Name of Institution

Coastal Carolina University

Name of Program (include concentrations, options, and tracks)

Bachelor of Arts in Anthropology and Geography

Program Designation

☐ Associate's Degree   ☐ Master's Degree

☒ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
☐ Yes
☒ No

Proposed Date of Implementation   CIP Code

Spring 2017   **45.0201**

Delivery Site(s)

Coastal Carolina University (Main Campus)
P.O. Box 261954
Conway, SC 29528-6054

Delivery Mode

☒ Traditional/face-to-face*   ☐ Distance Education
*select if less than 50% online   ☐ 100% online

                                            ☐ Blended (more than 50% online)

                                            ☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)

Dr. Carolyn Dillian, Associate Professor of Anthropology, 843-349-2777, cdillian@coastal.edu

Institutional Approvals and Dates of Approval

Coastal Carolina University Board of Trustees: October 1, 2015
Edwards College of Humanities and Fine Arts Curriculum Committee: November 11, 2015
Dean, College of Humanities and Fine Arts: November 12, 2015
Coastal Carolina University Academic Affairs: January 12, 2016
Coastal Carolina University Faculty Senate: February 3, 2016
Coastal Carolina University Provost: February 16, 2016
Coastal Carolina University President: February 17, 2016

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Coastal Carolina University (CCU) proposes a Bachelor of Arts in Anthropology and Geography, a degree that provides students with the skills and abilities to understand and analyze interactions between humans and their environments. By integrating two fields into a single B.A. program, CCU delivers a degree that is more comprehensive than each individual field could provide separately. Unlike single-discipline programs that fill upper-level course requirements with topical seminars, our students would be required to complete methods and skills-based courses that overlap both disciplines, yielding complementary perspectives and expertise while meeting the competitive technological and analytical requirements of today's job market. This new B.A. will provide an integrated perspective bridging cultural and physical landscapes that contribute to local and national developments and future careers in cultural heritage, resource management, sustainability, planning, and globalization.

The B.A. in Anthropology and Geography meets the needs of students seeking specialized humanities education and employment after graduation in fields that emphasize human and environmental interactions. We anticipate the majority of new majors will initially be drawn from disciplines in the humanities and sciences, including but not limited to: history, communications, politics, marine science, psychology, and sociology. Many of our potential future majors are currently earning a minor in either Anthropology or Geographic Information Systems. By offering a distinctive degree program that capitalizes on the collective strengths of Anthropology and of Geography, we will also attract students who might otherwise choose other institutions outside of South Carolina to pursue such programming.

This *integrated* approach will provide a path to a variety of possible careers in physical geography, Geographic Information Systems (GIS), anthropology, and archaeology (among others). CCU currently offers Anthropology and Geography experiential learning through fieldwork, methods courses, and study abroad; as well as internship opportunities with museums, consulting firms, government agencies, and community organizations that can lead directly to future employment. Students will be immediately hirable in industries such as heritage tourism, Cultural Resource Management, GIS, and museums. Locally, heritage tourism is growing rapidly, and visitors have opportunities to learn about cultures, history, archaeology, and landscapes at places such as Brookgreen Gardens, historic Charleston, and the Gullah-Geeche Heritage Corridor. Practical skills such as GIS, landscape reconstruction, archaeological excavation, anthropological methods, and materials analysis can provide a significant competitive advantage in finding lucrative employment after graduation.

The proposed B.A. program aligns with CCU's mission statement, which asserts that we seek to "… develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective." Our institution's current Strategic Plan calls for the creation of new programs that emphasize "…a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world" (Goal 1.4). The B.A. in Anthropology and Geography combines global experiences and local engagement with coursework and experiential learning opportunities in an increasingly multicultural region.

List the program objectives. (2000 characters)

Knowledge of global cultures and our environment is crucial in today's world. More importantly, global awareness is an important transferrable skill related to careers in heritage tourism, anthropology, archaeology, museums, GIS, consulting, foreign affairs, and government. The proposed mission of the Bachelor of Arts in Anthropology and Geography is:

1. To prepare students to conduct research into the human and physical landscape through experiential study of cultures and environments. This will yield an understanding of the cultural and physical attributes of specific regions and environments, as well as the links between regions that shape cultural and environmental change through time and on multiple scales. Such skills are increasingly important in employment in both the public and private sector as resource management and compliance become growing concerns for many industries.

2. To encourage students to think critically about the world around them, with an informed understanding of the intersection of human culture and geographic landscape. Students will demonstrate an in-depth knowledge of human ecology, demography, culture, and history. They will develop the ability to read critically, write well, and communicate clearly.

3. To provide opportunities for students to become adept at collaboration with colleagues in other fields of study that will capitalize on technological and analytical skills in preparation for employment in a wide range of career paths that benefit from a human landscape perspective, including anthropology, archaeology, heritage tourism, environmental consulting, GIS, and public service.

4. To guide students as they apply scientific research methods and design, including the ability to collect, synthesize, and interpret qualitative and quantitative cultural and geographic data using multiple methods, including cutting-edge digital formats. Students will investigate and pursue practical applications of anthropological and geographical knowledge through research and writing in a variety of media that will give them knowledge and procedures for future graduate study and/or public and private sector employment.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

There is a strong need for the skills provided by Anthropology and Geography majors in South Carolina. Tourism is South Carolina's largest industry, and heritage tourism – where visitors learn about the cultures, histories, landscapes, and sites of the region - is the fastest growing facet of that industry. Increasing nationwide over 13% since 1996, with over 150,000 jobs nationwide, heritage tourism results in $325.6 million annually in direct spending in South Carolina and the direct creation of 9,097 jobs, with 2,300 additional jobs created indirectly[1]. Local heritage tourism sites include Brookgreen Gardens, the Gullah-Geeche Heritage Corridor, Hampton Plantation, the National Register of Historic Places-listed Downtown Conway Historic District, and Historic Charleston. Coastal Carolina University already has an existing Memorandum of Understanding for historical archaeology conducted at Brookgreen Gardens. Graduates with a B.A. in Anthropology and Geography would be immediately employable in heritage tourism as archaeologists, anthropologists, interpreters, museum technicians, GIS technicians, and research assistants. For example, GIS and virtual reconstructions prepared by students and faculty in our proposed program will allow visitors to use smartphones and tablets to visualize what a site or landscape looked like in the past, adding a new dimension to site interpretation. According to a government position paper on cultural and heritage tourism, "education and training programs should include the significance and value of natural, historic and cultural resources, as well as an awareness of community development techniques such as land use planning, historic preservation and community cultural planning[2]."

In addition, local communities' permanent populations are also rapidly expanding. New residential and commercial development, road construction, and federal projects often require land, environmental, and cultural resource assessments performed by geographers and anthropologists. Myrtle Beach development (as determined by new building permits) increased 4.5%, and Charleston increased 31.18% just over the past year[3]. Recent CCU graduates with minors in Anthropology have gained employment in Cultural Resource Management, and those with the proposed integrated Anthropology and Geography B.A. will be even more competitive. Other careers that require Anthropology and Geography knowledge, such as archaeologists, cultural anthropologists, GIS technicians, museum specialists, and environmental technicians, are also growing rapidly (see Employment Opportunities on page 6). South Carolina needs skilled graduates able to perform these jobs.

Since this unique program integrates Anthropology and Geography, it positions CCU at the forefront in offering interdisciplinary analyses of anthropogenic landscapes. Simply stated, "anthropogenic" landscapes are places that have been affected by humans. Evidence for the increasing popularity of this kind of perspective on a national scale can be seen through new sustainability initiatives; resource management plans; scientific funding programs (i.e., NSF Dynamics of Coupled Natural and Human Systems Program); research communities (i.e., Princeton Institute for International and Regional Studies [PIIRS], Global Climate Change Research Community; and the U. of Utah faculty cluster in biodiversity and sustainability); and graduate programs (Ph.D. in Geography and Anthropology at Louisiana State University). Although stand-alone majors and minors in geography or anthropology exist at other South Carolina universities[4], we will be the first in the state with an integrated program that gives students necessary skills and expertise for a comprehensive and in-depth understanding of humans and their environments. Such a program allows students to capitalize on increasingly

desirable broad skill sets that make them more competitive in the job market. This will serve as an attractive major for undecided in-state and out-of-state students and potentially bring competitive new undergraduates to CCU.

The growing number of our own Anthropology and GIS minors (currently at 33 students) and steady enrollment in upper-level courses in both Anthropology and Geography indicate potential student demand for this program. In Spring 2015, a survey was conducted of 254 students enrolled in Anthropology and Geography courses. Students were asked if they would consider majoring in Anthropology and Geography, and given answer options of "yes," "maybe," or "no." In lower-level courses, 45% of students answered "yes" or "maybe" to this question (n=228). In upper-level courses, 89% answered "yes" or "maybe" to this question (n=34). This translates to a total of 132 students who would at least consider the new B.A. program and suggests a sustainable growth potential. As this degree will build upon extant capacity in Anthropology and Geography coursework already offered to support the two minors and various cognates, we view this new degree as a relatively efficient and economically advantageous addition to CCU's programs.

