

NEW PROGRAM proposal to the Commission on Higher Education

Name of Proposing Institution: College of Charleston

Program Title: Archaeology [An interdisciplinary cognate-major]

Date of Submission: August 15, 2012

Academic Units Involved:

Contributing Departments:	Schools:
History Sociology and Anthropology	Humanities and Social Sciences
Classics	Languages, Cultures, and World Affairs
Biology Chemistry Computer Science Geology Math	Science and Mathematics
Art History Historic Preservation	Arts

Degree Designation: Bachelor of Arts

Proposed Date of Implementation: Fall 2013

CIP Code: 45.0301

Program Type: New

Site: College of Charleston campus

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship Awards:
No

Delivery Mode: Traditional

Signature of Chief Executive Officer: _____

Dr. George Benson, President

Program Contact:

Dr. Barbara E. Borg, Director, Interdisciplinary Archaeology Minor Program
Department of Sociology and Anthropology
College of Charleston
#19 St. Philip Street, Charleston, SC 29424

Office: 843-953-5408

FAX: 843-953-5824

E-mail: borgb@cofc.edu

BACKGROUND

“Archaeology is the study of past human cultures through the analysis of material evidence they left behind From these studies, archaeologists can better appreciate the diversity in human culture. . . . By understanding this diverse human past, we can better understand our lives today. Archeology is more than just digging, and is a very diverse field with many types of employment opportunities.”¹

Archaeology has been taught at the College of Charleston since 1989, beginning in the anthropology program in the Department of Sociology and Anthropology (New World, Old World, and historical archaeology), and expanding to include Classics (Mediterranean archaeology), History (Egyptology), Historic Preservation (architectural history, conservation, landscape studies), Art History (Roman archaeology), and Biology, Chemistry, and Geology (increasingly sophisticated techniques in geographic information systems, terrestrial and marine geophysical surveys, geoarchaeology and laboratory analyses are taught in these natural sciences). Students at the College of Charleston are strongly attracted to archaeology-related courses, whether or not they are interested in pursuing archaeology as a career. In 2005-2006 the College established a successful interdisciplinary Archaeology Minor Program (currently with 46 minors), and students and faculty involved are now proposing to add an interdisciplinary Archaeology cognate-major. Archaeology is not a stand-alone major. It must be paired with a major in Anthropology, Art History, Biology, Chemistry, Classics, Geology, Historic Preservation, History, or another major approved by the program director.

Since 1991, more than 100 students have interned for college credit at the Charleston Museum which has two research archaeologists, and additional students have interned in other agencies and private firms in the Charleston area. Over the years a number of archaeology students have also gone directly into employment in cultural resource management with a B.A. degree, and/or have gone to graduate school.

JUSTIFICATION

A. Statement of the purposes and objectives of the program.

The goal of the proposed Archaeology Major is to train interested students in the background literature, conservation philosophy, preservation legislation, modern field methods, and increasingly sophisticated analytical laboratory methods required in archaeology today. Successful completion of the proposed Archaeology Major will:

- 1) enhance students' understanding of the long trajectory of humanity's presence on this planet,
- 2) train students for careers in: museums; artifact curation and restoration facilities; historic sites; local, state, tribal, and federal government; engineering, environmental, and cultural resource management firms; historical societies; historic preservation; and private foundations, and
- 3) prepare students to be successful in archaeological graduate programs.

¹ Society for American Archaeology, "The Path to Becoming an Archaeologist", pamphlet.
http://saa.org/Portals/0/SAA/Public/resources/SAA_PathBrochure.pdf. Accessed 1/12/2012.

Archaeology is a dynamic, interdisciplinary, global discipline that has expanded greatly in the past 40 years due to protective legislation, a growing conservation ethic, and greater public awareness. Cultural Resource Management (CRM) consulting businesses and government agencies provide archaeological reporting mandated by federal legislation. CRM firms are now the major employers of archaeologists in South Carolina and throughout the U.S., though archaeologists still work in academia, museums, and for the state and federal governments. Archaeological tourism has become big business, and archaeology is now essential to sustainable growth in many countries. Students and faculty have regularly engaged in fieldwork abroad, including such countries as Greece, Turkey, Italy, Ireland, Sweden, Peru, France, Egypt, Poland, Israel, Belize, Iceland, and the U.K. Most of our students, however, are trained and employed in South Carolina. The global study of archaeology gives even those students who remain in the U.S. a new perspective on themselves, and on the world and their place within it. Because archaeology is global as well as local, there are more jobs for archaeologists than ever before, and many of these jobs are found outside the more traditional academic and museum settings.

B. Statement of need for the program in the state including . . . employment opportunities for graduates quantified to the maximum extent possible, and including sources of data.

In historic Charleston about 30 archaeological projects are conducted annually by the Charleston Museum, the College of Charleston, S.C. State Parks, historic plantations, and other universities, foundations, and independent contract archaeology firms. There are an equal or even greater number of historic preservation opportunities in our city and state. The Society for American Archaeology describes the very different kinds of work archaeologists do:

“Within the United States archaeologists work in a variety of settings: Universities and colleges; Museums and historic sites; Government agencies at all levels, including federal, tribal, state and local; Engineering and cultural resource management firms; Historical societies; and Private foundations. Within these settings archaeologists work on a variety of tasks: Leading field research, including surveys and full-scale excavations; Analyzing artifacts in archaeological labs or museums; Writing reports and other publications; Teaching at the pre-collegiate, college, and university levels; Working in museums caring for collections of artifacts, records, and archives, analyzing and curating diverse collections, and doing public education through exhibits and programs; Working with tribal organizations (many Native American tribes hire archaeologists to work with the tribe to manage their cultural patrimony); Working with land developers by supplying information to help plan future development; Protecting resources by working with government agencies to interpret and preserve archaeological resources; Saving, recording, and protecting sites and other historic resources from destruction through cultural resource management; Working with parks and historic sites through site interpretation; Working with local communities who are interested in learning more about their past. In many jobs, archaeologists blend some or all of these tasks. It is necessary, therefore, that archaeologists must be prepared and trained to perform a variety of tasks. Working conditions also vary depending upon the job setting. Archaeologists can find themselves working outside in very rugged, remote areas, in an office or laboratory in a large urban area, or a combination of both.”²

²Society for American Archaeology. “The Path to Becoming an Archaeologist.” Pamphlet. The Society for American Archaeology. [http:// www.saa.org](http://www.saa.org).

