Consent Agenda
Faculty Senate Agenda
February 5, 2010

Ken Small, Co-Chair, Academic Affairs Committee to present

December 11, 2009
Honors Program

1. Honors Program
   Changes proposed for an undergraduate program
   Change of required courses from: UNV 110 to HONR 101 Change of catalog
description: HONR 101 Honors Seminar. (3) This course is an Honors Program
graduation requirement. A humanities-based interdisciplinary seminar........
Justification: Honors Program traditionally and typically offer special first year
introductory seminars for honors students. These are designed to ensure that incoming
honors students have the analytic, reasoning, research, and writing skills necessary to
perform at their academic best. Honors Programs at Coastal’s aspirant institutions offer
honors introductory seminars (in lieu of university-wide introductory seminars where
they are required) while half of our peer institutions offer an honors version of the
university-wide introductory course. CCU’s HONR 101 is a team-taught, humanities-
based, interdisciplinary seminar that twice (2005 and 2007) received national recognition
as an “exemplary interdisciplinary introductory seminar” by the National Collegiate
Honors Council. It was suspended for lack of resources in 2008. An honors version of
UNV 110 was briefly offered (2208) but discontinued. HONR 101 was deemed
preferable insofar as it is more challenging, preferred by students, more consistent
between sections, and serves as a better introduction to upper-level work (which honors
students typically begin in their second semester). The syllabi for previous versions of the
HONR 101 course are provided to indicate the how rigorous this course is. The new
HONR 101 introductory seminar will address the themes of Climate Change,
Sustainability and Environmental Justice. The new syllabus will be created in the spring
and summer of 2010. With the blessings of the Honors Council, the Honors Program will
require all first year honors student not currently exempted from taking UNIV 110 to
enroll in HONR 101 instead, and thereby fulfill the graduation requirement normally
satisfied by UNIV 110.

College of Business
   Department of Management, Marketing, and Resort Tourism

2. Request for Change in and undergraduate course:
   RTMA 480 Resort Management Training. Change prerequisite(s) from RTMA 180,
   280, & 380 to RTMA 180 & 280. Current catalog description: Resort Management
Training. (1) (Prereq: 180, 280, and 380) A six month internship experience in which the
student will participate in compiling and analyzing management reports for a tourism
service business. The course includes biweekly instruction from faculty and management
in the areas of back-office accounting and supervision in a resort tourism service
business. Proposed catalog description: Resort Management Training. (1) (Prereq:
A six month internship experience in which the student will participate in compiling and analyzing management reports for a tourism service business. The course includes biweekly instruction from faculty and management in the areas of back-office accounting and supervision in a resort tourism service business. **Justification:** The prerequisite of RTMA 380 was originally removed when the Resort Tourism Management program was approved as a major in the fall of 2005. The reference to RTMA 380 (no longer required) was not removed in the catalog.

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

**Department of History**

3. ANTH 320  Archaeology and Man’s Past
   **Request for minor changes in or deletion of multiple courses**
   **Existing course name:** Archaeology and Man’s Past **Proposed Revisions:** Remove gendered language in title and description

4. ANTH 333  Prehistory of North America
   **Request for minor changes in or deletion of multiple courses**
   **Existing course name:** Prehistory of North America **Proposed description:** Remove gendered language in course description.

5. HIST 341  History of Modern Korea
   **Proposal for a new undergraduate course**
   **Credit hours:** 3  **Prerequisites:** None  **Co-requisites:** None
   **Course restrictions:** None. This course may be used as an elective or cognate course.
   **Proposed catalog description:** HIST 341 History of Korea (3). This course provides an introduction to the major, political, social, intellectual, and economic developments in Korean history from the 18th Century to the present. Of primary interest will be the transformation of traditional Korea into a Japanese colony and eventually a divided nation. **Justification:** The Korean Peninsula is strategically located in Northeast Asia between present-day China and Japan. Because of its geostrategic location, the history of the Korean people is intertwined with those of its neighbors. As a result, Korean history provides a window into the history of China, Japan and various nomadic empires. This course, originally offered as History 494I in Spring 2009, will also fulfill History Department requirements that students take a non-Western history course. **Impact on existing academic programs:** This course will also fulfill History Department requirements that students take a non-Western history course. It will also fulfill course requirements for the Asia Studies minor.

6. HIST 440  Pacific Front of World War II
   **Proposal for a new undergraduate course**
   **Credit hours:** 3  **Prerequisites:** None  **Co-requisites:** None  **Course restrictions:** This course can be used as an elective or cognate course. **Proposed catalog description:** HIST 440 Pacific Front of World War II (3). This course examines the rise, fall and collapse of the Japanese empire from 1931 to 1945. The course explores the influence of domestic and international factors that led to the war, the conduct of the war from a strategic and operational level, as well as the decision to bring the war to a halt. **Justification:** The Pacific Front of World War II was popular course, for several reasons, among the students when I taught earlier versions of the class in Fall 2008. First, military history is attracting more attention in the past several years; second, the course meets internal History Department requirements for a non-Western history course; and third,
this course is directly related to my research interests. Each time an History 308 (World War I), HIST 309 (World War II), and History 460 (American Military History) are offered, the courses fill quickly. This course will build on the military history courses offered by the History Department, thereby meeting the growing demand for military history courses. **Impact on existing academic programs:** This course will meet requirements of the History Department for a non-Western course as well as requirements of the Asia Studies minor. **Method of delivery:** Classroom and Distance Learning.

7. HIST 442 Sexuality and Gender in Medieval Europe  
   Proposal for a new undergraduate course  
   **Credit hours:** 3  **Prerequisites:** HIST 101  **Co-requisites:** None  **Course restrictions:** None. This course may be used as an elective or cognate course.

