



CORE CURRICULUM



COASTAL CAROLINA
UNIVERSITY

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 any two courses in mathematics, statistics (Statistics 201/201L, Psychology 225/225L, Business Administration 291), or logic (Philosophy 110, Philosophy 321), subject to the following restrictions:

- a) Students who take Math 130, Math 131, Math 135, Math 201 or any math class above 160 cannot take Math 101 to satisfy the core.
- b) Students cannot take 2 of the following statistics courses to satisfy the core: Statistics 201/201L, Psychology 225/225L, Business Administration 291.
- c) Students cannot take both Philosophy 110 and Philosophy 321 to satisfy the core.
- d) Students who take Philosophy 110 or Philosophy 321 cannot take Math 101 or Math 174 to satisfy the core.

All students should consult their major program since many majors require a specific sequence of course.

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:

Astronomy 111 + Lab (Fall only)	Descriptive Astronomy I
Biology 101 + Lab	The Science of Life
Chemistry 101 + Lab	Introductory Chemistry
Marine Science 101 + Lab	The Sea
Physics 101 + Lab	Introduction to Physical Science I

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
Honors 101	Honors Seminar
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 111	World History I
History 112	World History II
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