Coastal Carolina University
Faculty Senate Consent Agenda
December 3, 2014

All changes are effective Fall 2015.

**Academic Affairs** *(moved and seconded out of committee)*
Proposals for program/minor changes:

**COLLEGE OF SCIENCE**

1. **Department of Computer Science and Information Systems**

   a. **change(s) to the Computer Science Major**

   **Proposed changes:** Addition of course(s) to program:
   1) Add four credit hours to the Foundation to be taken from the following:** BIOL 121/121L, CHEM 111/111L, MSCI 111/111L, PHYS 137/137L, PHYS 201/201L, PHYS 211/211L, MATH 242/242L, MATH 260, and MATH 342/342L.
   2) Add the option of “any CSCI course 300 or above** (3)” to the Foundation choices of CSCI 203, CSCI 207, and CSCI 225.
   3) Statement added in the catalog at the end of the Foundation courses: **Courses taken in the Core and Foundation may not be used to satisfy this requirement.
   4) Add MATH 242L alongside MATH 242 in the Foundation listing because they are co-requisites of one another.

   **Removal of course(s) from program:**
   1) Remove ENGL 211 from the Foundation.
   2) Remove three credit hours from the Major: choose one CSCI course numbered 300 or above (except CSCI 399 Independent Study or CSCI 497 Computer Science Internship).

   **Other:** Changing program in response to recent visit from the ABET accreditation team. Needed to add 4 hours of MATH/SCIENCE.

   **Proposed catalog description:**

   **COMPUTER SCIENCE MAJOR (120 Credits)**

   **III. FOUNDATION COURSES (40-51 44-52 Credits)**

   CSCI 130* Introduction to Computer Science .................................................3
   CSCI 131L Algorithmic Thinking.................................................................1
   CSCI 140/140L Introduction to Algorithmic Design I/Laboratory ............. 4
   CSCI 150/150L Introduction to Algorithmic Design II/Laboratory ............ 4
   CSCI 170 Ethics in Computer Science.......................................................... 1
   CSCI 210 Computer Organization and Programming.................................3
   CSCI 220 Data Structures.............................................................................3
   Choose one from the following: (3 Credits).............................................3
   CSCI 203 Introduction to Web Application Development (3)
   CSCI 207 Programming in C++ (3)
   CSCI 225 Introduction to Relational Database and SQL (3)
   Any CSCI course numbered 300 or above** (3)
MATH 160* Calculus I ................................................................. 4
MATH 161 Calculus II ................................................................. 4
MATH 174 Introduction to Discrete Mathematics ....................... 3
STAT 201/201L* Elementary Statistics/Laboratory .................... 4
Choose one from the following: (3-4 Credits) ................................ 3-4
   CSCI 360 Numerical Calculus (3)
   MATH 215 Introduction to Operations Research (3)
   MATH 220 Mathematical Proofs and Problem Solving (3)
   MATH 242/242L Modeling for Scientists I/Laboratory (3) (4)
   MATH 260 Calculus III (4)
   MATH 320 Elementary Differential Equations (3)
   MATH 344 Linear Algebra (3)
   MATH 307 Combinatorics (3)
   MATH 308 Graph Theory (3)
Choose one from the following:** (4 Credits) ............................... 4
   BIOL 121/121L* Biological Science I/Laboratory (4)
   CHEM 111/111L General Chemistry I/Laboratory (4)
   MSCI 111/111L Introduction to Marine Science/Laboratory (4)
   PHYS 137/137L Conceptual Physics/Laboratory (4)
   PHYS 201/201L General Physics I/Laboratory (4)
   PHYS 211/211L Essentials of Physics I/Laboratory (4)
   MATH 242/242L Modeling for Scientists I/Laboratory (4)
   MATH 260 Calculus III (4)
   MATH 342/342L Modeling for Scientist II/Laboratory (4)
Choose one from the following: (4 Credits) ............................... 4
   BIOL 122/122L* Biological Science II/Laboratory (4)
   CHEM 112/112L General Chemistry II/Laboratory (4)
   MSCI 112/112L The Origin and Evolution of the Marine Environment/
      Laboratory (=GEOL 112/112L) (4)
   PHYS 202/202L General Physics II/Laboratory (4)
   PHYS 211/211L Essentials of Physics I/Laboratory (4)
   PHYS 212/212L Essentials of Physics II/Laboratory (4)
Choose one from the following: (3 Credits) ............................... 3
   COMM 140* Oral Communication (3)
   ENGL 390 Business and Professional Communication (3)
   ENGL 211* Introduction to Technical and Professional Writing ........ 3

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

**Courses taken in the Core and Foundation may not be used to satisfy this requirement.

IV. MAJOR REQUIREMENTS (33 30 Credits)
   CSCI 310 Introduction to Computer Architecture ...................... 3
   CSCI 330 Systems Analysis & Software Engineering ................... 3
   CSCI 350 Organization of Programming Languages .................... 3
CSCI 356 Operating Systems ................................................................. 3
CSCI 380 Introduction to the Analysis of Algorithms .............................. 3
CSCI 390 Theory of Computation .......................................................... 3
CSCI 450 Principles of Compiler Design ................................................ 3
Choose three from the following: (9 Credits) ........................................ 9
  CSCI 360 Numerical Calculus (3)
  CSCI 425 Database Systems Design (3)
  CSCI 440 Introduction to Computer Graphics (3)
  CSCI 445 Image Processing and Analysis (3)
  CSCI 460 Algorithms in Bioinformatics (3)
  CSCI 473 Introduction to Parallel Systems (3)
  CSCI 480 Introduction to Artificial Intelligence (3)
  CSCI 485 Introduction to Robotics (3)
  CSCI 490 Software Engineering II (3)
Choose one CSCI course numbered 300 or above (except CSCI 399 —
  Independent Study or CSCI 497 Computer Science Internship) ............ 3