In South Carolina, the proposed B.A. in Anthropology and Geography will be the first integrated program to focus on human landscapes, a perspective that is tied to a national movement in heritage tourism, sustainability, resource management, and globalization. CCU follows a nationwide trend that recognizes that the contributions of each discipline inform and strengthen the other.[5] This will give our students a competitive advantage for career paths that are growing in South Carolina and the Southeast, particularly in heritage tourism, environmental consulting and compliance, cultural resource management, GIS, planning, disaster assistance, museums, and environmental science, as well as a strong methodological and theoretical knowledge base for possible graduate study in both fields. Locally, these career paths include a strong job market in heritage tourism as well as regulatory compliance, such as property surveys and contract archaeology conducted for residential and commercial development. Overall, there is good potential for growth.

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[1] Direct and indirect job creation supported by heritage tourism in the U.S. Source: http://www.nationalheritageareas.us/documents/ANHA_Eco_Imp_Report_2005_MGM2.pdf *Smiling Faces Historic Places: The Economic Benefits of Historic Preservation in South Carolina.* By Chad Lennox and Jennifer Revels, South Carolina Historic Preservation Office. http://shpo.sc.gov/pubs/Documents/hpEconomicsbooklet.pdf

[2] *A Position Paper on Cultural & Heritage Tourism.* Prepared by the U.S. Department of Commerce and the President's Committee on the Arts and the Humanities. http://www.pcah.gov/sites/default/files/05WhitePaperCultHeritTourism_2.pdf

[3] Federal regulations that can require compliance surveys include, but are not limited to: National Historic Preservation Act, National Environmental Policy Act, and the Coastal Zone Management Act. Real estate data: https://www.richmondfed.org/~/media/richmondfedorg/research/regional_economy/reports/snapshot/pdf/snapshot_sc.pdf accessed 3/7/2016

[4] Undergraduate degrees in Anthropology: University of South Carolina, Clemson, College of Charleston; undergraduate degree in Geography: University of South Carolina.

[5] California Polytechnic State University, University of Illinois-Chicago, University of Southern Maine, Vassar College, and Arkansas Tech University, are among the universities that offer a combined degree.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒Yes

☐No

If yes, complete the table and the component that follows the table on page 6. If no, complete the single narrative response component on page 10 beginning with "Provide supporting evidence."

Employment Opportunities				
Occupation/Industry	Expected Number of Jobs		Employment Projection	
	U.S.[6]	S.C.[7]	U.S.[6]	S.C.[7]
Heritage Tourism	152,324[8]	9,097[9]	13%[10]	10,279[11]
Environmental Science and Protection Technicians	38,900	263	19%	20.09%
Anthropologist and Archaeologist	8,600	No data available	19.4%	No data available
Museum Technicians and Conservators	12,100	77	7.1%	6.94%
Urban and Regional Planning	42,700	479	10.3%	11.92%
Geographer	2,200	No data available	29%	No data available
Cartographers and Photogrammatrists	14,500	164	20%	13.89%
Survey and Mapping Technicians	61,300	1,010	13.5%	14.9%
Surveyors (Real Estate Development)	46,800	941	10.3%	10.71%

[6] Source: U.S. Bureau of Labor Statistics, http://www.bls.gov/
[7] Source: SC Works, https://jobs.scworks.org/vosnet/lmi/default.aspx
[8] Direct and indirect job creation supported by heritage tourism in the U.S.. Source: http://www.nationalheritageareas.us/documents/ANHA_Eco_Imp_Report_2005_MGM2.pdf
[9] Source: SC Historic Preservation Office, http://shpo.sc.gov
[10] Source: President's Committee on the Arts and Humanities, http://www.pcah.gov
[11] Extrapolated from U.S. 13% growth data
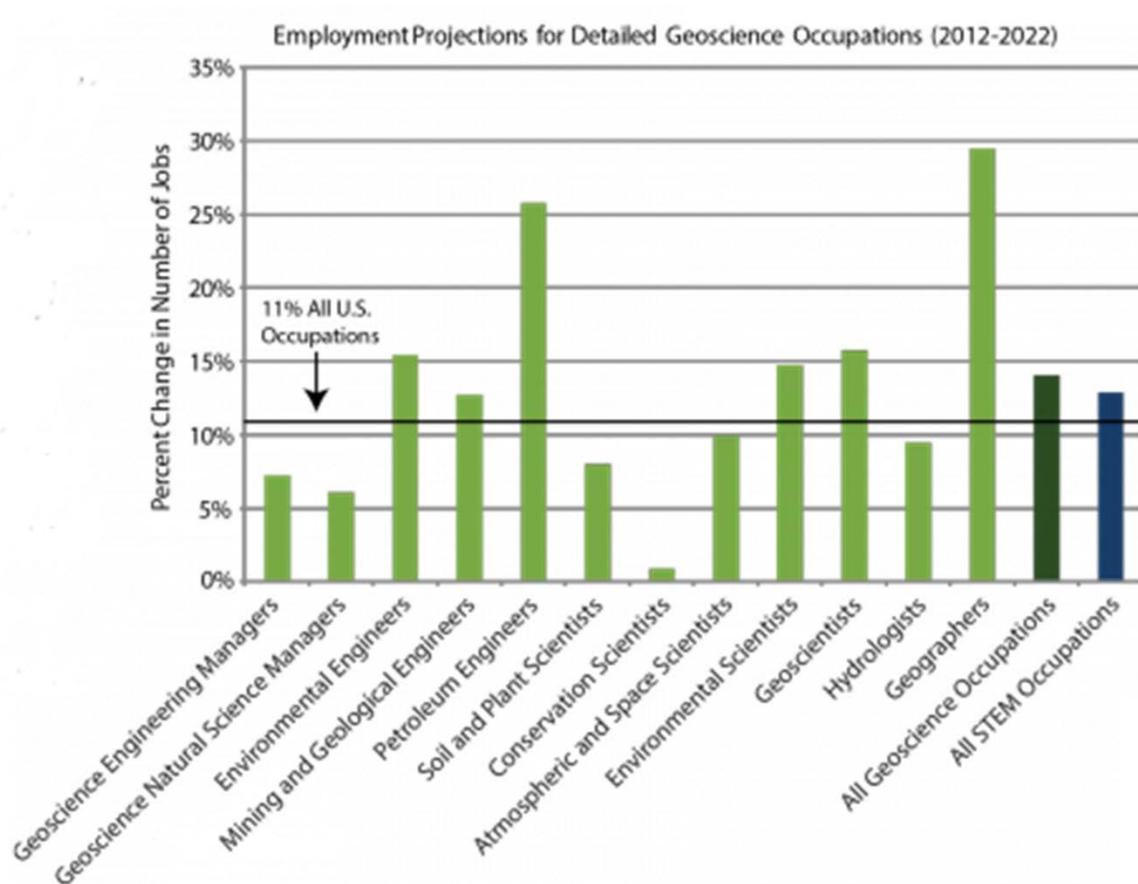
Source: American Geosciences Institute

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

A review of job advertisements conducted in August 2015 revealed that there are close to 200 active employment opportunities in the Southeast for recent Anthropology and Geography graduates, including anthropology/archaeology field and lab technicians and crew chiefs, Geographers/GIS specialists, museum technicians, planners, cartography technicians, surveyors, park rangers, site interpreters, archives technicians, and foreign affairs assistants, with salary ranges from approximately $30,000-$62,000 per year[12]. These jobs are offered in heritage tourism, private consulting and cultural resource management firms, U.S. government and state agencies, and museums. Many employers advertise that they are seeking recent graduates who possess *both* Anthropology and Geography (GIS or mapping) skillsets. Job applicants who demonstrate combined Anthropology and Geography knowledge will be more competitive and can command a higher salary. A survey of starting salaries for advertised jobs indicated that jobs requiring skills in both Anthropology and Geography paid approximately 14% more than those without a combined skillset. Salaries for jobs requiring *both* Anthropology and Geography skills averaged $20.26 per hour, while jobs requiring the skills of *either* Anthropology *or* Geography (but not both) averaged $17.67 per hour[13].

