



# CORE CURRICULUM



## INTRODUCTION

Coastal Carolina University's core curriculum is based on three principles:

- \* that there are common areas of knowledge which all persons should possess;
- \* that the courses comprising the curriculum are the best means for obtaining the skills of critical thinking, research, writing, listening, and speaking; and
- \* that the knowledge and skills are applicable across disciplines.

As the framework for undergraduate education, the core curriculum introduces the student to the disciplines, which provide a background in the liberal arts and sciences. These courses are assigned 1) to provide a basic level of experience that broadens awareness and increases understanding and 2) to include independent and cooperative learning opportunities through the appropriate use of technology.

## GOALS

Upon completion of the core curriculum, students should possess the following:

### \* **An Ability to Communicate Effectively**

*Rationale:* Communicating thought is the most commonly used ability. The ability to comprehend and analyze oral and written language and to express oneself clearly and effectively are fundamental skills. Undergraduate students should achieve a level of proficiency in reading, writing, listening and speaking which sets them part from less educated persons. Writing, speaking, reading and active listening provide a means of unrestricted exchange of ideas which is fundamental to other types of development.

### \* **An Ability to Locate and Process Information**

*Rationale:* As our society experiences profound changes brought on by the growth of information and reliance on technology, the importance of self-initiated learning becomes increasingly apparent. Students should be able to independently use and analyze a variety of information-gathering techniques and effectively acquire new understandings from their experiences.

### \* **An Ability to Reason Analytically and Abstractly**

*Rationale:* Logical thinking and problem solving abilities are inherent skills of an educated person. The acquisition of mathematical skills, the application of quantitative relationships, the interpretation of statistical concepts/data, and an understanding of the development of mathematics and logic including math-based word problems, are essential in developing reasoning abilities.

### \* **Knowledge of Mathematical Concepts**

*Rationale:* The ability to perform comparative reasoning, to translate between quantitative and qualitative representations of a problem, and to perform the mathematical analysis necessary to solve a problem are essential attributes of a university education, even for nonscientists. An understanding of the power and the limits of mathematical and statistical

reasoning enables one to better understand the issues involved in the complex scientific and technical matters that face our society and to function actively as a democratic participant in solving those problems.

\* **Knowledge of Scientific Concepts**

*Rationale:* The student's ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science leads to an understanding of scientific concepts, the scientific method, and the dynamic processes which shape and maintain the universe and its life.

\* **Knowledge of the Foundations of Thought and Human Expression**

*Rationale:* Exploring the thoughts and ideas, and creative expressions of others should be central to the undergraduate experience. Education should provide opportunities of experience and appreciate accomplishments in the arts and to develop a sense of ethics and responsibility.

\* **Knowledge of the Structure and Development of the United States**

*Rationale:* Students should become knowledgeable of the cultural heritage of the U.S. and its importance in contemporary events. An understanding of the basic frame works of our society is crucial to effective performance within American culture and the responsibility/role of each individual within society.

\* **Knowledge of the Structure and Development of Other Countries of the World**

*Rationale:* A basic knowledge of the world and the ability to learn from other cultures—a global view—leads to an awareness, respect, tolerance, and understanding of cultures and languages which differ from our own. Education should provide an awareness of the world and of the achievements of civilization by examining the problems, issues and choices that confront citizens of the world.

\* **Knowledge and Skills of Sound Health Practices**

*Rationale:* A liberally educated individual in the traditional sense develops as a whole person, integrating body, mind, and spirit. A knowledge of and the ability to apply sound health practices, principles of wellness and healthy attitudes and habits enables one to lead a long, productive, quality life.

## **PROFICIENCY REQUIREMENTS**

1. *Writing:* Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. *Therefore*, every student must successfully complete English 101 and 102 as well as one course that is designated as Writing Intensive in each of the sophomore, junior, and senior years. Writing Intensive courses provide instruction in writing appropriate to the course and require clear prose in such forms as short essays, laboratory reports, and research papers. These courses are designated Writing Intensive in the *Catalog*.
2. *Foreign Language:* In order to demonstrate proficiency in a foreign language, every student must successfully complete the 130 or a higher level course in French, German, Japanese, Latin, or Spanish. Students whose native language is one other than English and who have earned at least a score of 500 on the TOEFL examination, with the concurrence of the Dean of their school and the Chair of the Department of Foreign Languages, are exempt, without credit, from this requirement. Students

with acquired proficiency or transferable credits in a foreign language not offered at Coastal Carolina University should consult with the Chair of the Department of Foreign Languages. It is expected that the foreign language requirement will be satisfied no later than the end of the sophomore year.

3. *Library Research:* Developing a student's ability to conduct effective library research is essential to the aims of a liberal education. Students will receive basic instruction in library research methods and resources in several of the core courses. Where appropriate, independent library investigation will be an integral part of course work. Courses in each major will introduce students to library methods and resources relevant to that discipline.
4. *Computer Usage:* As technology advances in modern society, the ability to use a computer becomes a necessity. Every student must successfully complete at least one course that has been designated Computer Usage. Computer Usage courses provide instruction in computer terminology and use of computer equipment appropriate to the course. Such courses are designated Computer Usage in the *Catalog*.