Academic Affairs (moved and seconded out of committee)

Proposals for new courses and course changes:

COLLEGE OF HUMANITIES AND FINE ARTS

1. Office of the Dean

   a. DCD 100 Technology and Humanity

   Proposal for a new undergraduate course.

   Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major.

   Proposed catalog description: DCD 100 Technology and Humanity. (3) Technologies play a central role in our culture, in the decisions we make, in our social relationships, in our health, in our safety, in conflict resolution, in the careers we pursue, in the way we work, play, and live. Given this, part of what it means to be human is to be a user of technology. Gaining a clearer and more well-articulated understanding of the moral and social-political implications of technologies thus allows for a more considered view of our place in the world and our progress as a human civilization (scientifically, ethically, and socially). The course considers technologies from different human perspectives. F, S.

   Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall and Spring.

   Justification: The Dean of the Edwards College of Humanities and Fine Arts formed an ad hoc committee in the fall of 2012 to investigate the possibility of offering a new, interdisciplinary humanities degree. After much discussion and research, the committee recommended offering a BA in Integrated Humanities and a BA in Digital Content Development. Two Program Planning Summaries were sent to CHE in October 2013. While reviewers questioned the overlap of the proposed Integrated Humanities degree with the existing university IDS degree, CHE (along with our Board of Trustees) enthusiastically supported our moving forward on the second
program. After extensive review of existing programs, a subcommittee of faculty already working, teaching, advising, and publishing in the field of digital humanities has created the curriculum for this new BA, and this course represents part of the course offerings being created for the degree. It’s important to note that students who are already taking courses in the New Media and Digital Culture and Geographic and Information Systems minors or who are already engaged in digital humanities projects in our college are inquiring about a major in this field. Most importantly, with the development of the QEP projects and their offshoots over the last three years, students and faculty are already actively “doing digital humanities”; we need a home in which to teach, mentor, and give credentials to these students. The Athenaeum Press, the first QEP creation, has produced five digital projects: The Paper Canoe, the Gullah Project, Soldier Stories, Tapestry, and the Cultural Arts Calendar. The second QEP, the Institute for Leadership and Public Policy, has a strong digital presence, and the third QEP initiative is the Digital Humanities Hub. In addition, through the campus-wide lecture-capture initiative, we are also creating the space in which much of this program can flourish.

b. DCD 101 Humanities in the Digital Age
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 101 Humanities in the Digital Age. (3) The first half of this course provides a critical overview of methods, tools, and projects in the Digital Humanities; the second half of the course is devoted to a very basic introduction to building and using such tools in digital humanities projects. Students will leave the course with both a practical introduction to computational methods and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

c. DCD 102 Information Design
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 102 Information Design. (3) An introductory course that provides students with an overview of the concepts and methods of information design, the process of presenting information in a clear and effective way. This course focuses on information design in the humanities, and covers topics ranging from an introduction to the basic principles of visual information representation to hands-on applications of those concepts in creating digital documents. Students will explore a wide variety of free and professional software applications used in information design, including online mapping applications such as Google Maps and ArcGIS Online, infographics applications such as Piktochart, and interactive presentation applications such as Prezi. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.
d. DCD 200  Introduction to Digital Humanities
Proposal for a new undergraduate course.
Number of credits: 3  Prerequisite(s): None.  Corequisite(s): None.  Primary Goal: This course is required for a major.
Proposed catalog description: DCD 200 Introduction to Digital Humanities.  (3) An introductory course that provides students with a broad overview of the history, concepts, and methods of computing in the humanities. This course focuses not only on how use of computer technology has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques in digital humanities through the examination of existing projects and hands-on exercises that allow students to build practical skill sets.  F, S, Su.
Estimated enrollment: 10.  Method of delivery: Hybrid.  Semester(s) offered: Fall, Spring, and Summer.

e. DCD 201  Coding for Humanists
Proposal for a new undergraduate course.
Number of credits: 3  Prerequisite(s): None.  Corequisite(s): None.  Primary Goal: This course is required for a major.
Proposed catalog description: DCD 201 Coding for Humanists.  (3) This course provides a basic knowledge of how computers operate and are operated, as well as the computational and procedural logics, media, and languages employed in the Digital Humanities. Students will also achieve a basic understanding of the principles of coding. The course also serves as an introduction to modes of collaboration between those who work conceptually with the Digital Humanities and those who are assigned the tasks of implementing the technical side of such projects. F, S, Su.
Estimated enrollment: 10.  Method of delivery: Hybrid.  Semester(s) offered: Fall, Spring, and Summer.