Employers in South Carolina include:

- **Museums and heritage tourism:** SC has over 200 museums that focus on cultural heritage, history, ecology, and archaeology. These museums and sites hire interpreters, collections assistants, technicians, and digital media specialists with skills in anthropology and geography and an anticipated career growth of 6.94%. Heritage tourism – visiting museums, sites, and communities - has grown 13% since 1996, and results in $325.6 million annually in direct spending in South Carolina and the creation of 9,097 jobs.[14] Nationally, over 150,000 people are employed directly or indirectly as a result of heritage tourism.[15]
- **Real estate developers:** Land, environmental, and cultural resource surveys performed by geographers and anthropologists are sometimes required for residential and commercial development. Myrtle Beach development (new building permits) increased 4.5% and Charleston increased 31.18% over the past year[16]
- **Cultural Resource Management (CRM):** Ten CRM firms have offices within SC (AF Consultants, Barr & Assoc., Bland & Assoc., Brockington & Assoc., Chicora Foundation, Edwards-Pittman Environmental, Search Inc., SME Inc., Terracon, TRC Solutions). Additional southeast regional companies operate within South Carolina but have home offices in neighboring states[17]
- **Environmental consulting and land surveying companies:** Over 100 environmental consulting and surveying companies have offices within South Carolina that hire anthropologists, geographers, and GIS specialists, with anticipated career growth in South Carolina at over 20% over the next ten years[18]
- **Local and state government planning departments:** Anthropologists and geographers work in community planning, tourism, GIS, and community services for local and state governments. Anticipated career growth in SC is 11.92%[19]
- **South Carolina state agencies:** Anthropologists and geographers are employed by agencies such as the Department of Natural Resources, SC State Parks, SC Historic Preservation Office, SC Institute for Archaeology and Anthropology[20]
- **U.S. government agencies:** Anthropologists and geographers are essential to the missions of the Department of Defense, the U.S. Park Service, the U.S. Forest Service, and the Federal Emergency Management Agency (FEMA). There are currently eight FEMA jobs in Anthropology and Geography advertised in SC with salary of $29 per hour[21,22]
- **Public and private agencies:** Anthropologists and geographers work in SC for tourism agencies, non-profit organizations, community development, agriculture, residential and commercial development, consulting, and environmental management.

In addition to providing a holistic perspective for a wide range of careers, Anthropology and Geography also incorporate important STEM skills, including materials analyses, physical geography, and GIS. Both Anthropology and Geography are anticipated to produce additional jobs in the next decade. Projected national employment for geographers is anticipated to rise by 29% between 2012 and 2022, outpacing other careers. In addition, the US Department of Labor has designated geospatial technology (including GIS and related technologies such as remote sensing) as a high-growth industry.[23]

Many of the career industries in Anthropology and Geography anticipate high growth within South Carolina and nationally (see Employment Opportunities table). According to the US Bureau of Labor Statistics, "Employment of anthropologists and archaeologists is expected to grow 19 percent from 2012 to 2022**,** faster than the average for all occupations." These numbers indicate a robust career choice that is growing at a significantly higher rate than the 11% growth forecast for all occupations. *U.S. News and World Report* has ranked Anthropology and Geography careers as 4 of the top 10 science jobs for 2016 (#4 Anthropologist, #6 Archaeologist, #7

Geographer, #8 Environmental Science and Protection Technician).[24] Graduates able to combine complementary skills from both fields will be even more desirable, and earn more, by bringing a cultural perspective to geographic problems and physical geography skills to anthropology.

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[12] Jobs advertised on www.archaeologyfieldwork.com, www.usajobs.gov, www.shovelbums.org, www.aam-us.org

[13] $20.26 vs. $17.67/hour. Review of advertised jobs on www.usajobs.gov on 1/19/2016.

[14] Source: www.southcarolinamuseums.org. Jobs advertised on http://www.aam-us.org/. http://shpo.sc.gov/pubs/Documents/hpEconomicsbooklet.pdf, and http://www.pcah.gov/sites/default/files/05WhitePaperCultHeritTourism_2.pdf

[15] Direct and indirect job creation supported by heritage tourism in the U.S.. Source: http://www.nationalheritageareas.us/documents/ANHA_Eco_Imp_Report_2005_MGM2.pdf

[16] Federal regulations that can require compliance surveys include, but are not limited to: National Historic Preservation Act, National Environmental Policy Act, and the Coastal Zone Management Act. Real estate data: https://www.richmondfed.org/~/media/richmondfedorg/research/regional_economy/reports/snapshot/pdf/snapshot_sc.pdf accessed 3/7/2016

[17] Ten CRM firms have offices within SC (AF Consultants, Barr & Assoc., Bland & Assoc., Brockington & Assoc., Chicora Foundation, Edwards-Pittman Environmental, Search Inc., SME Inc., Terracon, TRC Solutions). Additional southeast regional companies operate within SC. Register of Professional Archaeologists directory: www.rpanet.org

[18] Over 100 environmental consulting and surveying companies have offices within SC http://www.sac.usace.army.mil/Portals/43/docs/regulatory/Courtesy_List_Environmental_Consultants_October2014.pdf Anticipated career growth in SC: 20.09%

[19] Jobs advertised on http://www.masc.sc/Pages/municipalities/Job-Openings-By-Employer.aspx. Anticipated career growth in SC: 11.92%

[20] SC state jobs advertised on http://agency.governmentjobs.com/sc/default.cfm

[21] Eight FEMA jobs for anthropology/archaeology and historic preservation ($29/hour) advertised on jobs.scworks.gov as of 11/6/2015

[22] Federal jobs advertised on www.usajobs.gov

[23] http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

[24] http://money.usnews.com/careers/best-jobs/rankings/best-science-jobs

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒Yes

☐No

If yes, explain. (500 characters)

CCU already offers minors in Anthropology (currently housed in the Department of History) and GIS (currently housed in the Department of Politics and Geography). By creating a new Bachelor of Arts in Anthropology and Geography, we anticipate increased enrollment in both lower-level and upper-level courses that have traditionally served these minors, as well as regularly providing core skills, cognates, and electives for other majors. A new degree in Anthropology and Geography presents a way to study the intersection of humans and the environment on multiple temporal and spatial scales. Students will gain experiential and classroom knowledge that will benefit them as global citizens, with experiences in study abroad including ongoing programs in Kenya (ANTH 394: Koobi Fora Field School) and Greece (GEOG 491: Special Topics: Digital Technologies in Delphi), as well as new programs designed with CCU's study abroad office. Our majors may find complementary minors and degrees in subjects such as Intelligence and National Security Studies, Marine Science, History, or Politics, which will augment their qualification for employment in the region with the federal government, heritage tourism, environmental services, cultural resource management, and local communities. This new program may also attract students who would otherwise seek majors in Anthropology or Geography at other institutions outside the state by offering an opportunity to capitalize on integrated skills in *both* fields while more efficiently using resources already committed to minors and course sequences in these disciplines.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Dept. of Sociology & Anthropology Anth Major (BS) Minor (18 hrs)	College of Charleston	Emphasis on biological and cultural diversity. Offers field programs, study abroad, and global seminars.	Program is part of a combined Anthropology and Sociology department. Archaeology is a separate interdisciplinary program. Geography is not integrated.
Dept. of Political Science Geog. Minor (18hrs)	College of Charleston	Emphasis on global awareness, but with a focus on regional geography in South Carolina.	Only offers a Minor in Geography, housed in the Political Science Dept. Does not integrate Anthropology, and does not include GIS expertise.
Dept. of Geography Major (BA/BS) Minor (18 hrs) Masters (MA/MS) Ph.D.	University of South Carolina	Offers courses in quantitative research, methods and field work. Major emphasis on regional geography, digital spatial analysis, and GIS.	Does not integrate with Anthropology. Graduate programs available.
Dept. of Anthropology Major (BA) Minor (18 hrs) Masters (MA) Ph.D.	University of South Carolina	Students choose a specialty related to specific topical or geographic area. Includes fieldwork and study abroad in anthropology and archaeology.	Does not integrate with Geography, and students who want GIS skills must take courses outside department. USC has a stated focus on diasporas and social justice. Graduate programs available.
Dept. of Political Science & Geography Minor (18 hrs)	Francis Marion University	Introductory courses in human geography, landscapes, regions, and mapping.	Housed with Political Science. Only a Minor in Geography is available. No Anthropology program (1 introductory course offered).
Dept. of Sociology & Anthropology Anth Major (BA/BS) Minor (18 hrs)	Clemson University	Focus on academic and applied anthropology. Opportunities for field work and study abroad.	Housed with Sociology. Does not integrate with Geography. Students who wish to take mapping/GIS courses must do so in other departments.
Dept. of History & Geography Geog. Minor (18 hrs)	Clemson University	Introductory courses in human geography, landscapes, and regions.	Housed with the Dept. of History. Only a Minor in Geography is available. Not integrated with Anthropology. Added GIS/mapping in Spring 2016.