Over the past several years the social sciences, and particularly the humanities, have demonstrably turned to spatial technology as a means to collate and synthesize information, and to develop new approaches and insights into a variety of subject matters (increasingly referred to as the ‘spatial turn’).³ Archaeology is inextricably tied to spatial context, and as a result has adopted these approaches.⁴

According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook 2010-11 Edition (below),⁵ opportunities for archaeological employment are projected to expand much faster than average. Growth is expected to be the greatest (up to 28%) in management, scientific and technical consulting, and Geographic Information Systems analysis. The next generation of archaeologists will need to apply their analytical skills and knowledge over a wide range of problems and will benefit from a projected increase in construction, large-scale transportation systems, and infrastructure upgrades.

Employment by industry, occupation, and percent distribution, 2010 and projected 2020.

19-3091 Anthropologists and Archeologists

(Employment in thousands) FROM: http://ftp.bls.gov/pub/special.requests/ep/ind-occ.matrix/occ_xls/Occ_19-3091-1.xls
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Code	Industry Title	2010			2020			Percent change	Employment change
		Employment	Percent of ind	Percent of occ	Employment	Percent of ind	Percent of occ		
TE1000	Total employment	6.1	0.0	100.0	7.4	0.0	100.0	20.7	1.3
TE1100	Total self-employed and unpaid family workers	0.7	0.0	11.9	0.9	0.0	12.0	21.4	0.2
TE1110	Self-employed workers	0.7	0.0	11.9	0.9	0.0	12.0	21.4	0.2
TE1200	Total wage and salary employment	5.4	0.0	88.1	6.5	0.0	88.0	20.7	1.1
540000	Professional, scientific, and technical services	2.8	0.0	46.3	3.7	0.0	49.6	29.3	0.8
541000	Professional, scientific, and technical services	2.8	0.0	46.3	3.7	0.0	49.6	29.3	0.8
541300	Architectural, engineering, and related services	0.3	0.0	4.7	0.5	0.0	6.1	57.1	0.2
541600	Management, scientific, and technical consulting services	0.7	0.1	11.3	1.3	0.1	17.9	90.3	0.6
541700	Scientific research and development services	1.8	0.3	29.3	1.8	0.3	24.3	0.0	0.0
541710	Research and development in the physical, engineering, and life sciences	0.1	0.0	2.0	0.2	0.0	2.2	34.7	0.0
541720	Research and development in the social sciences and humanities	1.7	2.9	27.4	1.6	3.1	22.1	-2.5	0.0
610000	Educational services; State, local, and private	0.4	0.0	7.1	0.6	0.0	8.1	38.0	0.2
611000	Educational services; State, local, and private	0.4	0.0	7.1	0.6	0.0	8.1	38.0	0.2
6112-3	Junior colleges, colleges, universities, and professional schools; State, local, and private	0.4	0.0	7.1	0.6	0.0	8.1	38.0	0.2
611300	Colleges, universities, and professional schools; State, local, and private	0.4	0.0	7.1	0.6	0.0	8.1	38.1	0.2
611305	Colleges, universities, and professional schools; private	0.1	0.0	1.1	0.1	0.0	1.3	54.6	0.0
611302	Colleges, universities, and professional schools; State	0.4	0.0	6.0	0.5	0.0	6.7	35.2	0.1
710000	Arts, entertainment, and recreation	0.1	0.0	1.9	0.2	0.0	2.2	42.2	0.0
712000	Museums, historical sites, and similar institutions	0.1	0.1	1.9	0.2	0.1	2.2	42.2	0.0
900000	Government	1.9	0.0	31.6	2.0	0.0	26.8	2.4	0.0
910000	Federal government	1.5	0.1	25.2	1.5	0.1	20.0	-3.9	-0.1
999100	Federal government, excluding postal service	1.5	0.1	25.2	1.5	0.1	20.0	-3.9	-0.1
9992-3	State and local government, excluding education and hospitals	0.4	0.0	6.5	0.5	0.0	6.8	26.8	0.1
999200	State government, excluding education and hospitals	0.3	0.0	4.6	0.4	0.0	4.8	25.4	0.1
999300	Local government, excluding education and hospitals	0.1	0.0	1.9	0.1	0.0	2.0	30.2	0.0

³ Rumsey, A., 2009. “Scholarly Communication Institute 7: Spatial Technologies and the Humanities.” Report of the 7th Annual Scholarly Communication Institute, held at the University of Virginia, June 28-30, 2009. <http://www.clir.org/pubs/reports/pub150/pub150.pdf>. Accessed 12/30/2011.

⁴ Rumsey, 2009; Babau, A., 2011. “Rome Wasn’t Digitized in a Day”: Building a Cyberinfrastructure for Digital Classics. (CLIR Publication 150). Council on Library and Information Resources: Washington DC.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition, Social Scientists, Other. <http://www.bls.gov/oco/ocos315.htm>.

Because our proposed Interdisciplinary Archaeology Major was designed with these employment opportunities in mind, we will be able to train our students to meet the increasing demands of their chosen profession. They will be equipped with a sophisticated set of technical skills and an in-depth understanding of the culture, history, and archaeology of their chosen geographical region, and they will be able to apply the knowledge they have acquired analytically across disciplinary boundaries.

Archaeological internships and field schools are among the most “practical and hands-on” courses we offer, and both are options that fulfill the Archaeology Capstone requirement. They also greatly improve our graduates’ chances for employment and acceptance into graduate school. Quantification is difficult because many anthropology students elect an archaeology emphasis that is not tracked separately, and independent field programs are carried out in the Classics and Historic Preservation programs. The following summary was compiled from Archaeology Minor faculty, the Annual Reports of Sociology and Anthropology since 2007, records kept by past Archaeology Minor program directors, and statistics compiled by the Charleston Museum.

Between 1991 and the present, 114 archaeology students have interned at the Charleston Museum alone, and since the archaeology minor began (2007), an average of eight students per year have completed **semester-long internships**. Three hours of credit obligate a student to devote 9-10 hours per week to working with actual archaeological research materials in a real job setting. Some students have become employed at the same agency in which they interned. Internship placements have included: The Charleston Museum, Charles Towne Landing and Colonial Dorchester State Historic Sites, Francis Marion National Forest, Drayton Hall Plantation, the H.L. Hunley’s Warren Lasch Conservation Lab, Brockington & Associates contract archaeology firm, and the USC Marine Archaeology program. Our internship opportunities are continually expanding, and our student interns are very much in demand.