f. DCD 202  Introduction to Digital Sources
Proposal for a new undergraduate course.
Number of credits: 3  Prerequisite(s): None.  Corequisite(s): None.  Primary Goal: This course is required for a major.
Proposed catalog description: DCD 202 Introduction to Digital Sources.  (3) An introductory course that provides students with an overview of digital sources in the humanities. This course focuses not only on how the creation and use of digital sources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these sources through a critical examination of existing projects that utilize digital images, texts, maps, audio, and other digital media. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources. F, S, Su.
Estimated enrollment: 10.  Method of delivery: Hybrid.  Semester(s) offered: Fall, Spring, and Summer.
g. DCD 301 Q Text Methods
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 345. Corequisite(s): None. Primary Goal: This course is required for a major. This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be designated experiential learning (Q designation in the catalog).
Proposed catalog description: DCD 301 Q Text Methods. (3) (Prereq: DCD 345) This methods course provides an in-depth overview and history of text technologies and the mediation of literary texts. Students are introduced to concepts of textual mediation, digitalization and archiving, as well as critical debates surrounding intellectual property in digital environments, text interface design, and the politics of reading and translation across modalities. Practically, students gain exposure and facility with text encoding systems and languages including TEI, XML, and metadata platforms (Omeka). F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

h. DCD 302 Visual Methods
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 345. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 302 Visual Methods. (3) (Prereq: DCD 345) An intermediate course that provides students with an in-depth exploration of the theories and practicum of visual and verbal elements used by visual communicators. This course will build on the issues found in relation to cultural shifts in aesthetic trends and consumer behavior while also discussing solutions created by visual communicators and the software tools used. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

i. DCD 303 Q Sound and Motion Methods
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 345. Corequisite(s): None. Primary Goal: This course is required for a major. This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be designated experiential learning (Q designation in the catalog).
Proposed catalog description: DCD 303 Q Sound and Motion Methods. (3) (Prereq: DCD 345) An intermediate course that provides students both an overview of digital video and audio technologies in humanities projects, and an opportunity to build practical skill sets in utilizing these technologies. This course focuses not only on how the use of digital audio and video has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques for creating digital audio and video in humanities projects that will allow students to build practical skill sets. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.
j. DCD 304 Q Interactive Methods
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 345. Corequisite(s): None. Primary Goal: This course is required for a major. This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be designated experiential learning (Q designation in the catalog).
Proposed catalog description: DCD 304 Q Interactive Methods. (3) (Prereq: DCD 345) This methods course provides an in depth overview of interactivity and interactive methods within new media and digital culture (this course is meant to be in dialogue with the histories and theories of interactivity explored in DCD 309 of the Digital Humanities sequence; though 309 is not a required prerequisite). Students are introduced to concepts of interactivity, immersion, and virtuality. Practically, students gain exposure and facility with interactive programs, loops and interfaces in code environments or languages such as Processing, HTML 5, and/or Flash. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

k. DCD 309 Interactivity and Culture
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 309 Interactivity and Culture. (3) The first half of this course provides a critical overview of concepts of interactivity and immersion, historically and within new media and digital culture; the second half of the course is devoted to a very basic introduction to building and using interactive structures, drawing on and developing skills and methods taught in earlier courses in the sequence. Students will leave the course with both a practical introduction to computational methods across humanities disciplines, and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

l. DCD 312 Social Media
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 312 Social Media. (3) This course provides a critical overview of concepts and best practices surrounding social media, historically and within new media and digital culture. Topics addressed will include new research on attention and cognition within digital culture, perceptions and skills necessary for critical consumption of information, best practices of digital participation and collective participatory culture, and the use of collaborative media and methodologies within networked environments. Students will get practice employing social media tools for projects on social media critique, analysis, and development. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.
m. DCD 316  Digital Resources in the Humanities
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 200 and DCD 202. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 316 Digital Resources in the Humanities. (3) (Prereq: DCD 200 and DCD 202) An intermediate course that provides students both an overview of digital resources in humanities projects, and an opportunity to build practical skill sets in utilizing these resources. This course focuses not only on how digital resources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these resources through the examination of existing projects, including interdisciplinary databases, electronic texts, mapping and digital history projects, and New Media projects. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

n. DCD 345  Knowledge Production and Digital Representation
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 100, DCD 101, DCD 102, DCD 200, DCD 201, and DCD 202. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: DCD 345 Knowledge Production and Digital Representation. (3) (Prereq: DCD 100, DCD 101, DCD 102, DCD 200, DCD 201, and DCD 202) Theories of knowledge representation can facilitate our ability to express how we are modeling information in digital and mediated environments. This course is meant to give students foundation knowledge in advanced digital methods and theory. Topics addressed will include: integrated media theory; digital media and meaning making; disciplinary digital knowledge; and symbolic cognition and human meaning making. F, S, Su.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall, Spring, and Summer.