**Proposed catalog description:** HIST 442 Sexuality and Gender in Medieval Europe (3). This course introduces students to the application of gender theory in explicating a crucial era in Western history's development, the Middle Ages. Students will examine literary, artistic, and medical/philosophical ideas that reveal the ways sectors of medieval society defined femininity, masculinity, non-gendered and transgendered bodies and behaviors as it constructed a social and biological order that proved an important foundation of modern European understandings.  **Justification:** This course complements several existing courses in the History Department, including HIST 403 (Gender and Sexuality in the Early Church), HIST 449 (Western Medicine from Antiquity to the Renaissance), HIST 448 (Early Modern Science and Medicine), and HIST 386 (History of American Women). It also complements a range of course offerings in WGST, Women’s and Gender Studies.  **Impact on existing academic programs:** *Fills a gap in the existing curriculum* *introduces students to one of the foundational eras in which gendered behavior was defined and enforced by society and often by government*  

8. HIST 444 The Norman Conquests of England, Sicily and South Italy  
   Proposal for a new undergraduate course  
   **Credit hours:** 3  **Prerequisites:** HIST 101  **Co-requisites:** None  **Course restrictions:** None. This course may be used as an elective or cognate course.  

**Proposed catalog description:** HIST 444 The Norman Conquests of England, Sicily and South Italy (3). This course introduces students to the complexities and consequences of military action undertaken by the newly-Christianized Normans as they conquered the kingdoms of Anglo-Saxon England and Byzantine/Muslim Sicily and South Italy. The Normans, only minor nobles of little consequence at the outset, soon became the dominant feudal monarch of Western Europe. Their acculturation in their new lands, and their political, artistic, textual and legal strategies introduced Western Europe to new expressions of individual power and state authority.  **Justification:** This course offers students a more intensive study of one area of Medieval European history, and as such is complementary to existing courses, including HIST 302 (The Middle Ages), HIST 446 (The Age of Crusades), HIST 449 (Western Medicine from Antiquity to the Renaissance) and HIST 496 (The Byzantine Empire). It also complements several ARTH courses, especially ARTH 322 (Medieval Art and Architecture).  **Impact on existing academic programs:** *capitalizes upon faculty expertise* *provides a regular course offering that, as a pilot Special Topics course, was*
tremendously popular with students *introduces advanced students to original archival material upon which they can produce innovative analytical research papers and presentations.

**Department of Philosophy and Religious Studies**

9. RELG 351 Religion of India
Request for changes in or deletion of an undergraduate course

**Requested change: Course change** – Return the course to the catalog.

**Current catalog description:** Religion of India (3). The personal religious goals and characteristic social patterns which have developed in India from pre-Vedic times to the modern period. Particular attention will be given to the interaction of Hinduism, Buddhism, and transcultural influences.

**Department of Visual Arts**

10. Art History Minor

**Changes proposed for an undergraduate program**

**Change in required courses:** from ARTH 105 and 106 to ARTH 105, 106 and one (1) of the following: ARTH 341, 342, OR 350. **Proposed catalog description:** ARTH 105, 106 and one (1) of the following: ARTH 341, 342 or 350......9 Select 9 credits from: Any 300 or 400 level Art History ......12 Total credits required.......21 *Art History 105 and 106 satisfies the foundation requirement for Studio Art Majors and may also be used to fulfill the Art history Minor requirement for Studio Art Majors. These courses can not be the same ones used to satisfy the Core Curriculum requirement. A grade of C or above is required in each course to be applied toward the minor. **Justification:** ARTH 341: Modern Art 1800-1940; ARTH 342: Post-Modern and Contemporary Art 1940 – present; ARTH 350: Art and Ideas. Exposure to the ideas examined in these courses is crucial to the education of art history minors.

11. Art Studio Minor

**Changes proposed for an undergraduate program**

**Change in required courses:** from Art History 105, 106, 355 or 360 to Art History 105, 106, 341 or 350 **Proposed catalog description:** Art Studio Minor – Art History 105*, 106*, 341, 342 or 350....3 Art Studio 103, 104....6 Art Studio 111....3 Three Art Studio classes at 200 level or above....9 Total credits required....21 *This course can not be the same one used to satisfy the Core Curriculum requirement. A grade of C or better is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the Art Studio minor. **Justification:** ARTH 341: Modern Art 1800-1940; ARTH 342: Post Modern and Contemporary Art; ARTH 350: Art & Ideas. In addition to the broad surveys (ARTH 105 and 106) students will gain exposure to a wide variety of ideas and concepts. ARTH 355 and 360 are offered rarely.

12. Musical Theatre Degree

**Changes proposed for an undergraduate program**

**Change major from:** a Bachelor of Arts in Musical Theatre to a Bachelor of Fine Arts in Musical Theatre. **Justification:** Following the site visit by the National Association of Schools of Theatre it was suggested that our current Musical Theatre degree was closer to a professional degree than a liberal arts degree. We were instructed to either explain why
our current program should remain a B.A., change our curricular structure to better reflect NAST B.A. guidelines, or slightly revise the current program and make the change to a B.F.A. We decided to change to the Bachelor of Fine Arts. Please see attached documents filed with the South Carolina Council on Higher Education for more detailed examination of the program changes. SCCHE approved the changes to the program in late October 2009. Given the guidelines we initially applied to SCCHE for a new program. After reviewing the program, SCCHE suggested that our proposal more closely fir as a change in the program. However they were kind enough to accept our current documents as a change without submitting new documents. Therefore the header of the attached document suggests a new program when we are really seeking a revision.

13. THEA 280 The Film Experience
   Request for changes in or deletion of an undergraduate course
   Requested change: Course deletion Justification: The Department of Theatre is not in any way qualified to teach classes in film history.

14. THEA 340 Oral Interpretation of Literature
   Request for changes in or deletion of an undergraduate course
   Requested changes: Course deletion Justification: Course has no place in THEA any longer, and has not been taught in recent memory.

15. THEA 380 Studies in World Film
   Request for changes in or deletion of an undergraduate course
   Requested changes: Course deletion Justification: Theatre has no expertise in the study of film history and at this time has no intention of adding a faculty member with that expertise. The class is not a part of our major in any way, and nobody from THEA has ever taught the class to our recollection. As such, we see no reason to keep this class as part of the theatre curriculum.