Field schools have included the Anthropology program/Charleston Museum’s 7-week Archaeological Field School, several Anthropology program field schools held at Dixie Plantation, the Classics department’s extensive field programs carried out in Turkey, and field schools taught at other institutions here and abroad. Field experience is a “must” for any student applying for archaeological employment or to graduate school, and our students have been very active in fieldwork in the states of Alaska, Florida, Georgia, Indiana, Louisiana, Nevada, North Carolina, South Carolina, Tennessee, Virginia, and Wyoming. Our students have also worked in foreign countries: the Bahamas, Belize, China, Egypt, England, France, Greece, Iceland, Ireland, Italy, Israel, Peru, Poland, Scotland, and Turkey.

Graduates in Anthropology, Classics, and Historic Preservation, in particular, have gone on to do **graduate work** in an archaeologically-related field at Brown University, the College of William and Mary, East Carolina University (3 students), Florida State, Georgia State, Texas A & M (3 students), Tulane, Washington University, the Universities of Arizona, Birmingham (England), Bristol (England), Cincinnati, Cork (Ireland), Florida, Georgia, Kentucky, London, New York, Tennessee, South Carolina (8 students), West Florida, the Winterthur Museum, and Cof C/Clemson (Historic Preservation).

Though an archaeology student with a B.A. is **employable** as an entry level archaeological technician, many graduates have gone on to complete at least an M.A. and have become employed in a wide variety of archaeologically-related jobs at: A & F Archaeological Consultants, Alice Patrick Appraisals,

Archaeological Consultants of the Carolinas, Brockington & Associates contract archaeology firm (10 graduates), The Charleston Museum, Charles Towne Landing State Historic Site, SC (several graduates), Colonial Dorchester State Park, SC (4 graduates), Drayton Hall Plantation, Federal Parks, the Virgin Islands, Fort Gordon, Georgia, National Museum of African American History and Culture, New South & Associates contract archaeology firm (several graduates), South Carolina Department of Transportation, Southeastern Wildlife Services, the U.S. State Department, Washington State DOT, a professional surveying company, an engineering firm (GIS analyst), and other contract archaeology firms in the Southeast and elsewhere (several graduates).

In a recent 2-day survey, 108 students currently registered in some of the archaeology-related courses in the Anthropology program were asked whether they would consider choosing the Archaeology cognate major to combine with their primary major. Students responding “yes” included: 18 of 46 (39%) ANTH 101 (Intro. to Anthropology) students, 27 of 47 (58%) ANTH 202 (Archaeology) students, and 11 of 15 (73%) ANTH 306 (Historical Archaeology) students.

C. Discussion of the centrality of the program to the mission of the institution.

At the core of the College of Charleston Mission are a superior undergraduate education and a strong liberal arts and sciences program that strives to meet the growing educational demands of the Low country, the state, and the Southeast. The proposed Archaeology Major is a natural “fit” because it is truly interdisciplinary. Students will be exposed to learning in multiple disciplines, be taught to think analytically, and be expected to apply the knowledge they have learned across disciplinary boundaries. Archaeology is essential to interpreting the complex historical tapestry of the local area, and the new major will provide necessary expertise not only to Charleston, but to the surrounding region.

D. Discussion of the relationship of the proposed program to other related programs within the institution .

It is no longer possible to acquire the necessary archaeological expertise within a single department, and interdisciplinary archaeology demands knowledge and technical skills derived from a variety of disciplines. Some archaeologists do primarily fieldwork or lab work, and still others may be specialists in ancient languages, or in detailed technical analyses developed in the natural sciences (the study of land forms and strata, identification of plant and animal remains, laboratory dating procedures, chemical identification of paints, colors, and even food residues, and the use of Geographic Information Systems to locate archaeological sites). Other archaeologists do little field or lab work, and build their careers in administration (for example, as state archaeologists).

The Archaeology Minor Program at the College is already composed of students majoring in Anthropology, Art History, Biology, Classics, Geology, Historic Preservation and History, and advanced analytical techniques from Chemistry are increasingly important in archaeological analysis, conservation, and reconstruction. While the minor program provides exposure to the interdisciplinary nature of archaeology, greater knowledge of approaches outside of a student’s cognate major is increasingly required to effectively contribute to archaeology as a whole. The minor builds **familiarity** with approaches in other areas; the major deepens that understanding to provide the student with greater **expertise** in areas outside of their chosen cognate major, enabling them to engage more fully within a discipline that builds its strength upon the synthesis of knowledge and approaches from across the academy.

The Interdisciplinary Archaeology Major has a cognate-major structure. A student declaring a major in Archaeology must have already declared one of the cognate-majors from a list that currently includes Anthropology, Art History, Biology, Chemistry, Classics, Geology, Historic Preservation or History. The cognate-major structure is what gives our proposed Archeology Major great strength and flexibility. The interdisciplinary Archaeology Major will require students to take courses in at least three schools (Humanities and Social Sciences, Science and Math, and Languages, Cultures, and World Affairs), and they may also elect courses for archaeology credit in a fourth school (the Arts, which includes Art History and Historic Preservation).

Within the cognate-major structure, the proposed “new” Archaeology Major will provide interdisciplinary breadth and flexibility, allowing crucial skills from other disciplines to be included in the program of study. Coupling this new Archaeology Major with an “old” established traditional major closely allied to archaeology will assure that students also acquire in-depth scholarly grounding in the geographical region of the world, historical time period, and/or specific natural science specialty of their choice. For example, a student interested in the ancient Greek and Roman worlds would choose Classics or Art History as a cognate-major because he/she would receive the extensive cultural, historical, and linguistic grounding necessary to do archaeology in that region. Reports by natural science specialists are routinely included (as each situation requires) in published archaeological reports, and so there are many logical ways to combine the Archaeology Major with a cognate-major.