o. DCD 488 Q  Capstone Course
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): DCD 495 or DCD 496. Corequisite(s): None. Primary Goal: This course is required for a major. This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be designated experiential learning (Q designation in the catalog). This course is repeatable for credit with the following restrictions: Repeatable one time for credit.
Proposed catalog description: DCD 488 Q Capstone Course. (3) (Prereq: DCD 495 or DCD 496) This course serves as a culminating experience for the program of study in this degree, allowing the student to bring together all the skills and knowledge acquired in the courses to produce and publish online a project of his/her own design. May be repeated one time for credit. F, S.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall and Spring.
p. DCD 495 Q  Internship
Proposal for a new undergraduate course.
Number of credits: 3  Prerequisite(s): DCD 345. Corequisite(s): None. Primary Goal: This course is required for a major.  This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be designated experiential learning (Q designation in the catalog).  This course is repeatable for credit with the following restrictions: Repeatable one time for credit.
Proposed catalog description: DCD 495 Q Internship. (3) (Prereq: DCD 345) The guided internship requires 120 hours of on-site work, a journal, a final paper, and artifacts to be included in the student’s e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking and collaboration opportunities. Students are professionally supervised in an organization while working 12 weeks at 10 hours per week. May be repeated one time for credit. F, S.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall and Spring.

q. DCD 496 Q  Practicum
Proposal for a new undergraduate course.
Number of credits: 3  Prerequisite(s): DCD 345. Corequisite(s): None. Primary Goal: This course is required for a major.  This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be designated experiential learning (Q designation in the catalog).  This course is repeatable for credit with the following restrictions: Repeatable one time for credit.
Proposed catalog description: DCD 496 Q Practicum. (3) (Prereq: DCD 345) The practicum requires 60 hours of on-site work, a journal, a final paper, and artifacts to be included in the student’s e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills within a closely supervised work environment. By working on digital projects within the campus community, students also enhance their skills of collaboration and their understanding of project development and work flow. May be repeated one time for credit. F, S.
Estimated enrollment: 10. Method of delivery: Hybrid. Semester(s) offered: Fall and Spring.

2. Department of Communication, Languages and Cultures

a. JOUR 311  Principles of Advertising
Proposal for a new undergraduate course.
Number of credits: 3  Prerequisite(s): JOUR 201. Corequisite(s): None. Primary Goal: This course may be taken as an elective or cognate. Restrictions: None.
Proposed catalog description: JOUR 311 Principles of Advertising. (3) (Prereq: JOUR 201) An overview of the broad field of advertising including concepts, strategies, and tactics. Informs students about the role of advertising in the American economy and the procedures involved in planning advertising campaigns. F, S.
Estimated enrollment: 25. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: All semesters.
3. Department of History

a. HIST 311 Modern Environmental World History
   Proposal for a new undergraduate course.
   Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be taken as an elective or cognate. Restrictions: None.
   Proposed catalog description: HIST 311 Modern Environmental World History. (3) An interdisciplinary introduction to modern environmental world history through regional, national, trans-regional, and global case studies. F, S.
   Estimated enrollment: 25. Method of delivery: Classroom. Semester(s) offered: All semesters.

b. HIST 492 Topics in History
   Proposed revision(s): course change(s).
   Number of credits: from: 3 to: 1-3.
   This course is repeatable for credit with the following restrictions: may be repeated as topics change.
   Current catalog description: HIST 492, 493, 494 Topics in History. (3 each semester) Reading and research on selected historical subjects. May be repeated for credit under different topics.
   Proposed catalog description: HIST 492 Topics in History. (1-3) Reading and research on selected historical subjects. May be repeated for credit under different topics.
   Justification: This change will give faculty flexibility in offering one or two credit courses that meet fewer hours per week to explore special topics.

c. HIST 493 Topics in History
   Proposed revision(s): course change(s).
   Number of credits: from: 3 to: 1-3.
   This course is repeatable for credit with the following restrictions: may be repeated as topics change.
   Current catalog description: HIST 492, 493, 494 Topics in History. (3 each semester) Reading and research on selected historical subjects. May be repeated for credit under different topics.
   Proposed catalog description: HIST 493 Topics in History. (1-3) Reading and research on selected historical subjects. May be repeated for credit under different topics.

d. HIST 494 Topics in History
   Proposed revision(s): course change(s).
   Number of credits: from: 3 to: 1-3.
   This course is repeatable for credit with the following restrictions: may be repeated as topics change.
   Current catalog description: HIST 492, 493, 494 Topics in History. (3 each semester) Reading and research on selected historical subjects. May be repeated for credit under different topics.
   Proposed catalog description: HIST 494 Topics in History. (1-3) Reading and research on selected historical subjects. May be repeated for credit under different topics.
4. Department of Politics and Geography

a. GEOG 312  
   Spatial Analysis Using GIS  
   Proposal for a new undergraduate course.

Number of credits: 3  
Prerequisite(s): GEOG 204. Corequisite(s): None.  
Primary Goal: This course may be taken as an elective or cognate.

Proposed catalog description: GEOG 312 Spatial Analysis Using GIS.  
(3) (Prereq: GEOG 204) An intermediate course that builds on students’ Geographic Information Systems (GIS)  
skills to explore the use of GIS in spatial analysis and modeling. Topics covered include types of  
GIS analysis functionality, developing models to perform spatial analysis, introduction to  
specialized spatial analysis techniques such as terrain analysis and network analysis, and  
presentation of spatial analysis results using appropriate cartographic and geovisualization  
techniques. F, S.

Estimated enrollment: 25.  
Method of delivery: Classroom and Distance Learning.  
Semester(s) offered: Fall and Spring.