16. THEA 391 British Theatre
   Request for changes in or deletion of an undergraduate course
   Requested changes: Course deletion Justification: The class has not been offered in at least five years and the department of theatre no longer expects to offer the course. The course is not a part of the majors. Should we look to travel to London in the future, we will do so under the auspices of a “Special Topics” course.

Department of Visual Arts

17. Graphic Design Minor
   Changes proposed for an undergraduate program
   Changes proposed: Required courses from Art History 105, 106, 355 or 360 to Art History 105, 106, 341, 342 or 350. Proposed catalog description: Graphic Design Minor: Art History 105*, 106*, 341, 342 or 350......3 Art Studio 103, 104...6 Art Studio 261.....3 Graphic Design 201, 202, 301....9 Total Credits Required......121 * This course cannot be the same one used to satisfy the Core Curriculum requirement. A grade of C or above is required in each course to be applied toward the minor. ARTS 399 may not be used to satisfy the Graphic Design Minor. Justification: ARTH 341: Modern Art 1800-1940; Post-Modern and Contemporary Art 1940 to Present; ARTH 350: Art & Ideas. In addition to the broad surveys (ARTH 105 and 106) students will gain exposure to a wide variety of ideas and concepts. ARTH 355 and 360 are offered rarely. In
conjunction with the new Graphic Design major. The change has been approved by the Registrar's Office and will be proposed on a separate form.

18. ARTD 201 Introduction to Electronic Design
   Request for minor changes in or deletion of multiple undergraduate courses
   **Existing course name:** Introduction to Electronic Design **Proposed revisions:** Make ARTS 103 a prerequisite for this course. **Current prerequisite:** None **Proposed prerequisite:** ARTS 103 – Fundamentals of Art I

19. ARTH 450 Ashes2Art: Digital Reconstructions of Ancient Monuments
   Request for minor changes in or deletion of multiple undergraduate courses
   **Existing course name:** Ashes2Art: Digital Reconstruction of Ancient Monuments **Proposed revisions:** ARTS 450/ARTH 450 would like to be cross-listed with History as HIST 451. This has been approved by the History faculty.

**Form E:**

20. ARTS 201 Introduction to Electronic Design
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Introduction to Electronic Design **Proposed revisions:** ARTD 201

21. ARTS 202 Graphic Design Techniques
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Graphic Design Techniques **Proposed revisions:** ARTD 202.

22. ARTS 205 Web Design
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Web Design **Proposed revisions:** ARTD 205

23. ARTS 301 Intermediate Graphic Design I
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Intermediate Graphic Design I **Proposed revisions:** ARTD 301

24. ARTS 302 Intermediate Graphic Design II
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Intermediate Graphic Design II **Proposed revisions:** ARTD 302

25. ARTS 303 Illustration
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Illustration **Proposed revisions:** ARTD 303
    **Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for February, 2010, meeting.

26. ARTS 305 Web Design II
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Intermediate Graphic Design II **Proposed revisions:** ARTD 305

27. ARTS 306 Interactive Design Techniques
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Intermediate Design Techniques **Proposed revisions:** ARTD 306

28. ARTS 308 Advanced Typography
    Request for minor changes in or deletion of multiple undergraduate courses
    **Existing course name:** Advanced Typography **Proposed revisions:** ARTD 308

29. ARTS 309 Packaging Design
Request for minor changes in or deletion of multiple undergraduate courses

Existing course name: Packaging Design  Proposed revisions: ARTD 309

30. ARTS 400  Publication Design

Request for minor changes in or deletion of multiple undergraduate courses

Existing course name: Publication Design  Proposed revisions: ARTD 400

31. ARTS 401  Advanced Graphic Design I

Request for minor changes in or deletion of multiple undergraduate courses

Existing course name: Advanced Graphic Design I  Proposed revisions: ARTD 401

32. ARTS 402  Advanced Graphic Design II

Request for minor changes in or deletion of multiple undergraduate courses

Existing course name: Advanced Graphic Design II  Proposed revisions: ARTD 402

33. ARTS 450  Ashes2Art

Request for minor changes in or deletion of multiple undergraduate courses

Existing course name: Ashes2Art  Proposed revisions: ARTD 450

College of Natural and Applied Sciences

34. Change proposed for an undergraduate program

Applied Mathematics major and degree: From Stat 201/201L, Phys 211/211L, Phys 212/212L, one other science to Stat 412; Phys 211/211L, two additional science courses coming from either Biology, Chemistry, Geolo.

Current Catalog Description:

FOUNDATION COURSES (20-33 Credits)*

MATH 190.........................................................1
MATH 160*, 161, STAT 201/201L*..............12
MATH 242/242L....................................................4
CSCI 130* or 140/140L.................................3-4
PHYS 211/211L*, 212/212L.........................8
One additional science course..................3-4

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

MAJOR REQUIREMENTS (35 Credits)

MATH 220, 260, 320, 344, 450, 490.......................17
MATH 446 or 454.............................................3
Two courses (MATH or STAT) numbered 300 or higher
(except MATH 330)........................................6
Three courses (MATH or STAT) numbered 400 or higher...9
Cognate Requirement (9 Credits).................9

Mathematics majors will select an interdisciplinary cognate of upper level courses numbered 300 or above with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the cognate. A minor will fulfill this requirement.