The Archaeology Major program will assure a level of excellence in the training of aspiring archaeologists that we have not been able to attain within our individual departments, despite the high quality of existing programs. While students could choose the archaeology minor with a cognate major, the pairing of the Archaeology major with a cognate major will provide greater depth in the undergraduate experience. For example, a student majoring in Classics and minoring in archaeology takes one advanced course in math or science applicable to archaeology. This provides an exposure to how approaches in the natural sciences can be employed in archaeology. A student majoring in Archaeology would take an additional advanced course in the math and sciences, providing experiences that would add to their viability for advanced study and employment. As a discipline that continuously innovates and develops based upon connections with other disciplines, archaeology requires people who are deeply knowledgeable in a wide array of cognate disciplines. This knowledge is most effectively communicated and obtained at the undergraduate level, as graduate programs are often structured to address training in the core discipline.

E. Description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in South Carolina, the region, and the nation.

Outside of South Carolina, our students can choose from among many universities that offer an undergraduate archaeology major, but there is no such major program at any South Carolina institution. An Archaeology Major is very attractive to prospective students, and without this new program we risk losing students to other schools, such as UNC-Greensboro and UNC-Chapel Hill. Some students interested in archaeology have chosen to attend the College anyway because of our numerous archaeology offerings, and they naturally gravitate toward the Archaeology Minor program. We do not know how many students we may have lost because we do not currently offer an Archaeology Major.

Typically, archaeology major programs at other institutions note that interdisciplinary breadth is crucial for the practicing archaeologist, but many such programs lack this breadth. UNC-Chapel Hill requires

participation in only two departments; UNC-Greensboro provides the opportunity for interdisciplinary breadth, but does not require it. Our proposed major insures interdisciplinary breadth by requiring coursework in three disciplines, while at the same time allowing the student to specialize. Our proposed Archaeology Major is clearly superior to even the best-informed “piecemeal” approach, and will increase our students’ success rate as they enter the job market and/or apply to graduate schools.

ENROLLMENT

A. Discussion of the admission criteria specific to the program (if any).

There are no separate admissions criteria for the Archaeology major. The only requirement for declaring the Archaeology Major is that students must declare a second cognate-major in one of the following; Anthropology, Art History, Biology, Classics, Geology, Historic Preservation, or History. As with all majors at the College of Charleston, students must also have earned a 2.0 GPA in the Archaeology Major at the time of graduation. NOTE: Because this is a cognate major the number of credit hours will vary depending upon the existing major with which it is paired. Required credit hours (General Education and major requirements in both majors) range from a low of 103 credits (art history) to a high of 110 credits (chemistry). A student at the College of Charleston must graduate with a minimum total of 122 hours. Analysis of the curricula allows for the Archaeology major and cognate major to be completed in a minimum of 6 semesters (for cognate majors of Anthropology and Classics) or a maximum required 7 semesters (Chemistry, which has few overlapping courses).

B. Please complete a table (Table A) showing projected student enrollment in each term for the first five years.

In the past 7 years, since the inception of the Archaeology minor program at the College of Charleston, we have seen an increase in the number of minors every year. In the last 3 years, the increase in minors has been about 5-10 a year, leading to our current high of about 46 Archaeology minors. We anticipate that this trend will continue, with about half the original Archaeology minors switching to the Archaeology Major, and at least 4-5 additional students per year choosing the Archaeology Major. Once established, more students will enroll as the program gains visibility and continues the track record of excellence that has characterized the Archaeology Minor program. In the following table, we have presented the projected number of majors and based the calculation of credit hours on an estimate of 15 credit hours per student per semester in all courses at the College.

Table A. PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013-2014	25	375	25	375	0	0
2014-2015	30	450	30	450	0	0
2015-2016	35	525	35	525	0	0
2016-2017	40	600	40	600	0	0
2017-2018	45	675	45	675	0	0

C. Please complete a table (Table B) showing the estimated new student enrollments, headcount and credit hours generated.

The College of Charleston has limited enrollments of degree-seeking undergraduate students at the downtown campus to approximately 10,000. In that sense, no undergraduate major brings in “new students” that will increase overall enrollment, even while it may attract particular students to the College of Charleston who might not otherwise have attended. Because of that, as new majors are introduced, we continue our ongoing work of monitoring enrollments in all course sections and numbers of declared majors across campus to ensure that courses are scheduled efficiently and that faculty resources are reallocated as appropriate and necessary. In addition, students declaring the proposed major in Archaeology must take a second major at the College. For these reasons, we indicate no new student enrollments for this major. Rather than utilize Table B we calculate the costs and revenue for the major courses based on the projected number of majors as in Table A.

CURRICULUM

A. Required Courses in the Archaeology cognate-major.

STUDENTS MUST CHOOSE ONE OF THE FOLLOWING AS A COGNATE-MAJOR BEFORE DECLARING THE ARCHAEOLOGY MAJOR: Art History, Biology, Chemistry, Classics, Geology, Historic Preservation, History, or Sociology/Anthropology,

REQUIRED ARCHAEOLOGY MAJOR COURSES (4 required courses; 13-18 credits) :

- 1) ANTH 202 Archaeology (3)
- 2) CLAS 104 Introduction to Classical Archaeology (3)
- 3) GEOL 101/101L Dynamic Earth (4), OR GEOL 103/103L Environmental Geology (4), OR HONS 155/155L Honors Geology I (4):
- 4) CAPSTONE EXPERIENCE (3 - 8) A hands-on application of theory and methods through fieldwork or lab work forms the capstone experience. The flexibility in hours for the capstone allows the student (in consultation with their major advisor) to customize this experience to their own educational and professional goals. NOTE: This requirement may be fulfilled with a minimum of 3 credits. While credits above 3 will be applied toward the major GPA, they will not be substituted for elective hours in the Archeology major. The Capstone requirement may be satisfied in a number of ways (A through F below):

A. ANTH 493 Field School (8). A comprehensive archaeological field school that meets Registry of Professional Archaeologists’ standards. Students will participate in ongoing research conducted by the Charleston Museum and will receive systematic in-depth training in all phases of basic archaeological field research including surface survey, excavation, map construction, photography, data interpretation and artifact processing and analysis. Continuous eight hour/day from the first day of Maymester through the last day of Summer I is required for eight hours of credit. Prerequisite: ANTH 202 or permission of the instructor.

OR B. CLAS 221 and CLAS 222 (6): CLAS 221 Field Methods in Classical Archaeology I (3). Field Methods in Classical Archaeology I (3). Introduction to major methods of fieldwork through active participation in an archaeological project. Note: This is a travel course.