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COLLEGE OF SCIENCE

1. Department of Chemistry and Physics

a. ENGR 201  
   Engineering Problem Solving  
   Proposal for a new undergraduate course.

Number of credits: 3  
Prerequisite(s): ENGR 101. Corequisite(s): None.  
Primary Goal: This course is required for a major.

Proposed catalog description: ENGR 201 Engineering Problem Solving.  
(3) (Prereq: ENGR 101) In this course, students work in multi-disciplinary teams to formulate and solve engineering  
problems using robotics systems and MATLAB. The course covers reading, interpreting, and  
writing programs, debugging, loops, and conditional statements. Project management principles  
are also introduced as the framework in which group members cooperate. The course culminates  
in a design challenge that requires teams to devise a system, component, or process to meet  
desired needs with given constraints. S.

Estimated enrollment: 30.  
Method of delivery: Classroom. Semester(s) offered: Spring.

b. ENGR 202  
   Engineering Graphics  
   Proposal for a new undergraduate course.

Number of credits: 3  
Prerequisite(s): ENGR 101. Corequisite(s): None.  
Primary Goal: This course is required for a major.

(3) (Prereq: ENGR 101) This course is a project-based introduction to engineering graphics using SolidWorks. Topics  
include sketching, 3D part and assembly creation, and documented drawings. Students will  
utilize the principles of engineering graphics to visualize, communicate, and analyze solutions to  
engineering problems. S.

Estimated enrollment: 30.  
Method of delivery: Classroom. Semester(s) offered: Spring.
c. ENGR 234  Statics  
Proposal for a new undergraduate course.  
Number of credits: 3  Prerequisite(s): PHYS 211. Corequisite(s): None. Primary Goal: This course is required for a major. Crosslisting: add PHYS 234: Statics.  
Proposed catalog description: ENGR 234 Statics. (3) (=PHYS 234) (Prereq: PHYS 211) This course deals with systems of forces acting on particles and rigid bodies at rest. The course addresses the finding of resultant forces and torques for various bodies. The covered topics include concentrated and distributed forces, equilibrium in two- and three-dimensions, moments, couples, and other key principals used in engineering design of structures that must remain static while bearing stress or performing a task. F.  
Estimated enrollment: 20. Method of delivery: Classroom. Semester(s) offered: Fall.

d. ENGR 235  Electric Circuits  
Proposal for a new undergraduate course.  
Number of credits: 3  Prerequisite(s): PHYS 137 and MATH 160, or PHYS 212. Corequisite(s): None. Primary Goal: This course is required for a major. Crosslisting: add PHYS 235: Electric Circuits.  
Proposed catalog description: ENGR 235 Electric Circuits. (3) (=PHYS 235) (Prereq: PHYS 137 and MATH 160, or PHYS 212) This course is an introduction to electrical circuit theory and its application to practical direct and alternating current circuits. Topics include: Kirchhoff's laws, fundamental principles of network theorems, transient and steady-state response of RC, RL and RLC circuits by classical methods, time-domain and frequency-domain relationships, phasor analysis and power. F.  
Estimated enrollment: 20. Method of delivery: Classroom. Semester(s) offered: Fall.

e. ENGR 321  Electronics  
Proposal for a new undergraduate course.  
Number of credits: 3  Prerequisite(s): ENGR 235 or PHYS 235. Corequisite(s): None. Primary Goal: This course may be taken as an elective. Crosslisting: add PHYS 321: Electrics.  
Proposed catalog description: ENGR 321 Electronics. (3) (=PHYS 321) (Prereq: ENGR 235 or PHYS 235) This course covers the analysis, modeling and design of electrical circuits that contain electronic devices. Topics include: properties of electronic materials, behavior of devices such as p-n junction diodes, field effect transistors and bipolar junction transistors, operational amplifiers, and transistors in digital circuits. Electronics design principles via a systems approach is emphasized. S.  
Estimated enrollment: 10. Method of delivery: Classroom. Semester(s) offered: Spring.

f. ENGR 398  Project Management and Communication  
Proposal for a new undergraduate course.  
Number of credits: 1  Prerequisite(s): ENGR 201. Corequisite(s): None. Primary Goal: This course is required for a major. Crosslisting: add PHYS 398: Physics Seminar.  
Proposed catalog description: ENGR 398 Project Management and Communication. (1) (=PHYS 398) (Prereq: ENGR 201) This course focuses on effective participation, communication, and collaboration in engineering and other applied science fields. The professional and ethical responsibilities of applied scientists and engineers will be discussed, along with project management principles and current topics of importance in the field. S.
Estimated enrollment: 15. Method of delivery: Classroom. Semester(s) offered: Spring.

  g. ENGR 399    Integrated Science and Design
Proposal for a new undergraduate course.
Number of credits: 1-3 Prerequisite(s): Permission of the instructor and approved contract. Corequisite(s): None. Primary Goal: This course is required for a major. This course is repeatable for credit with the following restrictions: student may repeat this course for up to three credit hours.
Proposed catalog description: ENGR 399 Integrated Science and Design. (1-3) (Prereq: permission of the instructor and approved contract) In this independent study course, students take concepts of their choosing learned in advanced applied science elective courses and use an engineering approach to either design a solution to a problem integrating those science principles, or study in depth an existing engineering solution. This student experience serves as a bridge between mathematics, the basic sciences and engineering practice. May be repeated for up to three credit hours. F, S, Su.
Estimated enrollment: 10. Method of delivery: Other: Independent study course with direction and supervision by a faculty member. Semester(s) offered: Fall, Spring, and Summer.