ELECTIVES (2-19 Credits).............................2-19

Proposed Catalog Description:

FOUNDATION COURSES (15-29 Credits)*

MATH 190.........................................................1
MATH 160*, 161...........................................8
MATH 242/242L........................................4
CSCI 130* or 140/140L...............................3-4
PHYS 211/211L*.........................................4
Two additional science courses coming from either Biology, Chemistry, Geology, Marine
Science, or Physics with course number greater than 109.........................6-8
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in
the major.
MAJOR REQUIREMENTS (38 Credits)
MATH 220, 260, 320, 344, 450, 490..................17
STAT 412................................................3
MATH 446 or 454........................................3
Two courses (MATH or STAT) numbered 300 or higher
(except MATH 330).......................................6
Three courses (MATH or STAT) numbered 400 or higher...9
COGNATE REQUIREMENT (9 Credits)...............9
Mathematics majors will select an interdisciplinary cognate of upper level courses
numbered 300 or above with the approval of their faculty adviser. A grade of C or above
is required in each course to be applied toward the cognate. A minor will fulfill this
requirement.
ELECTIVES (3-19 Credits)..............................3-19
Justification: Stat 412 is a better fit for math majors than Stat 201/201.
Switching Phys 212/L for an additional science course increases the flexibility of the
mathematics major for our students.
35. Change proposed for an undergraduate program
Information Systems Degree: Deletion of Course CSCI 110 from program. Adding
course CSCI 210 to program
Current Catalog Description:
III. FOUNDATION COURSES (53-63 Credits)* CSCI 110, 130/130L*, 140/140L,
150/150L, 170 ..........................................16
Proposed Catalog Description: II. FOUNDATION COURSES (53-63 Credits)*
CSCI 130/130L*, 140/140L, 150/150L, 170, 210 .................16
Justification: This change is a refinement of our curriculum. The purpose is to add a
computer architecture component into the Information Systems bachelor's degree.

36. Change proposed for an undergraduate program
Sociology Degree: Change 4 credits of science with lab to 8 credits of science with labs.
Justification: Prior to the new core curriculum being initiated in 2007 sociology majors
were required to complete 2 science courses (6 credits) with co-requisite labs (2 credits).
This was consistent with the "old" core curriculum requirements. Our intent was to
maintain the 8 credits of science requirements but in the transition to new core
requirements we simply did not note that four credits of science was dropped from our
curriculum. Thus we propose to return to the 8 credit science requirement. It is our
belief that the additional science credits will increase student knowledge of science and
improve critical thinking skills.

37. Change proposed for an undergraduate program
Sociology program for emphasis: Addition of three public sociology tracks to sociology BA degree program; criminology, health and aging, and social justice.

Current Catalog Description: The mission of the sociology program is to provide a quality education for majors via classroom, laboratory, and field experiences. Students will be exposed to the major content areas of sociology and emphasis will be placed on the importance of sociological theory, research, and service in sociology. Students will be prepared for graduate studies and careers in sociology and related disciplines. Students may pursue a general sociology degree or select from Public Sociology tracts in Criminology, Health and Aging, or Social Justice.

Proposed Catalog Description: The mission of the sociology program is to provide a quality education for majors via classroom, laboratory, and field experiences. Students will be exposed to the major content areas of sociology and emphasis will be placed on the importance of sociological theory, research, and service in sociology. Students will be prepared for graduate studies and careers in sociology and related disciplines. Students may pursue a general sociology degree or select from Public Sociology tracts in Criminology, Health and Aging, or Social Justice.

Justification: The addition of the three tracks in Public Sociology will help to meet the career needs of students and better prepare students for further study in these three track areas (i.e. Criminology, Health and Aging, and Social Justice). These additions reflect current trends in sociology and will strengthen our degree program. See "Proposal for Program Modification" for more details.

38. Request for change to undergraduate program

College of Natural and Applied Science/Biology Degree

Changes proposed for an undergraduate program Change in required courses: from 11 Major Courses (23 credits) to 10 Major Courses (20 credits)


Justification: We added a Capstone course requirement a few years ago in order to help with student assessment but we have found that with increasing demand for our upper level courses, we do not have the faculty free to teach this course. In addition, it was to be required of all of our seniors, and it turns out to be virtually impossible to schedule it in a way that avoids conflicts. We've had to run it at 7:00 am and 6:00 pm. And we added the exit exam as a graduation expectation and students are cooperating and taking it over at the testing center. Impact on existing academic programs: We will add 3 credits to our total upper level credit requirement. Presently we require 8 specified credits, depending on the student's area of specialization, and then 15-16 upper level credits. This latter requirement will now be 18-19 upper level credits.

Form E


Current pre-requisite: BIOL 122; Co-requisite: BIOL 424L Change to Pre-requisite: BIOL 122; Co-requisite: BIOL 429L.
40. BIOL 424L Mycology Lab. **Proposed revisions:** Change course number to BIOL 429L. **Current:** Co-requisite: BIOL 424. **Change** to Co-requisite: BIOL 429.

41. BIOL 431 Parasitology. **Proposed revisions:** Change course number to BIOL 432. **Current** Pre-requisite: BIOL 122; Co-requisite: BIOL 431L. **Change** to Pre-requisite: BIOL 122; Co-requisite: BIOL 432L.

42. BIOL 431L Parasitology Laboratory **Proposed revisions:** Change course number to BIOL 432L. **Current** Co-requisite: BIOL 431. **Change** to Co-requisite: BIOL 432.

January 8, 2010

**College of Natural and Applied Sciences**

**Department of Chemistry and Physics**

1. 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:**

2. PHYS 213 Essentials of Physics III

   **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.

3. 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.
4. 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.

   Department of Health, Kinesiology, and Sport Science

5. 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.

6. 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)

7. 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.

8. 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 knows 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 complete 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. It will be changed throughout the catalog. (Moe)

9. Health Promotion – Health Services Leadership Option

Change(s) proposed for an undergraduate program (Emphasis)

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 0 26% increase in the health education positions; 0 16% increase in medical and health management positions; and 0 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.

10. 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 f 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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 terrorism 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.

**Form E**

17. 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.

18. RSM 350  Ecotourism in Ireland

**Request for minor changes in multiple undergraduate courses**

**Proposed revision:** Deletion.

19. RSM 410  Financing Sport and Sales

**Request for minor changes in multiple undergraduate courses**

**Proposed revisions:** Change in prerequisite: No current pre or co-requisites to CBAD 350.

20. RSM 315  Outdoor Recreation

**Request for minor changes in multiple undergraduate courses**

**Proposed revisions:** Remove prerequisites.
21. 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

22. 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).

