiple Colleges across

the University. **Proposed starting date: (Semester & Year of initiation):** Fall 2010 **Semester and year of first graduates:** Spring 2012. **Justification:** Digital technologies are increasingly crucial to the academic study of humanities and the arts, and to the professional world. The National Endowment for the Humanities recently opened its newest division. The Office of Digital Humanities (www.neh.gov/odh), and various multi- and interdisciplinary programs in New Media are opening at universities and colleges across the country. New Media as a symbolic and synthetic course of study has real-world applications to every discipline in the humanities and fine arts, to most (if not all) disciplines across CCU colleges, and to any number of potential jobs in disparate fields. A cursory look at the proposed catalog description confirms the implications and potential of such interactive breadth. The New Media and Digital Culture minor, which is expected to expand to a major in the near future, will be among the most innovative programs offered in the region and expects to attract a large number of students. The University Mission Statement describes Coastal Carolina as offering “a broad range of contemporary technologies [and] programming”... “innovative course offerings and delivery method” and “collaborative research [and] creative opportunities.” The New Media and Digital Culture minor will do precisely those things.

Committee actions: Proposal is approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Honors Program

a. Honors Program Degree

Change(s) proposed for an undergraduate program

Proposed change: Other: The Honors Program Director, in consultation with the Honors Program Faculty Advisory Council, the Director of Admissions and the Provost, would like to reduce the minimum entrance ACT score from 27 to 26. (ACT scores of 26 and 27 hover on either side of the older SAT score of 1200 that had served to peg the minimum ACT score). **Proposed catalog description:** The Honors Program minimum entrance requirements:... * a combined SAT score.... or ACT score of 26 and higher, **Justification:** This change will allow the Honors Program to recruit ALL students offered President’s and Provost’s scholarships.

Committee action: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

b. Honors Program

Change(s) proposed for an undergraduate program

Proposed change: Required courses: from UNIV 110 to HONR 101 **Proposed catalog description:** HONR 101 Honors Seminar. (3). This course is an Honors Program graduation requirement. A humanities-based interdisciplinary course

designed to introduce students to important themes and topics from different traditions and in multiple engagement. In their second and third years, Honors program students take electives and courses in their major arranged with the instructor and honors program director for honors credit.

Committee actions: Proposal was approved as written and will be submitted to Faculty Senate for the February, 2010, meeting.

Respectfully submitted,
Melanie McKitrick