  h. ENGR 430    Fluid Mechanics
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): PHYS 212 or PHYS 213. Corequisite(s): MATH 320. Crosslisting: add PHYS 430: Fluid Mechanics. Primary Goal: This course may be taken as an elective.
Proposed catalog description: ENGR 430 Fluid Mechanics. (3) (=PHYS 430) (Prereq: PHYS 212 or PHYS 213) (Coreq: MATH 320) This course is an introduction to fluid mechanics, and emphasizes fundamental concepts and problem-solving techniques. Topics to be covered include fluid properties, fluid statics, fluid kinematics, control volume analysis, Reynolds Transport Theorem, momentum theorem, differential analysis and exact solutions, dimensional analysis and an introduction to turbulence. Applications of fluid mechanics will be highlighted. S.

  i. ENGR 499    Senior Design
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): Permission of the instructor. Corequisite(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: ENGR 499 Senior Design. (3) (Prereq: permission of the instructor) Students will engage in a structured project either under the direction of a faculty member, via an external internship, or through a project of their own design with instructor permission. This major design experience serves to integrate the knowledge and skills that students have developed in earlier course work through the completion of an original project. Students will be required to utilize project management principles throughout the experience and develop a detailed report to be presented both orally in a public forum and in written form. F, S, Su.
Estimated enrollment: 15. Method of delivery: Classroom. Semester(s) offered: Fall, Spring, and Summer.
j. PHYS 205 Introductory Physics for Life Sciences I
   Proposal for a new undergraduate course.
   Number of credits: 3 Prerequisite(s): MATH 131 or MATH 135 or the Placement Test.
   Corequisite(s): PHYS 205L. Primary Goal: This course is required for a major.
   Proposed catalog description: PHYS 205 Introductory Physics for Life Sciences I. (3) (Prereq: MATH 131 or MATH 135 or Mathematics Placement Test) (Coreq: PHYS 205L) The first of a two-semester sequence intended to introduce life science majors to the concepts of physics in a biological context. Topics include Mechanics, Energy, Fluids and Waves. This three-credit lecture and one-credit lab combine for six hours of in-class work each week. F, S.
   Estimated enrollment: 80. Method of delivery: Classroom. Semester(s) offered: Fall and Spring.

k. PHYS 205L Introductory Physics for Life Sciences I Laboratory
   Proposal for a new undergraduate course.
   Number of credits: 1 Prerequisite(s): MATH 131 or MATH 135 or the Placement Test.
   Corequisite(s): PHYS 205. Primary Goal: This course is required for a major.
   Proposed catalog description: PHYS 205L Introductory Physics for Life Sciences I Laboratory. (1) (Prereq: MATH 131 or MATH 135 or Mathematics Placement Test) (Coreq: PHYS 205) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S.
   Estimated enrollment: 80. Method of delivery: Laboratory. Semester(s) offered: Fall and Spring.

l. PHYS 206 Introductory Physics for Life Sciences II
   Proposal for a new undergraduate course.
   Number of credits: 3 Prerequisite(s): PHYS 205/205L. Corequisite(s): PHYS 206L. Primary Goal: This course is required for a major.
   Proposed catalog description: PHYS 206 Introductory Physics for Life Sciences II. (3) (Prereq: PHYS 205/205L) (Coreq: PHYS 206L) The second of a two-semester sequence intended to introduce life science majors to the concepts of physics in a biological context. Topics include Waves & Optics, Electricity & Magnetism, Energy and Atomic Physics. This three-credit lecture and one-credit lab combine for six hours of in-class work each week. F, S.
   Estimated enrollment: 80. Method of delivery: Classroom. Semester(s) offered: Fall and Spring.

m. PHYS 206L Introductory Physics for Life Sciences II Laboratory
   Proposal for a new undergraduate course.
   Number of credits: 1 Prerequisite(s): PHYS 205/205L. Corequisite(s): PHYS 206. Primary Goal: This course is required for a major.
   Proposed catalog description: PHYS 206L Introductory Physics for Life Sciences II Laboratory. (1) (Prereq: PHYS 205/205L) (Coreq: PHYS 206) The laboratory demonstrates the topics and principles presented in the lecture. Three hours of problem sessions and laboratory per week. F, S.
   Estimated enrollment: 80. Method of delivery: Laboratory. Semester(s) offered: Fall and Spring.
2. Department of Marine Science

   a. MSCI 461 Mar kle Biological Invasions
   Proposal for a new undergraduate course.
   Number of credits: 3  Prerequisite(s): Permission of the instructor, and MSCI 302/302L or BIOL 370/370L. Corequisite(s): None. Primary Goal: This course may be taken as an elective.
   Proposed catalog description: MSCI 461 Marine Biological Invasions. (3) (Prereq: permission of the instructor, and MSCI 302/302L or BIOL 370/370L) An integrated overview of background, theory, natural history, biogeography, physiological ecology, and current status of biological invasions in marine habitats. Proven and potential impacts to estuarine and marine communities, ecosystems, fisheries, and conservation will be discussed and integrated with current models. Life history traits and vectors will be evaluated and related to control strategies, resource management, and policy as well as global climate change, biodiversity, and aquaculture using the primary literature as a foundation. Three lecture hours per week. S, odd years.
   Estimated enrollment: 40. Method of delivery: Classroom. Semester(s) offered: Spring, odd years.