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment (3 & 4)						
Year	**Fall**		**Spring**		**Summer**	
	Headcount (1)	Credit Hours (2)	Headcount (1)	Credit Hours (2)	Headcount	Credit Hours
2016-2017	15	225	18	273	NA	NA
2017-2018	30	449	31	470	NA	NA
2018-2019	41	610	41	612	NA	NA
2019-2020	48	727	48	715	NA	NA
2020-2021	50	751	48	716	NA	NA

Note 1: Based on enrollment of 15 new students each fall and 5 new students each spring.
Note 2: Credit hours based on 15 hours per semester.
Note 3: First year total headcount based on 88% returning fall to spring and 82% returning spring to fall.
Note 4: Years 2-5 headcount based on 26.5% graduation rate of returning students after eight semesters 88% of students returning fall to spring and 82% of students returning spring to fall.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?
☐Yes

☒No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?
☐Yes

☒No

If yes, identify. (1000 characters)

We have planned meetings with nearby Horry-Georgetown Technical College to discuss an MOU which will be friendly to their AA/AS graduates who might select this new program as transfer students, but this has not been finalized. A sample MOU is attached.

Curriculum

Curriculum by Category			
Core Curriculum	Core		39-44 credits
Freshman Grad. Requirement	General Ed.	UNIV 110	3
Major Foundation Courses	Major	ANTH 101/101L Primates, People & Prehistory (4)	23
		ANTH 102 Understanding Other Cultures (3)	
		GEOG 121 World Regional Geography (3)	
		GEOG 200 Digital Earth (3)	
		GEOG 201 Physical Geography (4)	
		ANTH/GEOG 120 Cultures and Environments (3)	
		ANTH/GEOG 300 Human Landscapes (3)	
Major Foundation Courses	Theory	Choose 1 from the list	3
		ANTH 301 Anthropological Theory (3)	
		GEOG 301 Geographic Traditions (3)	
Major Foundation Courses	Methods	Choose 2 from the list	6-20
		ANTH 371/L Introduction to Forensic Archaeology and Anthropology (4)	
		ANTH 391 Ethnographic Field Research (3)	
		ANTH 394 Koobi Fora Field School (8)	
		ANTH 395 Prehistoric Arch. Field School (4-12)	
		ANTH 396 Historical Arch. Field School (4-12)	
		ANTH 398 Arch. Field Research (3)	
		ANTH 410Q Advanced Arch. Methods (3)	
		ANTH 495Q Internship in Anthropology (1-12)	
		GEOG 204 Introduction to GIS (3)	
		GEOG 310 Digital Cartography (3)	
		GEOG 311 Earth Observation (3)	
		GEOG 312 Spatial Analysis Using GIS (3)	
		GEOG 450 Ashes2Art (3)	
		GEOG 491 Special Topics in Geography/GIS (3)	
Major Requirements	Primary Concentration	Choose ANTH or GEOG primary concentration. 12 cr. **not** from Methods.	12
		ANTH courses 302 and higher; GEOG 202, and courses 302 and higher	
Major Requirements	Secondary Concentration	Choose ANTH or GEOG secondary concentration. 6 cr. **not** from Methods.	6
		ANTH courses 302 and higher; GEOG 202, and courses 302 and higher	
Major Requirements	Capstone	ANTH/GEOG 498 Anth/Geog Capstone (3)	3
Cognate or Minor	Cognate/Minor	12 credits **not** in ANTH/GEOG at 300 or higher **or** a Minor.	12-21
Electives	Electives	Electives	0-13

Total Credit Hours Required: **120**

Course Descriptions for New Courses

CCU has pre-existing minors in Anthropology and Geography; therefore, many of the classes included in the proposed major are not new but already in our current course offerings. Below are some new and existing courses that will contribute to the new B.A. program in Anthropology and Geography.

*Courses indicated with an asterisk are new courses that have been approved, but not yet taught. Courses *without* an asterisk are pre-existing courses that have been modified to align with the proposed B.A. in Anthropology and Geography. Courses with prefix ANTH/GEOG will be cross-listed.

Course Name	Description
*ANTH/GEOG 120: Cultures and Environments	This course will introduce students to intersections between people and the world around them. We will explore the ways in which the environment shapes human cultures, how cultures adapt and change the environment, and the feedback loops that are created in an anthropogenic landscape. We will use case studies to illustrate these theories and discuss how our perspectives inform our understanding and interpretation of environments and human cultures, both past and present.
*ANTH/GEOG 300: Human Landscapes	This course intensively examines the way in which anthropologists and geographers use landscape analysis in studies of the interaction between people and their environment. We will discuss the formation of anthropogenic landscapes and feedback cycles, and the way in which this affects human behaviors past and present. Case studies can include agriculture, climate change, pollution, population, urbanization, and the Anthropocene.
*ANTH/GEOG 498 Capstone in Anthropology and Geography	This course gives students the opportunity to synthesize the intersection of Anthropology and Geography in a capstone seminar that focuses on research and writing. Students will participate in readings, discussion, and a final paper that allows in-depth analysis of a selected case study.
*ANTH 301: Anthropological Theory	This course will provide an overview of the major theoretical approaches in anthropology. These include a wide range of perspectives such as evolutionary, functionalist, structuralist, and postmodernist, among others. The class will take a chronological approach in order to explore the development of schools of thought through time. We will use case studies to illustrate these theories and discuss how our perspectives inform our understanding and interpretation of human cultures and environments, both past and present.
*ANTH 391: Ethnographic Methods	Ethnographic research is one of the hallmarks of the discipline of Anthropology. In this course, we will examine the development and application of various ethnographic methods, such as participant observation, interviews, surveys, and investigations of archival data. We also explore the ways that anthropologists and other social scientists apply their ethnographic research skills in areas of education, business, and healthcare to find solutions to real world problems. Ultimately, students will gain practical research experience by designing and executing ethnographic research projects, which will require them to take field notes, photograph research sites, map social spaces, and utilize other relevant anthropological research techniques.

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ANTH 396: Historical Archaeology Field School	This course will introduce students to historical archaeology and will cover field and laboratory methods including excavation, mapping, survey and consultation of historical sources in the interpretative process. An ethnographic component, where applicable, will also incorporate oral history, interviews or other data from descendant communities for an ethno-historical approach. Although not the primary focus, excavations may uncover prehistoric material. Archaeological inquiry includes but is not limited to: the built environment, ritual practices, ethnicity/identity, childhood, socio-economic realities, and other topics through the lens of material culture. Students will learn to process artifacts by washing, labeling, identifying, and analyzing them on site and in a laboratory. Students will gather historical data from museums and other archival sources with which to compare archaeological findings.
ANTH 432: Cultural Resource Management	This course provides important specialized knowledge for students who may seek careers in archaeology, history, or historic preservation. Cultural Resource Management (CRM) is the archaeology, history, and historic preservation research conducted in response to federal, state, and local laws. A large number of archaeologists work in CRM, and this course gives students the knowledge to understand the laws and practice for the treatment of archaeological sites and historic resources. The course takes a topical approach, and will explore how archaeologists, historians, and historic preservationists operate within the CRM industry.
GEOG 200: Digital Earth	This course provides students with an introduction to existing and emerging geospatial technologies and their application across a wide range of disciplines dealing with intelligence, security, and decision making. Students will explore the geospatial technologies utilized in intelligence analysis, including Geographic Information Systems (GIS), Global Positioning Systems (GPS), and 3D visualization, develop hands-on skills in digital mapping and explore applications of geospatial intelligence in a number of fields, including defense intelligence, law enforcement, and emergency management.
GEOG 201: Introduction to Physical Geography	The spatial significance of land forms, water bodies and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three lectures and one two-hour laboratory per week.
GEOG 400: Geospatial Intelligence	This course provides students with an introduction to existing and emerging geospatial technologies and their application across a wide range of disciplines dealing with intelligence, security, and decision making. Students will explore the geospatial technologies utilized in intelligence analysis, including Geographic Information Systems (GIS), Global Positioning Systems (GPS), and 3D visualization, develop hands-on skills in digital mapping and explore applications of geospatial intelligence in a number of fields, including defense intelligence, law enforcement, and emergency management.