Edwards Humanities and Fine Arts

Department of Visual Arts

23. 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 it 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. The program goals, objectives and Student Learning Outcomes are addressed above. To assess those goals, objectives and student learning outcomes, students will take a number "threshold" courses: NMDC 231 (Introduction to New Media), NMDC 331 (Critical Approaches to New Media ) and NMDC 431 (Capstone in New Media ). Each will have a rubric to assess, through exams, papers, projects, or portfolios, course goals and course SLOs which will tie to the program goals, program objectives and program SLOs. Student Learning Outcomes for the program are addressed above. Rubrics will be employed in each of the "threshold" courses: NMDC 231 (Introduction to New Media), NMDC 331 (Critical Approaches to New Media ) and NMDC 431 (Capstone in New Media ). These rubrics will assess and quantify student proficiency as it relates to the SLOs for each of the "threshold" courses and relate that data to stated program SLOs, program objectives and program goals.

24. ANTH 150  World's Greatest Shipwrecks  
Proposal for a new undergraduate course  
**Credit hours:** 3  **Prerequisites:** None.  **Co-req:** none.  **Proposed catalog description:**  ANTH 150 World's Greatest Shipwrecks. (3). Excavation and exploration of ships and boats dating from 5,000 years ago in ancient Egypt to U.S.S. Yorktown of World War II provide an introduction to the fields of archaeology and anthropology for students with little background in archaeology. From Titanic to treasure ships, this global survey explores archaeology, economy, technology and society at an introductory level.  
**Justification:** A new anthropology minor is being developed; this course is intended to engage students in basic questions about archaeology and maritime archaeology as a means to educate them about the aims of anthropology.  
**Course Objectives:** Upon completion of this course, students can expect to: 1. Understand the interdisciplinary and cross-cultural nature of anthropology and archaeology. 2. Understand the general goals of archaeology and the specific focus of maritime archaeology. 3. Explore the variety of technologies used to build and propel ships. 4. Understand the ways that economy and society affect choices made in maritime matters. 5. Be able to evaluate new discoveries and identify whether a project reflects archaeological or other orientation. 6. Practice critical, analytical and communication skills through essay writing and objective examinations.  
**Student Learning Outcomes:** Students will be able to 1. Define critical concepts in archaeology and anthropology. 2. Describe significant features in the design, construction and propulsion of ships. 3. Demonstrate appropriate use of basic vocabulary for discussing ships and seafaring. And 4. Provide examples to illustrate the many ways and reasons people go to sea.
25. MUED 391  Fundamentals of Brass Instruments

Request for change in an undergraduate course

Credit hours: 1 to 2. Proposed Catalog Description: MUED 391 Fundamentals of Brass Instruments. (2). The primary objective of this class is to give students who will eventually be teaching brass players a general working knowledge of the brass family of instruments. Students will have hands-on experience playing each of the brass instruments and will be presented with concise information regarding every facet of brass playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the brass instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her brass students. Justification: Brass methods is a two and a half hour night class. NASM accrediting requirements deem this course pertinent and necessary. Therefore, the amount of time and work that the student must dedicate for the course work dictates an increase in credit hours. Universities who are accredited by NASM offer brass methods for 2 credits hours.

At the conclusion of this course, the student will be able to:

1) Demonstrate and describe proper assembly techniques, embouchure formation, tone production, hand position, body posture, body-instrument relationship, and correct fingerings for the trumpet, horn, trombone, euphonium, and tuba.

2) Perform on selected brass instruments to at least the level of a beginning student with one semester of instruction, to the satisfaction of the instructor.

3) Discuss the intonation tendencies of the basic brass instruments.

4) Diagnose problems and prescribe possible solutions for common errors with brass embouchure formation, technique, tone production, fingerings, intonation, hand position, body posture, and body-instrument relationships.

5) Discuss basic maintenance and repair for brass instruments.

6) Understand and demonstrate transposition for trumpet and horn.

7) Plan, deliver, and self-evaluate brief teaching episodes.

8) Articulate the advantages and disadvantages of using selected method books for elementary brass instruction.

9) Discuss the acoustical nature of brass instruments (overtone series).

Course objectives covered in course will be: mouthpiece placement/embouchure, buzzing, how to hold the instruments; air, articulation, slurs, long tones, chromatic fingering pattern; instrument parts and maintenance; instructional strategies: small and large group instruction in a beginner band; pedagogical sources for brass; mouthpiece numbering system, beginner instrument brands, double horn/single horn, step-up instruments, professional line models; acoustical principles relating to brass instruments/overtone series; brass instruments and their transpositions; historical knowledge of modern brass instruments, their predecessors, and their development; famous players and the importance of recordings for your students; use of current technology (SMART MUSIC); mutes, vibrato, specialized playing techniques.

Course objectives covered in course will be: mouthpiece placement/embouchure, buzzing, how to hold the instruments; air, articulation, slurs, long tones, chromatic fingering pattern; instrument parts and maintenance; instructional strategies: small and
large group instruction in a beginner band; pedagogical sources for brass; mouthpiece numbering system, beginner instrument brands, double horn/single horn, step-up instruments, professional line models; acoustical principles relating to brass instruments/overtone series; brass instruments and their transpositions; historical knowledge of modern brass instruments, their predecessors, and their development; famous players and the importance of recordings for your students; use of current technology (SMART MUSIC); mutes, vibrato, specialized playing techniques.