CLAS 222 Field Methods in Classical Archaeology II (3). A continuation of CLAS 221 with further development of methods of archaeological fieldwork through active participation in an archaeological project. Co-requisite or prerequisite: CLAS 221. Note: This is a travel course.

- OR C. ANTH 494 Field Work (3-8) (when completed in archaeology). This course offers students a hands-on field work opportunity in one of the four fields of anthropology: archaeology, biological, cultural or linguistic anthropology. Course credits reflect number of hours in the field (minimum 200 hours). Prerequisite: Permission of the instructor.
- OR D. ARCH 400 Archaeology Internship (3-6). [This is the only NEW course added to the Archaeology Major.] ARCH 400 is an opportunity for students to have a supervised field placement in areas related to the field of archaeology. Prerequisites: Completion of at least 6 hours in the archaeology major or minor, a GPA of 2.0 in archaeology, an overall GPA of 2.0, and permission of the Director of Archaeology. (Course prerequisites may vary depending on the nature of the placement.)
- OR E. A 3 semester hour field school (if less than 200 field/lab hours) and a 3 semester hour ARCH 400 Archaeological Internship
- OR F. Students may transfer 3-6 credit hours in fieldwork from another institution. This option accommodates students who have a particular interest in archaeological research outside the confines of opportunities available at the College of Charleston. Decisions concerning the acceptance of outside field experience credit will be made by the program director. A minimum of 200 hours in the field is required, and they may include a combination of fieldwork, lab work, lectures and field trips related to the research project for which the student has registered.

NOTE: Options C, D, E. and F must have prior approval of the Archaeology Program Director.

ELECTIVE COURSES (19 credit hours minimum): The interdisciplinary Archaeology Major requires students to take TWO courses from each of the THREE categories (humanities and arts, social sciences, and natural sciences and mathematics). The lengthy list of possible electives has not been included in the proposal.

B. Include a sample curriculum for an undergraduate programs with required core (*) of courses.

A hypothetical schedule for the archaeology major with a/an (Anthropology) cognate-major. (This is just one example, and there are many other majors that can be combined with the Archaeology Major.)

Course #	Course Name	Credits	Prerequisites
FALL, FIRST SEMESTER: TOTAL SEMESTER HOURS =16			
*ANTH 202	Archaeology	3	NONE
*GEOL 101/101L	Dynamic Earth	4	NONE
SPAN 101	Beginning Spanish I	3	NONE/placement
*CLAS 104	Classical Archaeology	3	NONE
MATH 111	Pre-Calculus	3	MATH 101/placement

SPRING, SECOND SEMESTER: TOTAL SEMESTER HOUR = 17

SPAN 102	Beginning Spanish II	3	SPAN 101/placement
MATH 120	Calculus	4	MATH 111/placement
HIST 115	Pre-Modern History	3	NONE
ENG 110	Composition	4	NONE
ANTH 101	Anthropology	3	NONE

FALL, THIRD SEMESTER: TOTAL SEMESTER HOURS = 16

SPAN 201	Beginning Spanish II	3	SPAN 102 or SPAN 150 or placement
HIST 116	Modern History	3	NONE

ANTH 201	Comparative Social Org.	3	NONE
GEOL 105/105L	Earth History	4	GEOL101/L or 103/L or HONS 155/L
HUM XXX	Humanities Elective	3	NONE

SPRING, FOURTH SEMESTER: TOTAL SEMESTER HOURS = 15

SPAN 202	Intermediate Spanish	3	SPAN 201/placement
CLAS 303	Spec.Topics: Classical Civ.	3	3 s.h. in Classics or instructor permission
ANTH 205	Language and Culture	3	ANTH101/permission
HUM XXX	Humanities elective	3	NONE
ANTH 303	Paleolithic Archaeology	3	ANTH101 or 202, or instructor permission

SUMMER AFTER FOURTH SEMESTER: TOTAL SEMESTER HOURS = 8

ANTH 493	Arch. Field School	8	ANTH202 or instructor permission
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FALL, FIFTH SEMESTER: TOTAL SEMESTER HOURS = 17

HPCP 199	Intro. to Historic Pres.	3	NONE
ANTH 328	Aztecs, Maya & Ancestors	3	ANTH101 or 202, or instr. permission
ANTH 203	Intro. to Biological Anthro.	4	NONE
HUM XXX	Humanities elective	3	NONE
GEOL 272	Stratigraphy & Sedimentation	4	GEOL101/L or 103/L; GEOL 105 or HONS 155 and 156; CHEM 101 or 111, or instructor permission

SPRING, SIXTH SEMESTER: TOTAL SEMESTER HOURS = 16

ANTH 210	History of Anthro. Theory	3	ANTH101 /permission
ANTH 309	Spec. Topics in Anthro.	3	ANTH 101, ANTH 202, instr. permission
ANTH 302	North Am. Archaeology	3	ANTH 101, ANTH 202; instr. permission
HUM XXX	Humanities elective	3	NONE
GEOL 449	Geographic Info. Systems	4	GEOL101/L or 103/L; GEOL 105 or HONS 155 and 156, or instr. permission

C. Include a brief explanation of the assessments of student learning outcome that will be used.

Archaeology is broadly interdisciplinary, and there are many kinds of archaeologists and archaeological consultants. The goals and their assessment methods below represent the basic principles of archaeological knowledge required of all students. Students may opt to go in a very specific direction, such as becoming a specialist in remote sensing and GIS analysis, or desiring to specialize in a particular region and time period, such as Bronze Age Turkey. Once the basics are mastered, there is great personal flexibility.

Program-Level Student Learning Outcomes

Assessment Method / Performance Expected

What will students know and be able to do when they complete the major? Attach Curriculum Map.

How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do?

1. Students will learn how archaeology began, how the discipline has grown, and what constitutes the modern discipline of archaeology.

All students in ANTH 202 and CLAS 104 will be given a test of basic archaeological theory and method at the end of the semester, using a multiple choice exam, with a 70% score considered acceptable. The exams will be scored and submitted to the Director of Archaeology.

2. Students will learn the basic field and laboratory methods through which past cultures are studied by archaeologists, including societies with and without written records.