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor	F	ANTH 101: Primates People & Prehistory (F,S) 3cr. ANTH 395: Prehistoric Arch. Field School (M) 4cr. ANTH/GEOG 120 Culture & Environment (F,S) 3cr. ANTH/GEOG 300 Human Landscapes (S) 3cr. ANTH 333: North American Prehistory (F) 3cr. ANTH 410: Advanced Arch. Methods (F) 3cr. ANTH 432: Cultural Resource Management (S) 3cr.	Ph.D. in Anthropology U. of California, Berkeley, MS in Anthropology U. of Pennsylvania BA in Anthropology U. of Pennsylvania	Program Coordinator for Anthropology, Register of Professional Archaeologists, expertise in archaeological field and laboratory methods, research focus on anthropogenic landscape and prehistoric environments. Many publications and technical reports in archaeology and anthropology.
Assistant Professor	F	GEOG 121: World Regional Geography (F, S) 3 cr. GEOG 200: Digital Earth (F) 3 cr. GEOG 204: Intro to GIS (S) 3 cr. GEOG 312: Spatial Analysis Using GIS (F) 3cr. GEOG 400: Geospatial Intelligence (S) 3 cr. GEOG 491: Sp Topics in Geog/GIS (S) 3cr.	Ph.D. in Geography West Virginia University, MA in Geography West Virginia University ABD in Anthropology Syracuse University MA in History Syracuse University BA in History Duke University	Graduate coursework in Geography and Anthropology. GIS Minor and Certificate Program Coordinator, Specialized training in ArcGIS I, II, ArcSDE, Visual Basic, C# ESRI's ArcObjects; many publications and digital products in GIS and virtual landscapes.
Assistant Professor	F	GEOG 121: World Regional Geography (F,S) 3 cr. GEOG 200: Digital Earth (F) 3cr GEOG 201: Intro to Physical Geography (S) 4cr GEOG 202: Intro to Weather and Climate (F) 4cr GEOG 311: Earth Observation (S) 3cr GEOG 424: Geography of North America (S) 3cr GEOG 426: Geography of Latin America (S) 3cr GEOG 491: Sp Topics in Geog/GIS (F) 3cr	Ph.D. in Environmental Geog., Texas State U. MS in Geography Brigham Young University, BS in Geography Utah State University	26 graduate hours in geospatial technologies (GIS, RS, Cartography, Geocomputation, etc.); Peer-reviewed publications in the areas of physical geography, geospatial technologies, and environmental geography; Worked as a cartographer for the US Department of Transportation, National Scenic Byways Program

		Faculty and Administrative Personnel (Continued)		
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Assistant Professor	F	ANTH 102: Understanding Other Cultures (F,S) 3cr. ANTH 301: Anthropological Theory (S) 3cr. ANTH 313: Food, Identity & Migration (S) 3cr. ANTH 311: Global Music & Culture (F) 3cr. ANTH 314: Survey of African-Am. Music (F) 3cr. ANTH 391: Ethnographic Methods (F) 3cr.	Ph.D. in Anthropology & Ethnomusicology U. of Indiana, Bloomington MA in Music Education CUNY Hunter College BA in Music Education CUNY Hunter College	Expertise in rediasporization, with a regional focus on Guyana and the African Diaspora. Topics include immigration, ritual, performance, ethnicity-identity, race, gender, religion, and linguistic performance. Publications in cultural anthropology, music, performance, and identity.
Assistant Professor	F	ANTH 101: Primates People & Prehistory (F,S) 3cr. ANTH 345: Archaeology of Plantations (S) 3cr. ANTH 396: Historical Arch. Field School (M) 4cr. ANTH 430: Southeastern Archaeology (F) 3cr. ANTH 411: Archaeological Records (F) 3cr. ANTH 432: Cultural Resource Management (S) 3cr	Ph.D. in Anthropology U. of California, Berkeley MA in Anthropology Louisiana State University BA in Archaeological Studies; Boston University	Register of Professional Archaeologists, expertise in historical archaeology field and laboratory methods, material culture, and enslaved populations. Many publications and technical reports in archaeology and anthropology.
*Assistant Professor		ANTH/GEOG 120: Culture & Environment (F, S) 3 cr ANTH/GEOG 300: Human Landscapes GEOG 121: World Regional Geography (F, S) 3 cr. GEOG 200: Digital Earth (F) 3 cr. GEOG 204: Intro to GIS (S) 3 cr.		New hire in Human Geography
*Assistant Professor		ANTH 101: Primates People & Prehistory (F,S) 3cr. ANTH 394: Koobi Fora Field School (Su) 6cr. ANTH 301: Anthropological Theory (F) 3cr. ANTH 410: Advanced Arch. Methods (S) 3cr.		New hire in Physical Anthropology
Senior Instructor	F	GEOG 121: World Regional Geography (F,S) 3 cr. GEOG 201: Intro to Physical Geography (S) 4cr. GEOG 202: Intro to Weather and Climate (F) 4cr. GEOG 426: Geography of Latin America (S) 3cr.	MS in Geography Western Kentucky U. BA in General Studies, U. of SC, Coastal Carolina	Focus in world regional geography, geography of Latin America, Geomorphology, Climatology/Meteorology, , surface water drainage systems in Horry County, SC

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Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
			Faculty and Administrative Personnel (Continued)	
Teaching Associate	P	ANTH 101L: Primates, People & Prehistory Laboratory (F,S) 1cr.	MA in Anthropology U. of South Carolina BA in Anthropology College of Charleston	Focus on prehistoric and historic archaeology, material culture of enslaved populations, culture contact, and cultural adaptations.
Teaching Associate	P	GEOG 121: World Regional Geography (F,S) 3 cr.	MA in Urban & Regional Planning; U. of Colorado BA in Geog. & Env. Science and Political Science; U. of Colorado	Focus on urban and regional planning using geography and GIS.
Teaching Associate	P	GEOG 121: World Regional Geography (F,S) 3 cr.	MA in Geography University of Missouri MA in European History Western Carolina U. BA History Mars Hill Coll.	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty 4.57   Staff   1   Administration   .25

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

CCU has sufficient faculty to initiate the program. The program will also require 1 FTE administrative support. By year 2, we anticipate the need to hire a Human Geographer, and by year 3, we anticipate a need for a Physical Anthropologist. With additional growth of the program, we may request additional hires for part-time and full-time faculty to offer more sections of lower-level and upper-level courses, if necessary.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library supports the existing geography and anthropology minors and currently holds over 900 monographs in anthropology, human geography, and anthropogeography in print, audiovisual, electronic, and streaming media formats. Library holdings are supplemented with materials available through statewide consortia (PASCAL, DISCUS) and interlibrary loan. Journals are provided via publisher and aggregator databases and direct subscription, primarily in electronic format; the library subscribes to 580 serials in this area and most (94%) are core journals for anthropology/geography. In addition to general subject databases, Kimbel Library subscribes to history, sociology, and political science databases that support the proposed program: Historical Abstracts, Sociological Abstracts, Humanities Source, SocINDEX, America: History and Life, and GeoRef. Databases relevant to Geography/Anthropology not currently provided include: eHRAF, PAIS, Population Index, and A&I resources specific to Anthropology. All content provided by the library is accessible via the library's website through the online catalog and the library's discovery service.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Advisers already working within the Edwards College are sufficient in number to provide the needed support services without additional cost at this time. All university-wide academic support services (such as the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) would be available to these new majors, as they are to all students.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The program can be supported by our current equipment levels, including computer labs and software packages for GIS capability, and equipment housed in the Anthropology laboratory at CCU, including mapping and excavation equipment. This equipment will require regular replacement and software/technology upgrades to keep pace with best practices in the discipline, but the initial development of the major can be facilitated with our existing resources.

Will any extraordinary physical facilities be needed to support the proposed program?
☐Yes

☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The program can currently be supported by existing facilities. CCU has an Anthropology laboratory that contains equipment also useful to courses in physical geography. However, projecting increasing enrollment and additional hires may stretch the capacity of this facility. Faculty and student research requires a dedicated lab space, and laboratory classes in Anthropology and Geography must be taught in accessible lab facilities containing required specimens and equipment. A new academic building will come online in 2017 that will offer additional space for faculty offices, teaching, and research.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration (1)	$19,924	$20,323	$20,729	$21,144	$21,566	$103,686
Faculty Salaries (2)	$154,309	$177,271	$200,692	$204706	$293,824	$1,030,801
Graduate Assistants	$0	$0	$0	$0	$0	$0
Clerical/Support Personnel (3)	$11,383	$11,611	$11,843	$12,080	$12,322	$59,239
Equipment	$0	$0	$3,000	$3,000	$0	$6,000
Facilities	$0	$0	$0	$0	$0	$0
Supplies and Materials	$2,500	$2,500	$2,500	$2,500	$2,500	$12,500
Library Resources	$0	$0	$0	$0	$0	$0
Other*	$0	$0	$0	$0	$0	$0
Total	$188,117	$211,704	$238,764	$243,429	$330,212	$1,212,226
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	$352,257	$649,948	$864,761	$1,019,771	$1,038,277	$3,925,015
Program-Specific Fees	$0	$0	$0	$0	$0	$0
State Funding (i.e., Special State Appropriation)*	$0	$0	$0	$0	$0	$0
Reallocation of Existing Funds*	$0	$0	$0	$0	$0	$0
Federal Funding*	$0	$0	$0	$0	$0	$0
Other Funding*	$0	$0	$0	$0	$0	$0
Total	$352,257	$649,948	$864,761	$1,019,771	$1,038,277	$3,925,015
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	$164,140	$438,244	$625,997	$776,342	$708,065	$2,712,789

*Provide an explanation for these costs and sources of financing in the budget justification.