## Courses (Total Credits = 44-52)

Students are required to complete all of the following general education requirements unless substituted or exempted through petition to the Core Curriculum Committee. Courses in the program may be distributed throughout the four years of college study, but it is recommended that skills or introductory courses be taken during the first two years. Where a choice is indicated, departments may require a specific core course for their majors, so students must also refer to the major requirements section of the *Catalog*.

### 1. Required of all Students (12-18 credits)

- a) English 101 Composition
- b) English 102 Composition and Literature  
A grade of **C** or above is required in English 101 and 102. A grade of **C** in English 101 is a prerequisite for English 102.
- c) Politics 201 American National Government
- d) Foreign Language  
Successful completion of the 130 level in a foreign language.

### 2. Mathematics/Statistics (6-8 credits)

Choose one of the following options:

#### OPTION I

Choose a set of the following:

Mathematics 101 - 102	Basic Concepts of Contemporary Mathematics I-II
Mathematics 130 - 131 or Mathematics 130I - 131	College Algebra; Trigonometry and Analytic Geometry
Mathematics 130 - 132 or Mathematics 130I - 132	Intensive Study of College Algebra; Trigonometry and Analytic Geometry
Mathematics 130 - 132 or Mathematics 130I - 132	College Algebra; Calculus for Business and Social Science
*Mathematics 130 - 160 or	Intensive Study of College Algebra; Calculus for Business and Social Science
	College Algebra; Calculus I

\*Mathematics 130I - 160 Intensive Study of College Algebra; Calculus I

\*Note: Trigonometry (Math 131) is necessary for Math 160.

Mathematics 131 - 160 Trigonometry and Analytic Geometry;  
Calculus I

Mathematics 160 - 161 Calculus I-II

\*Mathematics 201 - 202 Mathematics for Early Childhood and  
Elementary Education Majors I-II

\*Elementary and Early Childhood Education majors only

### OPTION II

Choose one:

Mathematics 130

College Algebra

Mathematics 130I

Intensive Study of College Algebra

Mathematics 131

Trigonometry and Analytic Geometry

Mathematics 132

Calculus for Business and Social Science

Mathematics 160

Calculus I

Mathematics 161

Calculus II

AND

Choose one:

Statistics 201/201L

Elementary Statistics

Psychology 225

Psychological Statistics

Business Administration 291

Business Statistics

### 3. Science (8 credits)

Choose any two courses (including laboratories); most *science majors* require a sequence of courses. *Non-science majors* are encouraged to enroll in Science 101 for their first science course. Recommended second courses are:

Biology 101 + Lab

Marine Science 101 + Lab

Chemistry 101 + Lab

Astronomy 111 + Lab (Fall only)

Physics 101 + Lab

or the second required course can be any introductory level course from the following:

Astronomy 111, 112

Descriptive Astronomy I, II

Biology 101

The Science of Life

Biology 121-122

Biological Science I-II

Biology 232-242

Human Anatomy and Physiology I-II

Chemistry 101-102

Introductory Chemistry; Introduction to

Organic and Biochemistry

Chemistry 111-112

General Chemistry

Geology 111-112

Physical Geology; The Origin and Evolution  
of the Marine Environment

Marine Science 101-102

The Sea; Environmental Geology

Marine Science 111-112

Introduction to Marine Science; The Origin  
and Evolution of the Marine Environment

Physics 101-102

Introduction to Physical Science I-II

Physics 201-202

General Physics I-II

Physics 211-212

Essentials of Physics I-II

**4. Humanities/Fine Arts (3 credits)**

Choose one of the following:

Art History 105 or 106	History of Western Art I or II
Music 110	Introduction to Music
Philosophy 101	Introduction to Philosophy
Philosophy 318	Business Ethics
Religion 103	World Religions
Theater 101	Introduction to Theater Art

**5. Literature (3 credits)**

Choose one of the following:

English 275	Masterpieces of World Literature I
English 276	Masterpieces of World Literature II
English 287	Major Writers of American Literature
English 288	Major Writers of British Literature

**6. Social Science (3 credits)**

Choose one of the following:

Economics 101	Survey of Economics
Economics 201	Macroeconomics
Economics 202	Microeconomics
Geography 121	World Regional Geography
Politics 101	Introduction to World Politics
Politics 102	Introduction to World Politics: Regional Perspectives

**7. History (6 credits)**

Choose two of the following:

History 101	The Foundations of European Civilization to 1648
History 102	Introduction to European Civilization From 1648 to the Present
History 201	History of the U.S.: Discovery through Reconstruction
History 202	History of the U.S.: Reconstruction to the Present

**8. Behavioral Science (3 credits)**

Choose one of the following:

Health Education 121	Personal and Community Health
Psychology 101	General Psychology
Sociology 101	Introductory Sociology
Sociology 102	Social Problems

TOTAL CORE CREDITS REQUIRED

---

44-52