All students in ANTH 202 and CLAS 104 will be given a test of basic archaeological theory and method at the end of the semester, using a multiple choice exam, with a 70% score considered acceptable. The exams will be scored and submitted to the Director of Archaeology.

3. Students will learn the conservation ethic of modern archeology, including non-invasive methods often used in lieu of, or in advance of, site excavation. This will also include a basic understanding of legislation that has directly impacted the practice of archaeology.

All students in ANTH 202 and CLAS 104 will be given a test of basic archaeological theory and method at the end of the semester, using a multiple choice exam, with a 70% score considered acceptable. The exams will be scored and submitted to the Director of Archaeology.

4. Students will participate in a field or laboratory Capstone experience in archaeology designed to teach them within the context of an actual research situation.

An essay question will be administered to students participating in all College of Charleston field experiences at the end of the session, asking them to outline specifically what they have learned. Students working in a lab setting, or who attend an outside field school, will keep a journal in which they record their opinions about what they have learned. The journals will be submitted to the program director. The journals and essays will be reviewed and summarized annually by three members of the archaeology steering committee. [Because this is the capstone experience, students should score a 3 on a scale of 1-3 (1=unsatisfactory, 2= emerging understanding, 3= mastering).] They will then be copied and kept in a file as qualitative measures of assessment. Note: These questions have been asked in the past, and students have been quite specific and thorough in describing learned skills which were perceived to be valuable to them.

NOTE: While one can learn a great deal by reading and studying about archaeology, it is only through field and lab experiences that the student will learn how to operate as a professional. It is this hands-on experience that qualifies a student to be an archaeological technician with a B.A./B.S. degree and which will enhance his/her application to the graduate program of their choice.

D. Provide a list, with catalog descriptions, of all new courses that will be added to the catalog within five years.

There is only one new course to be added to the Archaeology Major curriculum:

ARCH 400 Archaeological Internship (2-6): An opportunity for students to have a supervised field placement in areas related to the field of archaeology. Prerequisites: Completion of at least 6 hours in the archaeology major or minor, a GPA of 2.0 in archaeology, an overall GPA of 2.0, and permission of the Director of Archaeology. (Course prerequisites may vary depending on the nature of the placement.)

FACULTY

A. Include a table (Table C) detailing the rank (not name) and academic qualifications of each staff member who will be involved in the program.

Table C. Archaeology Major Faculty

Participating Faculty Listed by Rank	Highest Degree Earned	Department	Teaching in Field (Yes/No)
Associate Professor	Ph.D.	Anthropology	YES
Professor	Ph.D.	Anthropology	YES
Senior Instructor	Ph.D.	Anthropology	YES
Professor	Ph.D.	Art History	YES
Assistant Professor	Ph.D.	Art History	YES
Professor	Ph.D.	Art History	YES
Professor	Ph.D.	Biology	YES
Assistant Professor	Ph.D.	Chemistry/Biochemistry	YES
Associate Professor	Ph.D.	Classics	YES
Associate Professor	Ph.D.	Classics	YES
Professor	Ph.D.	Chemistry/Biochemistry	YES
Professor	Ph.D.	Chemistry/Biochemistry	YES
Assistant Professor	Ph.D.	Geology	YES
Associate Professor	Ph.D.	Geology	YES
Assistant Professor	Ph.D.	Geology	YES
Associate Professor	Ph.D.	Geology	YES
Associate Professor	M.Arch.	Historic Preservation	YES
Assistant Professor	M.L.A.	Historic Preservation	YES
Associate Professor	Ph.D.	History	YES
Associate Professor	Ph.D.	History	YES

B. Enumerate and discuss the necessary qualifications of new faculty (and staff) who will be added in support of the proposed program.

No new faculty hires are necessary for the program for the first five years. Subsequently, and in the light of successful program growth, we will be looking for expertise in Southeastern Archaeology and

Maritime Archaeology. Hiring will be at the discretion of the deans who apportion new faculty lines. Administrative assistance, provided by the School of Languages, Cultures, and World Affairs, includes one part-time position devoted to the support of interdisciplinary majors and minors.

C. In cases of currently employed faculty or administrators, explain proposed assignment changes

We anticipate no change in teaching duties for any faculty members involved in this new major. All courses are regular courses offered in the participating departments, and we assume a continuing commitment to offer these courses in the future. There are many courses for students to take that fulfill program requirements.

D. Provide a statement of the institutional plan for faculty development.

Because all participating faculty are housed in disciplinary departments, and all Archaeology major courses are regular courses in those participating departments, professional development issues will be handled within each faculty member's home department. We hope, however, that the Archaeology Program can provide support for conference participation and collaborative research.

E. Provide the institutional definition of the full-time equivalents (FTE).

Undergraduate FTE = total undergraduate credit hours ÷ 15

F. Include a table (Table D) showing for the first five years the number (headcount) and the full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program.

Table D. Unit Administration / Faculty / Staff Support

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE

ADMINISTRATION

2013 - 14	0	0	1	.25	1	.25
2014 - 15	0	0	1	.25	1	.25
2015 - 16	0	0	1	.25	1	.25
2016 - 17	0	0	1	.25	1	.25
2017 - 18	0	0	1	.25	1	.25

NOTE: A Faculty program director administers the program (which includes advising, supervising the Archaeology Club, and representing the program on and off campus). The director will receive a one course reduction each semester as well as a \$5000 per year stipend (as listed in Table E.).

FACULTY

2013 - 14	0	0	4	0.67	4	0.67
2014 - 15	0	0	5	0.8	5	0.8
2015 - 16	0	0	6	1.0	6	1.0
2016 - 17	0	0	6	1.1	6	1.1
2017 - 18	0	0	7	1.2	7	1.2

NOTE: The faculty headcount (from 4 to 7) and the corresponding shift in FTEs reflects the fact that as the program grows existing faculty will have their workloads adjusted. Also, the interdisciplinary nature of the program means that essentially no faculty member will teach more than the equivalent of one course in the program in a given year.

STAFF

2013 - 14	0	0	1	.10	1	.10
2014 - 15	0	0	1	.10	1	.10
2015 - 16	0	0	1	.10	1	.10
2016 - 17	0	0	1	.10	1	.10
2017 - 18	0	0	1	.10	1	.10

NOTE: Less than 1.0 FTE is reasonable in that the courses in the Archaeology Major are already being taught in a variety of disciplines/departments and most administrative costs will be dispersed across those departments with essentially no impact. There is only one new course, and it is ARCH 400, an internship option for the Capstone.