UNIVERSITY COLLEGE

   a. UNIV 122 Introduction to Sustainability
   Proposal for a new undergraduate course.
   Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. This course is to be considered for the core curriculum: add to goal 7: Knowledge of Human Health and Behavior. Primary Goal: This course may be taken as an elective.
   Proposed catalog description: UNIV 122 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. F, S.
   Estimated enrollment: 25. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: Fall and Spring.

   b. UNIV 315 Service in Sustainability
   Proposal for a new undergraduate course.
   Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be taken as an elective.
   Proposed catalog description: UNIV 315 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. F, S.
   Estimated enrollment: 25. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: Fall and Spring.
Faculty Senate Consent Agenda for December 3, 2014

Graduate Council: (moved and seconded out of committee)
Proposal for change(s) in a graduate program:

COLLEGE OF EDUCATION

1. Department of Leadership, Middle Level, and MAT – Secondary Education

   a. change(s) to the Master of Arts in Teaching (M.A.T.)

Proposed changes: Changes made to the Portal requirements are notated below in red in the proposed catalog description.

Justification: Clearly defines program expectations and policy pertaining to students who do not maintain a 3.0 cumulative GPA. Through program discussion it was ascertain that a process was used in the past but no formal policy was ever put in place to allow for transparency for students and faculty.

Proposed catalog description:
MASTER OF ARTS IN TEACHING (M.A.T.)

Portal I. Admission to the Graduate Program.
- For admission to the Graduate Program, students must:
  - Submit an application for graduate study to the University with the $45 application fee (check or money order) enclosed. Applications are due May 1 for each cohort.
  - Submit official transcripts reflecting an undergraduate GPA of 2.75 in the content area AND one of the following: 2.5 GPA overall, OR report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR report of a minimum score (388) on the Miller Analogies Test (MAT).
  - Provide two letters of recommendation (on forms provided) supporting the applicant’s academic qualifications.

- Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant’s file. All applicants will be informed in writing of the Committee’s decision.
- Following a review of applicant’s transcript(s), the M.A.T. adviser may identify deficient content area coursework. Those identified content areas or courses must be completed prior to entering the M.A.T. program of study or taking courses toward graduation. These deficient courses may extend the program of student completion timeline.

Portal II. Continuation in the M.A.T. Program and Admission to the Professional Program in Teacher Education (determined at the conclusion of Summer II).
- Students must:
  - Attain and maintain a GPA of 3.0 for the two education courses and two content area courses taken in Summer I and Summer II, with no grades below “C.”
  - Receive satisfactory recommendations from professors.
  - Receive approval of the M.A.T. Portal Committee.
Students who do not meet the minimum required 3.0 GPA but have a GPA between 2.99 and 2.75 may be placed on probation for one semester if recommended by the M.A.T. Portal Committee.

- During this probationary period, students must increase their cumulative GPA to at least a 3.0 and successfully pass the specified South Carolina content area PRAXIS II examination(s) in order to be approved for Internship and continuation in the M.A.T. program.

Students who do not meet the minimum required 3.0 GPA and have a GPA below 2.75 will be removed from the program until their cumulative GPA reaches a minimum of 3.0.

**Portal III. Admission to Internship.**

- Students must:
  - Complete 24 semester hours in the graduate program, maintaining a GPA of 3.0 in content area courses and a cumulative GPA of 3.0; with no course grade less than “C.”
  - Complete practicum experiences with satisfactory recommendations from both cooperating teachers and university supervisors.
  - Receive approval of the adviser and the M.A.T. Portal Committee.
  - Successfully pass South Carolina content area Praxis II examination(s).
  - Fulfill the fingerprinting and background check requirements.

**Portal IV. Graduation**

- Complete all course work with a 3.0 GPA overall and in the content area with no course grade less than “C.”
- Complete Internship with satisfactory recommendations from the cooperating teacher and the supervisor.
- Receive satisfactory recommendations from professors.
- Receive approval of the adviser and M.A.T. Graduate Admissions Committee.
- Submit passing score on Principles of Learning and Teaching (P.L.T.).

**Post-Graduation**

Provide contact information to the Spadoni College of Education and complete an evaluation of the program.

**Graduate Council:** *(moved and seconded out of committee)*

**Proposal for new graduate courses:**

**COLLEGE OF HUMANITIES AND FINE ARTS**

1. **Department of English**

   a. **ENGL 649**  Advanced Composition and Rhetoric

   Proposal for a new graduate course.

   **Number of credits:** 3  **Prerequisite(s):** Graduate standing.  **Corequisite(s):** None.  **Is this course required for a degree program, specialization, or certificate:** Yes.  **Primary Goal:** Master of Arts in Teaching (English).  **Course Restriction(s):** Students must have graduate standing.
Proposed catalog description: ENGL 649 Advanced Composition and Rhetoric. (3) (Prereq: Graduate standing) This course is designed to introduce the graduate student to a wide array of pedagogies associated with the teaching of writing. A variety of curricular approaches will be examined, as students articulate their own teaching philosophies and discuss the theoretical and pedagogical implications of the teaching of writing. Su.