(1) Program administration based on .25 of Director's salary plus 24% fringe for year one. Years 2-5 are based on a 2% increase.

(2) 24% Fringe benefits included with faculty salaries. Years 2-5 are based on a 2% increase.

(3) Clerical/Support salary includes 24% fringe for year. Years 2-5 are based on a 2% increase.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Each of the required courses in the proposed Anthropology and Geography curriculum reflects the unique focus of this integrated degree program: to think critically about humans and their relationships and interactions with the world around them. Writing skills are emphasized throughout all phases of the curriculum alongside core concepts of Anthropology and Geography that build an understanding of human landscapes and our relationship to the environments we inhabit. At all levels of the curriculum, students are required to demonstrate skills of critical analysis and research that combine both disciplines. In addition, they are required to develop advanced skill sets and methods in their chosen specialization track, either Anthropology or Geography.

The curriculum is directed towards production of a comprehensive assessment portfolio that will be the program's principal assessment tool. In order to provide a comprehensive assessment of student learning, as well as to track overall program progress, each student will be tracked through this assessment portfolio that will contain scores for assessments at the foundational level, completion of methods and upper-level theory course assessments, a final capstone project, and a post-test. The post-test will measure the student's competency in understanding and applying the theoretical and methodological concepts learned throughout the curriculum.

Following completion of foundational courses in the program, students will be administered a standardized pre-test that will include a writing component. This will measure their basic understanding of the core concepts of Anthropology and Geography through the lens of human landscapes. This assessment instrument will serve as the baseline for tracking both individual student and program progress. Additional assessment instruments will be administered in the major theory concentration and major methods concentration courses to assess student comprehension of important concepts, methodological approaches, and skill sets in Anthropology and Geography.

The final capstone project will serve as a cumulative record of a student's development of relevant expertise in their chosen track. The final product of the capstone course is substantive and recognizable in a professional or advanced academic context. The two components of the project - discrete demonstrations of skills and critical knowledge gained throughout the curriculum - allow for a highly flexible assessment tool that can be used to investigate the impact of the curriculum at all levels, including a student's post-degree success. Programmatic Assessment occurs at different points in the degree program for different outcomes:

1). Assessing the current program:
   a. Each semester, individual course evaluations will be collected from students.
   b. For each key course selected, an SLO assignment chart will be prepared by the instructor to indicate whether course objectives, program objectives, and the assessments used in the course match the program assessment plan. These will be submitted to the Chair for archiving.
   c. Students will complete a pre- and post-test at the beginning and end of the degree program to track learning.
   d. Students will accumulate a portfolio of work containing test scores, projects, and written material that demonstrates a progression of learning throughout the program.
   e. Faculty teaching in the program will meet annually to discuss results and potentially update SLOs or other program objectives.

2). Graduation assessment:
   a. Graduation rates will be tracked.
   b. Graduating seniors will complete the Senior Survey/Exit Interview.
   c. Number and type of student presentations/publications will be tracked.
   d. Number of students pursuing advanced degrees will be tracked.
   e. Student employment offers will be tracked.
   f. Faculty teaching in the program will meet annually to review the results of the Senior Surveys and to make any recommendations for programmatic change.

3). Post-graduation assessment:
   a. An annual Alumni Survey will be distributed to determine how well the program is preparing graduates for post-graduate work and/or careers.
   b. Select employer surveys will be conducted to help determine if the program is adequately preparing graduates for their entry-level jobs in related fields.

4). Assessment report and program revision:
   a. Students' portfolio and post-test scores will be evaluated by members of the faculty using a standard rubric.
   b. Results and trends from these products will be discussed within the department by a committee of faculty.
   c. A departmental assessment report will be prepared that outlines program strengths and weaknesses, as revealed through the portfolio and post-test.
   d. The assessment report will be submitted and reviewed by the College of Humanities and Fine Arts and the University assessment committees.
   e. Results of this in-depth evaluation will be used to make improvements to the program.

The final student assessment portfolio, and the post-test administered at graduation, provide a means for overall program assessment in addition to assessing individual student learning over the course of the program curriculum. Student learning outcomes, as measured by student portfolios as well as pre- to post-test improvement, will be assessed using standard rubrics, and the results will be analyzed to determine strengths and weaknesses in program curriculum and instruction. This curricular approach leads to a process that facilitates ongoing improvement for the Anthropology and Geography program.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate a basic understanding of the cultural and physical attributes of specific regions, key environmental concerns, and the links between cultural and environmental change through multiple spatial and temporal scales.	Exams and assignments in major foundation courses: ANTH/GEOG 120: standardized pre-test administered to stablish baseline knowledge ANTH/GEOG 300: progress test administered at completion, assesses retention and progress ANTH/GEOG 301: theory courses will include assessment exam and assignments to determine comprehension and retention of key aspects of Anthropology and Geography. ANTH/GEOG 498: post-test to assess overall learning and retention through program completion
Articulate concisely through written and oral expression the issues (e.g., social, cultural, physical, environmental, technical, and economic) common to research in Anthropology and Geography.	Discussions, exams, and papers assigned in the theory and methods sequences that require students to reflect on concepts learned in foundational and required major courses. Reflection and assessment activities will become part of the final student portfolio and evaluated based on a standard rubric. Can include projects in any upper-level ANTH/GEOG courses.
Demonstrate applied competency with core concepts and methods, and their applications in Anthropology and Geography research.	Experiential course opportunities in anthropological or archaeological fieldwork, study abroad, and/or advanced GIS or geography fieldwork courses to add written and project material to assessment portfolio (Courses: ANTH 371/L, 391, 394, 395, 396, 398, 410Q, 495Q, or GEOG 204, 310, 311, 312, 450, 491). Participation in and completion of final project in ANTH 498 Capstone/GEOG 498 Capstone that demonstrates students' ability to conduct appropriate research relevant to the topic and measures students' progress as it marks the culmination and polishing of skills established throughout the program.
Demonstrate an understanding of hands-on methods and skill sets in anthropology/archaeology and geography/GIS	Hands-on exercises/fieldwork and exams in the ANTH/GEOG methods sequence (Courses: ANTH 371/L, 391, 394, 395, 396, 398, 410Q, 495Q, or GEOG 204, 310, 311, 312, 450, 491) assessed through a standard rubric that is based on instructor observation, practical exams, final projects, and fieldwork reports.

Will the proposed program seek program-specific accreditation?
☐Yes

☒No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?
☐Yes

☒No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?
☐Yes

☒No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

Sample Memorandum of Agreement

Partnership for Associate in Arts (A.A.) – Bachelor of Arts (B.A.) in Anthropology & Geography

Horry Georgetown Technical College and Coastal Carolina University

Purpose

This memorandum of Agreement establishes a partnership between Horry Georgetown Technical College and Coastal Carolina University for the development and implementation of a completion (2+2 program) for a Bachelor of Arts degree in Anthropology and Geography at Coastal Carolina University. This partnership is designed to increase the higher education opportunities for the graduates of Horry Georgetown Technical College's Associate in Arts program.

Coastal Carolina University (CCU) and Horry Georgetown Technical College (HGTC) agree to provide the opportunity for a seamless transition for Associate in Arts graduates of the Horry Georgetown Technical College to the Bachelor of Arts in Anthropology and Geography at the University.

Horry Georgetown Technical College is a publicly supported comprehensive community / technical college, part of the SC Technical College System, and is authorized to award associate degrees, diplomas and certificates. Coastal Carolina University is a public, mid-sized, comprehensive liberal arts-oriented institution offering bachelor's and Master's level degrees. Both institutions are accredited by the Southern Association of Colleges and Schools.

Horry Georgetown Technical College agrees to:

- Provide coursework for the completion of the associate degree in arts with student advisement for transfer coursework.
- Consider additional course offerings for transfer to fulfill CCU's core.
- Assist with marketing and recruiting of associate degree graduates.

Coastal Carolina University agrees to:

- Accept a maximum of 76 credit hours of articulated HGTC coursework towards Coastal Carolina Bachelor of Arts in Anthropology and Geography.
- Facilitate advising of Horry Georgetown Technical College students for a seamless transfer of courses to Coastal Carolina University. The University will provide staff for collaboration in order to advise Horry Georgetown Technical College students who wish to transfer to Coastal Carolina University.

Horry Georgetown Technical College and Coastal Carolina University both agree to:

- Collaborate for joint utilization and/or scheduling of facilities, faculty and support services.

- Review this Memorandum and amend as mutually agreed upon. At minimum, the memorandum will be renewed every three years, if mutually acceptable.