26. MUED 392  Fundamentals of Woodwind Instruments
Request for change in an undergraduate course
Credit hours: 1 to 2 . Proposed Catalog Description:  MUED 392 Fundamentals of Woodwind Instruments. (1). The primary objective of this class is to give students who will eventually be teaching flute and single reed players a general working knowledge of the woodwind family of instruments. Students will have hands-on experience playing each of the woodwind instruments and will be presented with concise information regarding every facet of woodwind playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the woodwind instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her woodwind students. At the conclusion of this course, the student will be able to:
1)  Demonstrate or describe proper assembly techniques, embouchure formation, tone production, hand position, body posture, body-instrument relationship, and correct fingerings for the flute, clarinet, saxophone, oboe, and bassoon.
2)  Perform on selected woodwind instruments to at least the level of a beginning student with one semester of instruction, to the satisfaction of the instructor.
3)  Discuss the intonation tendencies of the basic woodwind instruments.
4)  Diagnose problems and prescribe possible solutions for common errors with woodwind embouchure formation, technique, tone production, fingerings, intonation, hand position, body posture, and body-instrument relationships.
5)  Discuss basic maintenance and repair for woodwind instruments.
6)  Discuss reeds, reed sizes/strengths, and mouthpiece selection.
7)  Plan, deliver, and self-evaluate brief teaching episodes.
8)  Articulate the individual methods and supplemental study books for elementary woodwind instruction.
9)  Discuss vibrato, types of vibrato, and execution.
Course objectives covered in course will be: Historical knowledge of modern woodwind instruments, their predecessors, and their development; the acoustical nature of woodwind instruments; single reeds/double reeds; pedagogical sources for woodwinds; mouthpiece selection, beginner instrument brands, step-up instruments, professional line models; proper assembly techniques, embouchure formation, tone production, hand position, body posture, body-instrument relationship, and correct fingerings for the flute, clarinet, saxophone, oboe and bassoon; problems and possible solutions for common errors with woodwind embouchure formation, technique, tone production, fingerings, intonation, hand position, body posture, and body-instrument relationship; instrument parts and maintenance; famous players and the importance of recordings for your
students; instructional Strategies: small and large group instruction in a beginner band; use of current technology (SMART MUSIC); vibrato, specialized playing techniques.

27. ENGL 231 Introduction to New Media
Proposal for a new undergraduate course
Credit hours: 3 Prerequisites: ENGL 101 & 3 additional hours of 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 Introduction to New Media (3). An introductory survey of the history, theory, and practice of new media that promotes the development of a critical interdisciplinary framework for approaching New Media studies. The texts and tools for the course build upon critical conversations in literature, art, history, film and media studies to analyze what is “new” about new media and how they compare with, transform, and remediate earlier media practices. The course promotes a hands-on, active engagement with digital technologies and texts as a means of analysis and critique of new media innovations in contemporary academic research. Justification: This course is the first 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 new programs in our state that contain the separate elements of new media in digital culture, but no programs that combine both theoretical/critical analyses of digital culture with the praxis of New Media. The first course in the core sequence for the minor offers students an introduction to the criticism, theory, and basic production tools of the emerging field of New Media studies and digital culture.
Course Objectives: 1. Track the emergence of digital media studies from the early history of literacy studies, art history, critical theory, social sciences, and media studies. 2. Understand key interpretive, cultural and conceptual frameworks across disciplines that have guided the study of new media as an emerging field of inquiry. 3. Engage with historical and current definitions of analog and digital media forms and their application within disciplinary frameworks. 4. Apply knowledge of the formal aspects and aesthetics of new media. 5. Develop and understanding of and facility with the concept of transmedia, the translation of fictional and non-fictional narratives and models across various media formats. 6. Build on the library research and documentation skills acquired in lower-division courses by concentrating on transmedia research and applications.
Student Outcomes: 1. Students will be able to read comparatively analog and digital media, identifying, analyzing, and critiquing relevant cultural, aesthetic, and technical/structural themes. 2. Students will investigate the principles and history of transmedia to develop literacy on the significant connections between mediated form and thematic or conceptual content in cultural and scholarly production. 3. Students will produce critical writing (8-10 pages) in which they demonstrate competency with the interpretation and critique of image-based, printed, and digital texts. 4. Students will be able to synthesize text/codes, images, and narratives across a variety of mediated formats (including written essays, online forums, human-machine performance, hypertexts, computer models and web interfaces) and demonstrate competency in synthesizing across mediated formats in the form of final class project/portfolio. 5. Students will demonstrate
skills and familiarity with new media research methods, including the challenges posed by new media and digital environments to the principles of intellectual property and authorship. 6. Students will develop a working knowledge of digital and/or social media tools and applications and apply this knowledge in peer collaborations.

28. ENGL 303  British Literature I
Proposal for a new undergraduate course
Credit hours: 3  Prerequisites: ENGL 101 and 102 or 211 & one other 200-level course. Course restriction: None. This course is required for a major. Proposed catalog description: ENGL 303 British Literature (3). A survey of representative works illustrating the development of British literature from its beginning through the eighteenth century, 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 first in a two course sequence on British literature and can be taken to satisfy the survey requirement. Course Goals/Objectives: 1. Expose students to key texts of British literature, c900 - c1650. 2. Prepare students for British Literature II and upper div ENGL classes. 3. Reinforce writing skills acquired in ENGL 101, 102, and sophomore ENGL classes. Student Learning Outcomes: 1. Students will demonstrate an understanding of major British works and literary movements. 2. Students will be able to write focused and targeted papers about British literary works, from the Anglo-Saxon period to the 18th century, using standard scholarly formatting and appropriate research methods. 3. Students will demonstrate a working knowledge of the characteristics of various literary genres. 4. Students will be able to read and analyze literature as an expression of human values within an historical and social context. 5. Students will develop analytical skills and critical thinking through reading, discussion, and written assignments.