COLLEGE OF SCIENCE

1. School of Coastal and Marine Systems Science

   a. CMSS 616   Applied Geophysical Data Processing
      Proposal for a new graduate course.
      Number of credits: 3  Prerequisite(s): MSCI 540 or permission of the instructor.
      Corequisite(s): None. Is this course required for a degree program, specialization, or certificate: No.
      Proposed catalog description: CMSS 616 Applied Geophysical Data Processing. (3) (Prereq: MSCI 540 or permission of the instructor) This course provides hands-on training in geophysical data processing techniques commonly used in geologic and oceanographic research, including sidescan, chirp, and multibeam sonar data sets. Integration of digital data processing, interpretation and visualization using industry standard software will be covered. S.

Graduate Council: (moved and seconded out of committee)
Proposal for change(s) in graduate courses:

   b. ED 710 Educational Technology Tools
      Course title change to: Instructional Technology Tools

   c. ED 720 Psychology of Educational Technology
      Course title change to: Psychology of Instructional Technology

   d. ED 740 Product Design and Development I
      Delete prerequisite(s)/corequisite(s): EDIT 710

   d. ED 744 Graphic Design for Instruction
      Delete prerequisite(s)/corequisite(s): EDIT 700 and EDIT 710

COLLEGE OF EDUCATION

1. Department of Foundations, Literacy, and Technology

   a. EDIT 710 Educational Technology Tools
      Course title change to: Instructional Technology Tools

   b. EDIT 720 Psychology of Educational Technology
      Course title change to: Psychology of Instructional Technology

   c. EDIT 740 Product Design and Development I
      Delete prerequisite(s)/corequisite(s): EDIT 710

   d. EDIT 744 Graphic Design for Instruction
      Delete prerequisite(s)/corequisite(s): EDIT 700 and EDIT 710
e. **EDIT 760** Educational Technology Leadership  
   *Course title change to:* Instructional Technology Leadership

g. **EDIT 770** Field Experiences in Educational Technology  
   *Course title change to:* Field Experiences in Instructional Technology

**COLLEGE OF HUMANITIES AND FINE ARTS**

1. **Office of the Dean**

   a. **MALS 610** American Studies  
      *Change in prerequisite(s)/corequisite(s):*  
      *from:* (Prereq: MALS 600)  
      *to:* (Prereq or coreq: MALS 600).

   b. **MALS 650** Graduate Research Methods  
      *Change in prerequisite(s)/corequisite(s):*  
      *from:* (Prereq: MALS 600)  
      *to:* (Prereq or coreq: MALS 600).

   c. **MALS 700** Graduate Writing, Documentation and Presentation  
      *Change in prerequisite(s)/corequisite(s):*  
      *from:* (Prereq: Admission to MALS program and MALS 600)  
      *to:* (Prereq: Admission to MALS program. Prereq or coreq: MALS 600).

2. **Department of English**

   a. **ENGL 569** Literary Magazine Production  
      *Proposed Revision(s):* Course may be repeated once for elective credit. The catalog does not specify that the course may be repeated.  
      *Add to catalog description:* May be repeated once for elective credit.

   b. **ENGL 652** Fiction Writing Workshop  
      *Proposed Revision(s):* Change course title to Graduate Writing Workshop--Fiction. Course may be repeated once for elective credit. The catalog does not specify that the course may be repeated.  
      *Add to catalog description:* May be repeated once for elective credit.

   c. **ENGL 655** Graduate Writing Workshop--Creative Nonfiction  
      *Proposed Revision(s):* Course may be repeated once for elective credit. The catalog does not specify that the course may be repeated.  
      *Add to catalog description:* May be repeated once for elective credit.
d. **ENGL 658** Graduate Writing Workshop, Poetry  
   Proposed Revision(s): Course may be repeated once for elective credit. The catalog  
   does not specify that the course may be repeated. **Add to catalog description:** May be  
   repeated once for elective credit.

e. **ENGL 663** Graduate Writing Workshop, Short Novel  
   Proposed Revision(s): Change course title to Graduate Workshop—Short Novel.  
   Course may be repeated once for elective credit. The catalog does not specify that the  
   course may be repeated. **Add to catalog description:** May be repeated once for  
   elective credit.

f. **ENGL 681** Workshop in Professional and Technical Writing  
   Proposed Revision(s): Course may be repeated once for elective credit. The catalog  
   does not specify that the course may be repeated. **Add to catalog description:** May be  
   repeated once for elective credit.

g. **ENGL 682** Workshop in Composition and Rhetoric  
   Proposed Revision(s): Course may be repeated once for elective credit. The catalog  
   does not specify that the course may be repeated. **Add to catalog description:** May be  
   repeated once for elective credit.

h. **ENGL 683** Writing and Editing Internship  
   Proposed Revision(s): Course may be repeated once for elective credit. The catalog  
   does not specify that the course may be repeated. **Add to catalog description:** May be  
   repeated once for elective credit.