- Monitor and adapt, as needed to ensure successful implementation to meet the needs of Horry Georgetown Technical College transfers. The institutions will continue to coordinate for the purpose of curriculum alignment.

In order to receive transfer credit, students must do the following:

1. Complete the Associate in Arts Degree that includes specific courses identified by this agreement.
2. Earn no less than the grade of C in any course.
3. Meet with a Coastal Carolina University advisor before enrolling in University coursework. This is recommended prior to graduation from Horry Georgetown Technical College or as soon as possible following associate degree completion.
4. Complete additional TRANSFER general education courses, as indicated, either before or after transferring to the University, at either Horry Georgetown Technical College or Coastal Carolina University.
5. Meet admission criteria for transfer admission.

Attachment: Program Plan for Students

AFFIRMED BY:

For Horry Georgetown Technical College: For Coastal Carolina University:

_____   _____
Shirley Butler, AVP for Academic Affairs   Dan Ennis, Dean of Humanities & Fine Arts

_____   _____
Marilyn Fore, Senior Vice President   J. Ralph Byington, Provost

_____   _____
H. Neyle Wilson, President   Date   David A DeCenzo, President   Date

HGTC + CCU degree in: Anthropology and Geography (B.A.)

Freshman Year (Horry Georgetown Technical College)

First Semester (Fall 1)

Course	Course Description	Credits
ENG 101	English Composition I	3
MAT 110	College Algebra	3
SPC 205	Public Speaking	3
CPT 101	Introduction to Computers	3
Language 101*		4
	Total	16

Second Semester (Spring 1)

Course	Course Description	Credits
ENG 102	English Composition II	3
MAT 120	Probability & Statistics	3
HIS 101	Western Civilization to 1689	3
BIO 101	Biological Science I	4
Language 102*		4
	Total	17

Third Semester (Summer 1)

Course	Course Description	Credits
GEOG 102**	World Geography	3
	Total	3

Sub total Freshman Year 36

Sophomore Year (Horry Georgetown Technical College)

Fourth Semester (Fall 2)

Course	Course Description	Credits
BIO 210	Anatomy & Physiology I	4
HIS 201	American History: Discovery to 1877	3
SOC 101	Intro to Sociology	3
HIS 102	Western Civilization Post 1689	3
REL 103	Comparative Religion	3
	Total	16

Fifth Semester (Spring 2)

Course	Course Description	Credits
BIO 211	Anatomy & Physiology II	4
HIS 202	American History: 1877 to present	3
MUS 105	Music Appreciation	3
ART 101	Art History and Appreciation	3
ANT 101	General Anthropology	3
	Total	16

Sub total Sophomore Year 32

Junior Year (Coastal Carolina University)

Sixth Semester (Fall 3)

Course	Course Description	Credits
ANTH 101/L	Primates, People and Prehistory	4
A/G 120	Cultures & Environments	3
GEOG 200	Digital Earth	3
GEOG 121*	World Regional Geography	3
A/G 302+	Upper level in Primary Track	3
	Total	16

Seventh Semester (Spring 3)

Course	Course Description	Credits
ANTH 102	Understanding Other Cultures	3
GEOG 201	Physical Geography	4
A/G 300	Human Landscapes	3
A/G 301	Theory in Primary Track	3
A/G 302+	Upper level in Primary Track	3
	Total	16

Maymester: students interested in Archaeology should take a field school: ANTH 395 or ANTH 396

*Students may take GEOG 102 at HGTC instead recommended Summer 1. Substitute cognate/minor.

Sub total Junior Year 32

Senior Year (Coastal Carolina University)

Eighth Semester (Fall 4)

Course	Course Description	Credits
Cognate or Minor		3
Cognate or Minor		3
Cognate or Minor		3
A/G 302+	Upper level in Secondary Track	3
A/G 302+	Upper level in Primary Track	3
	Total	15

Ninth Semester (Spring 4)

Course	Course Description	Credits
Cognate or Minor		3
Cognate or Minor		3
A/G 302+	Upper level in Secondary Track	3
A/G 302+	Upper level in Primary Track	3
A/G 498	Capstone	3
	Total	15

Sub total Senior Year 30

*students should complete 2 semesters of foreign language.
**may take GEOG 121 at CCU instead following matriculation
if taking at CCU, substitute PSY 101 or SOC 205 here.

TOTAL CREDIT HOURS
130

March 17, 2016

Carol Osborne, Ph.D.
Associate Dean
Edwards College of Humanities and Fine Arts
Coastal Carolina University P.O. Box 261954 Conway, SC 29528-6054

Dear Dean Osborne,

We enthusiastically support the proposal for a Bachelor of Arts in Anthropology and Geography
at Coastal Carolina University. It is our view that in this increasingly globalized world, where
for example a refugee crisis halfway around the globe can have direct ramifications on South
Carolina communities, and where thousands of South Carolinians work for multinational
corporations based in Europe, Asia or South America, it is vital that more South Carolinians are
provided with the exposure to the tools of anthropology to navigate this world. While we offer a
Bachelors of Arts degree in Anthropology, our program has an explicit four-field (archaeology,
biological anthropology, linguistic anthropology, and cultural anthropology) focus, where all
students are trained in depth in each field, the proposed degree at Coastal will have a much
greater focus on archaeology and cultural anthropology, combined with physical geography and
GIS studies. As a result, the two degree programs will be significantly different, and train
students with different skill sets drawing on a common intellectual foundation. The Bachelors of
Arts degree from Coastal Carolina will help to produce a greater number of South Carolina
citizens who are equipped with the understanding to successfully integrate diverse cultural
perspectives into their daily lives, and contribute to a more diverse and engaged South Carolina
populace. We look forward to Coastal Carolina University offering this degree, and anticipate
that Coastal students will consider continuing their studies in Anthropology at USC Columbia by
pursuing our MA, PhD, or Certificate in Historical Archaeology and Cultural Resource
Management.

Should you require any further information from me about our support for this program, please
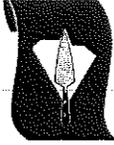do not hesitate to contact me.

Sincerely,

Kenneth G. Kelly

Professor and Chair

SOUTH CAROLINA INSTITUTE OF ARCHAEOLOGY AND ANTHROPOLOGY

March 8, 2016

Dr. Carolyn Dillian
Department of History
Coastal Carolina University
125 Chanticleer Dr., W.
Conway, SC 29526

RE: Support for new B.A. in Anthropology and Geography

Dear Program Review Committee:

I am writing in support of Coastal Carolina University's proposed development t of a new B.A. program in Anthropology and Geography that will combine knowledge from both fields in ways that strengthen the student experience and increase their marketability in the job market following graduation. The proposed emphasis on the interaction between humans and their environments, past and present, will prepare students for a range of careers or to go on to graduate study.

Anthropology and Geography are complimentary disciplines and provide complimentary skills. For example, it is becoming increasingly important for archaeologists to have expertise in Geographic Information Systems (GIS) in order to create digital models of past occupation areas on local, regional, or continental scales. Cultural anthropologists also use GIS in studies of modern people, to look at a range of topics from foodways, to landscape use, to settlement patterns, to ethnic boundaries and cultural territories.

At the South Carolina Institute for Archaeology and Anthropology, the knowledge acquired through both Anthropology and Geography is important. Archaeological survey and site locations are mapped on a master database called ArchSite that uses GIS layers to display different kinds of resources, topographic features, survey areas, and archaeological and historical sites. In order to create GIS databases like this, it is helpful to have employees with skills in both Anthropology and Geography.

In South Carolina, heritage tourism, where visitors learn about cultural traditions, history, and archaeology, is also growing. Places like Charleston's historic district, the Gullah-Geeche heritage corridor, Brookgreen Gardens, historic battlefields, and historic plantations are popular for visitors. These places can also lead to employment for Anthropology and Geography graduates.

In addition, Cultural Resource Management firms, government land management agencies, and research institutes are seeking employees who have Anthropology and

Geography knowledge, with a particular emphasis on archaeology, cultural anthropology, GIS, mapping, and physical geography. The ability to demonstrate knowledge and experience in both these fields will make graduates more attractive in a competitive job market. I know from personal experience that several students with anthropology degrees who also took a GIS course during their college experience, now work for the government in well paid jobs. I can also attest that such a program will make students interested in academic careers stronger candidates if they desire to go on to graduate school.

A new B.A. program in Anthropology and Geography is different from other programs offered within the state, but will provide students with a unique opportunity to gain interdisciplinary and complementary skills and knowledge that will benefit them in their future careers.