PHYSICAL PLANT

A. Explain whether, or to what extent, the existing physical plant will be adequate for the first five years.

The existing physical plant is adequate to provide space for the program now, and for the next five years. The College has a new science center with expanded facilities, and a new (in Spring 2013) archaeology-computer lab as a part of the Center for Social Science Research Center, partially funded by a National Science Foundation: Academic Research Infrastructure Program: Recovery and Reinvestment (ARI-R²) grant.

B. Will any additional physical plant requirements be necessary during the foreseeable future?

There are no future physical plant requirements or modifications envisioned at present.

EQUIPMENT

No major equipment purchases are anticipated during the first five years using state funds, outside of wear and tear replacement of current equipment. The Archaeology Minor Program owns a Total Station as well as a manual transit, telescopic alidade, and sufficient basic fieldwork tools. Remote sensing, global positioning, geographic information systems, and other specialized technology, is located in the Science Center. Participating departments update their equipment as needed.

LIBRARY RESOURCES

The Archaeology Minor Program already has a library budget to support the minor, and there will be an automatic increase in the program's library budget when the Archaeology Major is approved, by distribution of the overall existing library materials budget. Also, those cognate-major departments with faculty archaeologists have been steadily building the library holdings in archaeology over the years. Cognate-major departments without faculty archaeologists, such as Historic Preservation, and Geology, have also built the library holdings in areas that complement the needs of the interdisciplinary Archaeology minor and major. The ability to pool library resources is a definite strength of the proposed cognate-major structure. We therefore anticipate that additional desired resources can be obtained through these established channels, using existing institutional resources.

The analysis of archaeology holdings by Ms. Katina Strauch, the Head of Collection Development for the College of Charleston's Addlestone Library, appears below:

Addlestone library holdings in the area of archaeology and related fields are diverse. We have approximately 1,515 titles covering biblical archaeology, prehistoric archaeology, and Archaeology using Library of Congress classifications. In the area of journals, in FY10, we received and paid for 66 Art History serials titles, 80 Geology serials titles, and 51 Anthropology serials titles. These titles include journals and databases. Besides a growing media collection that includes many DVDs dealing with archaeology, the library subscribes to the streaming video database Films on Demand that includes many archaeology films. The library regularly selects and acquires materials in all these, and related, areas.

Addlestone Library is a charter member of PASCAL (Partnership among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan materials to include all public and private colleges and universities in South Carolina, encompassing the research collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses. Two hundred and sixty computers available in the library provide access to the myriad of national and international resources available over the Internet. All members of the College of Charleston community may use these computers and 12 are also available to researchers from other institutions as well as community members who are Friends of the Library. The Library provides free Wi-Fi access.

Following are some of the electronic resources that are available to faculty and students of the College of Charleston: Academic Search Premier is a full text academic multi-disciplinary database providing 3,600 peer-reviewed journals back to 1975; Anthropological Index Online, Royal Anthropological Institute of Great Britain and Ireland, indexes anthropological literature from the 1970s to the present; The e-HRAF World Cultures is a cross-cultural database that contains information on all aspects of cultural/ social life; EIS: Digests of Environmental Impact States gives detailed abstracts of hundreds of environmental impact statements issued by the U.S. government from 1985 to the present; The Gale Virtual Reference Library includes searchable full text online versions of Gale Encyclopedia of Multicultural America, Encyclopedia of Population, Encyclopedia of Sociology, and Social Trends and Indicators USA; JSTOR is a full text collection of scholarly journals in many fields including archaeology, geology, and historic preservation; The Online Egyptological Bibliography is the primary bibliographical resource for Egyptological research. It is published jointly by the International Association of Egyptologists and the Netherlands Institute for the Near East, and it contains abstracts (in German, French or English) of all Egyptological articles and monographs published from 1947 to 2001, some 46,000 titles in total; and the Oxford Reference Online contains hundreds of dictionary, language, reference, and subject reference works such as the Oxford Encyclopedia of Mesoamerican Culture published by Oxford University Press.

Print resources in archaeology include: Encyclopedia of Archaeology; The Oxford Companion to Archaeology; The Oxford Encyclopedia of Archaeology in the Near East; Archaeology of Ancient Mexico and Central America: an encyclopedia; Encyclopedia of the Archeology of Ancient Egypt; and the Encyclopedia of World Cultures.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

A. If the proposed program is subject to specialized or professional accreditation please provide a brief description.

The proposed Archaeology Major program does not require accreditation or approval by any state agency other than the Commission of Higher Education, and the Archaeology Major program will not offer licensing or certification.

B. If graduates of the proposed program are subject to licensure or certification by any public or private agency, please provide a brief description.

Graduates of this program will not be subject to licensure or certification by any public/private agency.

ARTICULATION

A. Describe the institution’s efforts to link the proposed program to similar programs offered by other South Carolina institutions. Please provide an explanation of an entry path for students from two-year institutions, as appropriate.

Students transferring from a two-year college, such as Trident Technical College, with an Associate in Arts degree, would be able to finish the Archaeology Major with an Anthropology cognate-major in 2 years if they took the following General Education courses as part of their 2-year Associate of the Arts degree (Following a similar track would also result in a dual degree in Archaeology/History in 2 years):

An Example of General Education Courses Taken at Trident Technical College

ENG 101	English Composition I (3)	ENG 102	English Composition II (3)
CPT 101	Introduction to Computers (3)	SPC 205	Public Speaking (3)
ANT 101	General Anthropology (3)	MAT 110	College Algebra (3)
HIS 101	Western Civ. To 1689 (3)	HIS 102	Western Civ. Post 1689 (3)
ENG 201	American Literature I (3)	MAT 112	Pre-Calculus (5)
MAT 130	Elementary Calculus (3)	SPA 101	Elementary Spanish I (3)
SPA 102	Elementary Spanish II (3)	SPA 201	Intermediate Spanish I (4)
SPA 202	Intermediate Spanish II (3)	HIS 226	Black History/Culture, Sea Islands (3)
HIS 108	Intro. To East Asian Civ. (3)	ART 101	Art History & Appreciation (4)
ART 107	History of Early Western Art (3)	ART 108	History of Western Art (3)
HIS106	Intro. To African History (4)		