29. 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. Objectives: Develop an appreciation for and knowledge of the development of British literature from the late 18th century to the present. Apply analytical skills in critically reading and writing about the literary movements of Romantic, Victorian, Modern and Contemporary British Literature. Student Learning Outcomes: 1. Students will demonstrate a familiarity with major works and literary movements of Romantic, Victorian, Modern and Contemporary British Literature. 2. Students will be able to write about British literary works from c1800 - c2000, using standard scholarly formatting and appropriate research methods. 3. Students will demonstrate a working knowledge of the characteristics of various literary genres. 4. Students will be able to write and talk about literature as a
expression of human values within an historical and social context. 5. Students will
develop analytical skills and critical thinking through reading, discussing, and written
assignments.
30. 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. Tolkien, 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.
31. 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. Course Objectives: 1. Develop an appreciation for and
knowledge of the history, culture, and aesthetic forms of literary realism and naturalism.
2. Build on the library research and documentation skills acquired in lower-division
composition and literature courses by concentrating on literary research methodologies.
Student learning outcomes: 1. Students will be able to read, identify, and critique
cultural and aesthetic, social and historical themes associated with literary realism and
naturalism. 2. Students will demonstrate familiarity with research methods relevant to
reading and interpreting literary and visual texts. 3. Students will be able to read and use
critical, literary, cultural and/or historical sources in order to analyze the literature of
French literary realism and naturalism and their influence on American literature and
drama. 4. Students will produce analytical writing in which they demonstrate
competency in close reading, interpretation, and critique of critical printed and visual
texts.
32. 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 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 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. **Course Objectives:** Track the emergence of digital media studies from the early history of literature, and in the context of shifting paradigms of media and cultural production. 2. Understand key interpretive, cultural and aesthetic frameworks across disciplines that have guided the study of new media as an emerging field of inquiry. 3. Engage with historical and current definitions of analog and digital media forms and their application within disciplinary frameworks. 4. Apply knowledge of the formal aspects and aesthetics of new media. 5. Develop an understanding of and facility with the concept of transmedia, the translation of fictional and non-fictional narratives and models across various media formats. 6. Build on the library research and documentation skills acquired in lower-division courses by concentrating on transmedia research and applications. **Student Learning Outcomes:** Students will build on critical and practical skills developed in ENGL 231 to be able to read comparatively analog and digital media, identifying, analyzing, and critiquing relevant cultural, aesthetic, and technical/structural themes. Students will demonstrate technical competency with practical media skills learned in ENGL 231 to develop multimedia presentations and projects on advanced critical themes associated with the field of new media. Students will produce writing (12-15 pages) in which they demonstrate advanced competency with the interpretation and critique of image-based, printed, and digital texts. Students will demonstrate skills and familiarity with new media research methods, including the challenges posed by new media and digital environments to the principles of intellectual property and authorship. Students will develop a working knowledge of digital and/or social media tools and applications and apply this knowledge in peer collaborations.

33. 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:** Socioculture tends; trends in field. This course expands offerings in linguistics and student interest in trends in contemporary theory and linguistics. **Course Objectives:** To provide an introduction to the field of language and gender. To understand how language and
gender studies have been traditionally conceptualized and characterized in language research. To understand the current status of research on language and gender and cover a range of topics that center on the role of language in the construction of gendered identities. And finally, to think critically about gender, language, and the relationship between the two in social practice. **Student Learning Outcome:** 1. To recognize and use basic linguistic terminology describing usage patterns in the context gender. 2. To examine the implications of varying theories about the way language reflects the changing roles of women and men. 3. To analyze class readings and data samples to identify linguistic systems in relation to gender-based language use. 4. To compose an analytical paper on a topic of study in the field of language and gender using research skills and secondary sources.

34. 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. **Course Objectives:** To provide an introduction to the field of linguistics. To understand how language and social perspectives have been traditionally conceptualized and characterized in language research. To understand the current status of research on language and culture and cover a range of topics that center around the role of language in the construction of identities and to think critically about language and social/cultural dimensions of African American English. **Student Learning Outcomes:** This course approaches the English Variety *African American English (AAE)* primarily from an academic perspective based on the last four decades of sociolinguistic research into the variety. During the course, we will examine work about the history, current status, and trajectory of AAE by lead scholars and researchers in the field. By the end of the class, students should be able: a.) to recognize and use basic linguistic terminology describing AAE, b.) to examine the implications of varying theories about the genesis of AAE to class readings and data samples, c.) to identify evidence of the rule-governed nature of AAE, especially its morphosyntax, in naturally occurring speech samples, d.) to identify misunderstandings about AAE presented in mainstream media, and e.) to recognize and explain the communicative competence and social value of AAE and of all language varieties.

35. 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. **Course Objectives:** Develop an appreciation for and knowledge of theories that have contributed to current debates about representations of men and women, constructions of femininity and masculinity, and the implications of sexuality. Apply knowledge of theories of sexuality and gender to the study of literary texts, films, social conditions, and personal experience. **Learning outcome:** Upon completion of this course, a student should be able to: identify and explain the central concerns of a range of prominent theorists in the fields of feminist and gender and sexuality studies; apply theories of gender and sexuality to produce interpretations of literary texts, films, social conditions, and personal experience; demonstrate familiarity with research methods relevant to the study of theories of gender and sexuality; and produce a minimum of 15 pages of research and analytical writing, as well as more informal writing.

36. 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 acccents analysis and interpretation of printed and visual tests from both western and non-western traditions. **Justification:** Trends in the discipline: “world” encompasses both the non-western and western traditions.

37. 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 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 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. **Course Objectives:** 1. Track the emergence of digital media studies
from the early history of literature, and in the context of shifting paradigms of media and
cultural production. 2. Understand key interpretive, cultural and aesthetic frameworks
across disciplines that have guided the study of new media as an emerging field of
inquiry. 3. Engage with historical and current definitions of analog and digital media
forms and their applications within disciplinary frameworks. 4. Apply knowledge of the
formal aspects and aesthetics of new media. 5. Develop and understanding of and facility
with the concept of transmedia, the translation of fictional and non-fictional narratives
and models across various media formats. 6. Build on the library research and
documentation skills acquired in lower-division courses by concentrating on transmedia
research and applications. 7. To develop an understanding of how the fields of literacy,
journalism, and publishing are impacted by digital media and culture.

38. 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.

39. 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.

40. 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.