Sincerely,

Steven D. Smith, Ph.D.
Director
Research Associate Professor
South Carolina Institute of Archaeology and Anthropology
University of South Carolina
1321 Pendleton St.
Columbia, SC 29208

March 9, 2016

Dr. Carol Osborne
Associate Dean
Edwards College of Humanities and Fine Arts
Coastal Carolina University
P.O. Box 261954
Conway, SC 29528-6054

OFFICE OF THE DEAN

Clemson University
170 Sirrine Hall
Clemson, SC
29634-1301

P 864-656-3177
F 864-656-4468
cbbs@clemson.edu

Dear Dr. Osborne:

The Department of Sociology and Anthropology at Clemson University, and our anthropology faculty in particular, welcome the addition of a new anthropology degree program in the state. We look forward to working with our Coastal Carolina colleagues in the future to promote the study of anthropology.

Best wishes with the development of your program as you move forward.

Sincerely,
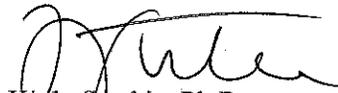
Kinly Sturkie, Ph.D.
Interim Chair
Department of Sociology & Anthropology

&

Associate Dean for Academic Affairs
College of Business and Behavioral Science

March 14, 2016

To whom it may concern,

I have reviewed the proposal for a new Bachelor of Arts in Anthropology and Geography from Coastal Carolina University, and shared it with the senior Geographer in our department. We have no objections to the new major. We do not have a Geography major here at Clemson (only a minor) so this will not duplicate a degree we currently offer.

DEPARTMENT OF HISTORY
College of Architecture, Arts & Humanities

Clemson University
126 Hardin Hall
Box 340527
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F 864-656-1015

Sincerely,
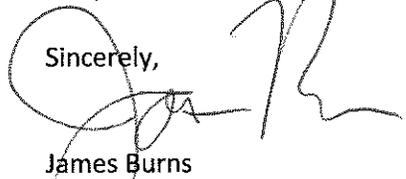
James Burns
Chair
Department of History and Geography
Clemson University
Clemson, SC 29634

FRANCIS MARION UNIVERSITY

Department of Political Science
and Geography

March 17, 2016

Dr. Carol Osborne
Associate Dean
Edwards College of Humanities and Fine Arts
Coastal Carolina University
P.O. Box 261954
Conway, SC 29528-6054

Dear Dr. Osborne,

Thank you for sending me the proposal by Coastal Carolina University to create a Bachelor of Arts Degree in Anthropology and Geography. Francis Marion University currently offers a minor in geography and one anthropology course. Consequently I do not believe that Coastal Carolina's new program in anthropology and geography will adversely affect Francis Marion's geography program.

My colleagues and I wish you well with this new program.

Sincerely,

David R. White
Professor of Political Science
and Department Chair

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Anthropology
(704) 687-3203
FAX (704) 687-3209

March 10, 2016

Program Review Committee
Coastal Carolina University
Conway, SC 29528

I am writing at the request of Dr. Carolyn Dillian, Associate Professor of Anthropology and Coordinator
of the Anthropology Minor at CCU. Dr. Dillian has asked me to comment on the proposed joint major in
Geography and Anthropology.

My Background
As background, I have taught in Anthropology at UNC Charlotte since 1980, while the university grew
from about 12,000 students to our current enrollment of just over 28,000. I was the founding chair of
the Department of Anthropology, when we split from our friends in Sociology, and served as chair for
7 ½ years until December 2014. I have served in leadership roles on this campus, such as chair during
2010-2012 of the Undergraduate Course and Curriculum Committee which reviews all new
undergraduate courses and programs across the university, and as a member of the Council of Honors
Programs Directors. As an archaeologist, I have served in leadership positions on the Boards of Directors
of the Society for American Archaeology and the Southeastern Archaeological Conference, and as
president of the Archaeology Division of the American Anthropological Association.

My Assessment
With this background, I am very excited by the idea of a joint undergraduate major in Anthropology and
Geography. The two fields have significant overlapping intellectual interests; together, I think they have
excellent potential to prepare students for participation in our increasingly globalized world of work and
world of public engagement. There are at least three ways that the fields of Geography and
Anthropology complement each other: skills, a global perspective, and interdisciplinarity.

Skills: Both Geography and Anthropology emphasize hands-on, field- or lab-based skills. These include
ethnographic methods such as participant-observation, surveys, and interviews; field methods such as
archaeological excavation, remote sensing, and soil science; and analytical methods such as Geographic
Information Systems (GIS), which are widely used in social science, environmental science, and public
policy. Joining these two disciplines will provide students with excellent choices in gaining practical,
hands-on research skills. Such skills can be applied to academic pursuits, such as a graduate education,
or to work situations in planning, policy, transportation, health care, and other fields.

Global Perspective: A cross-cultural, global perspective is intrinsic to both Geography and Anthropology.
A joint major can build on the distinctive strengths of each intellectual perspective, such as the focus on
human cultural values in Anthropology and the focus on spatial distribution of human activities in

Geography. Together, these overlapping perspectives strengthen students' understanding of and respect for the diversity of human societies. That perspective is essential for success in the globalized work world, and for flexibility in decision-making in both local and national public policy.

Interdisciplinarity: Both Geography and Anthropology gain strength from overlap and intellectual interaction with other academic fields in the humanities (e.g., History), social sciences (e.g., Political Science), and the natural sciences (e.g., Biology and Geology). The combination is intellectually very powerful. A focus on GIS applications would provide a key skill now used in all of these fields and in many work situations.

A combined major in Geography and Anthropology will support student academic and professional goals in a wide range of fields of potential employment, including (among others): environmental planning, heritage management and tourism, health care planning and management, international aid and development, non-profit management, and K-12 education. In addition, a joint major will strengthen faculty research and public outreach in these fields as well, especially in the distinctive environment of the Low Country. I can envision a wide range of potential internships in your region that would serve students in a joint major.

Of course, I cannot comment on admission requirements at other universities than my own. But, I can tell you that neither the Dept. of Anthropology nor the Dept. of Geography at UNC Charlotte require that MA students apply with a specific undergraduate major in either anthropology or geography. However, both departments want students to be familiar with core concepts and methods of the specific field, and to be able to communicate their goals effectively. I know that I would welcome a successful student from a joint major in Anthropology and Geography in my MA program, and I believe our Dept. of Geography would as well (although, to be transparent, a candidate for the MA in Geography would need more background in statistics than a candidate for the MA in Anthropology).

I hope that Coastal Carolina University is successful in establishing this innovative joint major. Thank you for the opportunity to comment on the concept.

Yours truly,

Janet E. Levy
Professor and Director of Graduate Studies

Program Review Committee
Coastal Carolina University
125 Chanticleer Drive West
Conway, South Carolina 29526

March 9, 2016

Re: Combined Bachelor of Arts Degree in Anthropology and Geography

To the Committee:

As a professional archaeologist with 30+ years of experience working in the southeastern United States, western Canada, and the Bahamas, I strongly believe that the study of Anthropology and Geography within a single degree-stream will provide great benefits to students, particularly as they pursue careers beyond the university. The strength of studying these disciplines in combination provides an opportunity to gain a holistic understanding of the relationships of people with the physical landscape, social landscapes past and present, and how we integrate ourselves today in our modern landscape and society. The strong analytical background of geographic research provides an excellent framework for the study of social behaviors. The prominence of Geographic Information System technology in almost every field attests to the importance and real-world applicability of this powerful tool. Graduates who can visualize and analyze information in this manner will be highly successful, whether they pursue careers in anthropology, geography, or in any other field.

My firm routinely hires recent graduates with either a Bachelor's or a Master's degree. Candidates with demonstrated GIS skills or experience utilizing spatial information are highly valued. So much of the archaeological research that we conduct requires a strong understanding of spatial relationships. The ability of researchers to interpret or predict situations and conditions based on small samples of data collected over a given space is essential. Ready access to anthropological, archaeological, and geographic approaches during one's education is the most advantageous way to gain these skills and knowledge.

Personally, I gained graduate instruction in quantitative methods through the geography department at my alma mater; our archaeology faculty lacked strong skills in these approaches at that time. Archaeology graduate students were encouraged to take classes in the geography department. I found that the examples employed to teach specific analytical methods often dealt with issues in the world today. This provided a good understanding of how analytical techniques work and how they can be applied to all kinds of datasets. Interestingly, many examples also were drawn from archaeological research since the geography professors teaching quantitative methods often sat on the archaeology graduate committees. These geographers felt that is was important for their majors to understand the time depth to which geographical analyses and approaches can be applied.

I hope my comments are helpful in your decision. I am happy to provide any additional information or experience that I may have concerning this proposal.
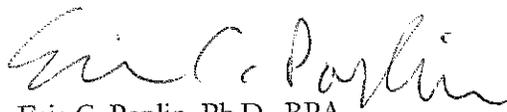
Eric C. Poplin, Ph.D., RPA
Senior Archaeologist