The transfer student from Trident Tech would then finish with courses at the College of Charleston. An (*) indicates a required core course or Capstone option in the Archaeology Major:

FALL SEMESTER, JR. YR.—16 semester hours

ANTH 201 Comparative Social Organ. (3) *ANTH 202 Archaeology (3)
 *GEOL 101/101L Physical Geology (4) *CLAS 104 Classical Archaeology (3)
 ELECTIVE (3)

SPRING SEMESTER, JR. YR.---16 semester hours

CLAS 303 Spec. Topics in Classical Civ. (3) ANTH 203 Language and Culture (3)
 ANTH 303 Paleolithic Archaeology (3) GEOL 105/105L Historical Geology (4)
 ELECTIVE (3)

SUMMER AFTER JR. YR.--- 8 semester hours

*ANTH 493 Summer Archaeological Field School (8)

FALL SEMESTER, SR. YR.---17 semester hours

HPCP 199 Intro. to Historic Preservation (3) ANTH 328 Aztecs, Maya, and Their Ancestors (3)
 ANTH 203 Intro. to Biological Anthro. (4) GEOL 272 Stratigraphy and Sedimentation (4)
 ELECTIVE (3)

SPRING SEMESTER, SR. YR.---16 semester hours

ANTH 210 History of Anthro. Theory (3) GEOL 449 Geographic Information Systems (4)
 ANTH 300+ Elective (3) ANTH 300+ Elective (3)
 ANTH 300+ Elective (3)

B. Please highlight any collaboration with other state institutions.

Faculty have supervised archaeological activities, and archaeology students have consistently interned, at several state agencies: South Carolina State Parks (Charles Towne Landing State Historic Site, Colonial Dorchester State Historic Site), the South Carolina Institute of Archaeology and Anthropology’s (University of South Carolina) underwater archaeology field office in Charleston, as both divers conducting underwater and remote sensing reconnaissance at the Topper Site (an early man site being excavated by Dr. Albert Goodyear of the University of South Carolina and SCIAA).. Students have interned at the H.L.Hunley Project’s Lasch Conservation Lab (Clemson University), which is also a favorite focus for student field trips. Students with an interest in Historic Preservation may take advantage of special opportunities and lectures offered by the College of Charleston/ Clemson joint graduate program in Historic Preservation. In addition, several College of Charleston graduates have obtained M.A. degrees in Anthropology/Archaeology from the University of South Carolina. We expect some students will continue to enter the USC graduate program in the future.

ESTIMATED COSTS

A. Provide a table (Table E) showing estimated annual costs for the first five years of the program, and how estimated program costs will be covered. Include a statement as to whether or not “unique cost” or other special state appropriations will be required or requested.

Most hours required by the major will be taken in (a) courses developed specifically for the major or (b) existing courses in which majors would be dispersed but for which additional sections would be required. The major requires between 32-39 credit hours, and we assume an average of 36 hours per major in order to estimate course sections needed and revenue associated with course taken to meet major requirements. For ease of calculation, we assume these will be taken as an average of 12 hours per year over the sophomore to senior years, an assumption consistent with the sample curricula and that does not affect the long-term calculation of revenue.

We include a modified version of Projected Total Enrollments that includes (a) the projected headcount for majors, (b) the number of hours per year for courses required by the major itself, (c) the estimated number of sections needed annually, based on an average section size of 25, and (d), the faculty required annually, based on the fact that a full-time tenure-line faculty member typically teaches 6 courses per year.

B. Table A2--Modified projected enrollments--SCH in major only

Year	Headcount	Hours required by the major annually	# of sections needed (average section size of 25)	Faculty required annually
2013-14	25	300	4.0	0.67
2014-15	30	360	4.8	0.8
2015-16	35	420	5.6	1.0
2016-17	40	480	6.4	1.1
2017-18	45	540	7.2	1.2

Cost and revenue calculations for business courses required by the major are based on the table above.

Estimated Costs by Year						
Category	1st	2 nd	3 rd	4 th	5 th	Totals
Program Administration (director's stipend + .25 FTE)*	\$26,125	\$26,125	\$26,125	\$26,125	\$26,125	\$130,625
Faculty Salaries (\$65,000 + 30% benefits representing average cost for existing faculty)	\$56,615	\$67,600	\$84,500	\$92,950	\$101,400	\$403,065
Graduate Assistants						
Clerical/Support Personnel (.10 of FTE)	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$19,500
Supplies and Materials	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Library Resources**	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Equipment						
Facilities						
Other (Operating)						
TOTALS	\$91,140	\$102,125	\$119,025	\$127,475	\$135,925	\$575,690

*Administration in the departments of the existing majors with which the Archaeology cognate major will be paired will handle questions and procedures for students participating in fieldwork and off-site projects. Capstone requirements within the Archaeology major will be handled by the Director and the Steering Committee. The 0.25 FTE is calculated on an average salary of \$65,000 + 30% benefits.

** The library budget for the Archaeology minor is \$1000 for book purchases; once the major is approved this amount will be increased to \$2000 through redistribution of the existing overall library budget.

SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$123,900	\$148,680	\$173,460	\$198,240	\$223,020	\$867,300
Other State Funding						
Reallocation of Existing Funds (Program Administration, faculty salaries, supplies)						
Federal Funding						
Other Funding (Foundation funding of clerical support)	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$19,500
TOTALS	\$127,800	\$152,580	\$177,360	\$202,140	\$226,920	\$886,800

* 413 per credit hour for in-state students is used to calculate revenue from students taking courses in the major

No “unique cost” or other special state appropriations will be required or requested.

INSTITUTIONAL APPROVAL

DATE: February 21, 2012 Chairs of Art History, Biology, Chemistry/Biochemistry, Classics, Discovery Informatics, Geology, History, Mathematics, and Sociology/Anthropology, and the Program Director of Historic Preservation and Community Planning.

DATE: February 22, 2012 Deans of the School of the Arts, School of Humanities and Social Sciences, School of Languages, Cultures, and World Affairs, and the School of Sciences and Mathematics.

DATE: March 8, 2012 Provost

DATE: March 15, 2012 Chairs of the Curriculum Committee, Budget Committee, and Academic Planning Committee.

DATE: April 3, 2012 Faculty Senate

DATE: April 20, 2012 President

DATE: April 20, 2012 Board of Trustees