41. 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. **Course Objective:**
1. Track the emergence of Anglophone Literature (s) via the historical conditions of
colonialism, and in the context of shifting paradigms of cultural production. 2.
Understand key interpretive, cultural and aesthetic frameworks across disciplines that
have guided the study of postcolonial Anglophone literature. 3. Engage with historical and current definitions of Anglophone literature. 4. Apply knowledge of the formal aspects and aesthetics of contemporary literature in English. 5. Build on the library research and documentation skills acquired in lower-division courses by concentrating on research in Modern and Contemporary British and Anglophone Literature. **Student Learning Outcomes:** Students will be able to read comparatively British and colonial texts, identifying, analyzing, and critiquing relevant cultural, aesthetic, and technical/structural themes. Students will produce critical writing (12-15 pages) in which they demonstrate competency with the interpretation and critique of British and colonial texts. Students will be able to synthesize text/codes, images, and narratives across a variety of literary genres and demonstrate competency in synthesizing across mediated formats in the form of final class project/portfolio. Students will demonstrate skills and familiarity with literary research methods.

42. 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.

**Department of Foreign Language**

43. 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.

44. SPAN 330 Approaches in Literature and Culture
   Request for minor changes in multiple courses
   **Proposed change:** Remove “even years” from course description.

45. 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.

46. 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.

**Department of Women and Gender Studies**
47. 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 if 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.

Honors Program

48. 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.

49. 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 engagements. 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. Justification: Honors programs traditionally and typically offer special first year introductory seminars for honors students. These are designed to ensure that incoming honors students have the analytic, reasoning, research, and writing skills necessary to perform at their academic best. Honors Programs at Coastal’s aspirant institutions offer honors introductory seminars (in lieu of university-wide introductory seminar where they are required) while half of our peer institutions offer an honors version of the university-wide introductory course. CCU’s HONR 101 is a team-taught, humanities-based, interdisciplinary seminar that twice (2005 and 2007) received national recognition as an “exemplary interdisciplinary introductory seminar” by the National Collegiate Honors Council. It was suspended for lack of resources in 2008. An honors version of UNIV 110 was briefly offered (2008) but discontinued. HONR 101 was deemed preferable insofar as it is more challenging, preferred by students, more
consistent between sections, and serves as a better introduction to upper-level work
(which honors students typically begin in their second semester). The syllabi for
previous versions of the HONR 101 course are provided to indicate the how rigorous this
course is. The new HONR 101 introductory seminar will address the themes of Climate
Change, Sustainability and environmental Justice. The new syllabus will be created in the
spring and summer of 2010. With the blessings of the Honors Advisory Council, the
Honors Program will require all first year honors student not currently exempted from
taking UNIV 110 to enroll in HONR 101 instead, and thereby fulfill the graduation
requirement normally satisfied by UNIV 110.

Department of Music

50. MUS 358 Jazz and the American Experience
Proposal for a new undergraduate course
Credit hours: 3 Course restrictions: None. This course may be used as an elective.
Proposed catalog description: MUS 358 Jazz and the American Experience (3). This
course explores the development of jazz music in the 10th century and its relationship to
the American experience. Students will develop an understanding and appreciation of the
art of jazz, learn to recognize various styles of music, and become aware of the
significance of innovative figures such as Louis Armstrong, Duke Ellington, Charlie
Parker, Miles Davis, and others. Students in this class will make connections between
jazz itself and the culture that gave birth to and shaped this unique American art form.
Justification: NASM, our accrediting body, encourages teaching jazz history to all
students, music majors and non-majors alike. Jazz is an original and enduring American
art form. The Music Department currently does not offer a jazz course. Jazz is not a
significant part of either the music major history sequence or the music appreciation
course. We already offer a course in American Popular Music, and this jazz course would
be a companion course to cover this significant style. Course Objectives: 1. this course
will present the musical and cultural history of jazz in 20th century America. Participants
in this course will discover the rich heritage of this unique art form. 2. This course will
demonstrate the various styles of jazz music and identify thy distinguishing musical
characteristics that are typical of different historical eras. 3. This course will relate the
musical concepts of individual improvisation and group participation to the American
ideal of a nation founded on individual freedoms balanced with group responsibility. 4.
This course will introduce participants to a wide range of creative musicians who made
significant artistic contributions to jazz music and American culture. Student Learning
Objectives: After the conclusions of this course, students will be able to demonstrate
proficiency in the following areas: 1.) Recognize and identify musical elements common
to jazz, such as collective improvisation, AABA and Blues forms, Big band sectional
writing, etc. 2.) distinguish between the various styles of jazz music and place each style
in a particular time frame. Styles include New Orleans/Chicago style, Big Band swing,
Be-Bop, Cool Jazz, Modal Jazz, Hard Bop, Free Jazz, Third-Stream, fusion, Smooth Jazz
and more. 3.) Relate the various styles of jazz to the cultural and social events of
American history. 4.) Identify many significant figures in jazz music, such as Louis
Armstrong, Duke Ellington, Charlie Parker, Miles Davis etc. and be able to discuss the
role played by each of these innovators.
51. 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. Course Objectives: To learn the principles of: Organizational and professional communication; create and work within a simulated organization; then evaluate the process. Student Learning Outcomes: Students will display the ability to conduct research and apply the research in formal academic assignments; students will utilize communication skills in presentation, composition, interviewing, and feedback; and students will learn to generate procedures and documents relevant to various departments within an organization.

52. 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. Course Objectives: This course designed to: explore mediation and conflict management, the underlying causes of conflict; introduce positive conflict management processes; introduce active listening and communication skills; plus teach principled negotiation, mediation, and nonviolent communication tactics. Student Learning Outcomes: 1.) display communication skills useful to resolve or manage conflict in a variety of settings; 2.) utilize knowledge in how conflict is manifested throughout society and in the personal as well as professional life; 3.) learn to conduct
research on analyzing conflict situations in a variety of contexts; 4.) synthesize the processes of facilitation, consultation, mediation, and adjudication.