Coastal Carolina University  
Faculty Senate Consent Agenda  
May 1, 2013

All changes are effective Fall 2013.

**Academic Affairs** *(moved and seconded out of committee)*  
Proposals for program/minor changes:

**COLLEGE OF SCIENCE**

1. **Department of Computer Science and Information Systems**

   a. change(s) to the Computer Science degree

   **Proposed changes:** Number of credits: in the Foundation courses from: 41-52 to: 40-51.  
   Addition of course(s): To the Foundation: Choose one from CSCI 203, CSCI 207, and CSCI 225.  
   To the Major Requirements: CSCI 445 as an option in the “choose three” section.  
   **Removal of course(s):** from Foundation: BINF 101/101L.

   **Proposed catalog description:**
   **COMPUTER SCIENCE MAJOR**

   III. FOUNDATION COURSES *(40-51 Credits)*
   *CSCI 130* Introduction to Computer Science .......................................................... 3
   *CSCI 131L Algorithmic Thinking* .......................................................... 1
   *CSCI 140/140L Introduction to Algorithmic Design I/Laboratory* .................. 4
   *CSCI 150/150L Introduction to Algorithmic Design II/Laboratory* ............ 4
   *CSCI 170 Ethics in Computer Science* .......................................................... 1
   *CSCI 210 Computer Organization and Programming* ........................................... 3
   *CSCI 220 Data Structures* .......................................................... 3
   Choose one from the following: *(3 Credits)* .................................................. 3
   *CSCI 203 Introduction to Web Application Development* *(3)*  
   *CSCI 207 Programming in C++* *(3)*  
   *CSCI 225 Introduction to Relational Database and SQL* *(3)*
   *MATH 160* Calculus I .......................................................... 4
   *MATH 161 Calculus II* .......................................................... 4
   *MATH 174 Introduction to Discrete Mathematics* ............................................. 3
   *STAT 201/201L* Elementary Statistics/Laboratory ........................................ 4
   Choose one from the following: *(3-4 Credits)* ............................................ 3-4
   *CSCI 360 Numerical Calculus* *(3)*  
   *MATH 215 Introduction to Operations Research* *(3)*  
   *MATH 220 Mathematical Proofs and Problem Solving* *(3)*  
   *MATH 242 Modeling for Scientists I* *(3)*  
   *MATH 260 Calculus III* *(4)*  
   *MATH 320 Elementary Differential Equations* *(3)*  
   *MATH 344 Linear Algebra* *(3)*
MATH 307 Combinatorics (3)
MATH 308 Graph Theory (3)
Choose one from the following: (4 Credits)………………………………………….........4
   BIOL 122/122L* Biological Science II/Laboratory (4)
   CHEM 112/112L General Chemistry II/Laboratory (4)
   MSCI 112/112L The Origin and Evolution of the Marine Environment/
     Laboratory (=GEOL 112/112L) (4)
   PHYS 202/202L General Physics II/Laboratory (4)
   PHYS 212/212L Essentials of Physics II/Laboratory (4)
Choose one from the following: (3 Credits)……………………………………………...3
   COMM 140* Oral Communication (3)
   ENGL 390 Business and Professional Communication (3)
   ENGL 211* Introduction to Technical and Professional Writing ......................3
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the
major.

IV. MAJOR REQUIREMENTS (33 Credits)
   CSCI 310 Introduction to Computer Architecture .............................................3
   CSCI 330 Systems Analysis & Software Engineering ........................................3
   CSCI 350 Organization of Programming Languages ........................................3
   CSCI 356 Operating Systems .............................................................................3
   CSCI 380 Introduction to the Analysis of Algorithms .......................................3
   CSCI 390 Theory of Computation .....................................................................3
   CSCI 450 Principles of Compiler Design ..........................................................3
Choose three from the following: (9 Credits).....................................................9
   CSCI 360 Numerical Calculus (3)
   CSCI 425 Database Systems Design (3)
   CSCI 440 Introduction to Computer Graphics (3)
   CSCI 445 Image Processing and Analysis (3)
   CSCI 460 Algorithms in Bioinformatics (3)
   CSCI 473 Introduction to Parallel Systems (3)
   CSCI 480 Introduction to Artificial Intelligence (3)
   CSCI 485 Introduction to Robotics (3)
   CSCI 490 Software Engineering II (3)
Choose one CSCI course numbered 300 or higher (except CSCI 399
   Independent Study or CSCI 497 Computer Science Internship) ..................3

V. ELECTIVES (0-9 Credits)..............................................................................0-9

TOTAL CREDITS REQUIRED .........................................................................120

b. change(s) to the Computer Science Minor

   Proposed changes: Number of credits: from: 31 to: 24.
   Addition of course(s) to minor: Choose one CSCI course numbered 300 or above.
Removal of course(s) from minor: CSCI 170; CSCI 310; Choose one from CSCI 203, CSCI 207, CSCI 208, and CSCI 209; Choose one course from CSCI 330 and above.

Proposed catalog description:

**COMPUTER SCIENCE MINOR (24 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 174 Introduction to Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 130 Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 131L Algorithmic Thinking</td>
<td>1</td>
</tr>
<tr>
<td>CSCI 140/140L Introduction to Algorithmic Design I/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 150/150L Introduction to Algorithmic Design II/Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 210 Computer Organization and Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 220 Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>Choose one CSCI course numbered 300 or above</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED** ..............................................24

**Additional Requirement**

Computer Science Minor students must earn a grade of **C or better** in each course taken that is applied toward the Minor Requirements.

2. **Department of Health Sciences**

   a. **change(s) to the Health Promotion degree**

**Proposed changes:** **Number of credits:** in the Foundation **from:** 17-29 **to:** 17-28. **Addition of course(s):** To the Foundation requirement: MATH 130. **To the Major Requirements: HPRO 333 and HPRO 403.** **Removal of course(s):** From the Foundation: Choose one from MATH 132, MATH 139, MATH 160, and MATH 201. From the Major Requirements: HPRO 235 and HPRO 382.

**Proposed catalog description:**

**HEALTH PROMOTION MAJOR**

**III. FOUNDATION COURSES (17-28 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPRO 121* Personal and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 201 Philosophy and Principles of Health Promotion and Education ....</td>
<td>3</td>
</tr>
<tr>
<td>Choose one: (3 Credits)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101* General Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 101* Introductory Sociology (3)</td>
<td></td>
</tr>
<tr>
<td>MATH 130 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Choose one: (3-4 Credits)</td>
<td>3-4</td>
</tr>
<tr>
<td>CBAD 291* Business Statistics (3)</td>
<td></td>
</tr>
<tr>
<td>PSYC 225/225L* Psychological Statistics/Laboratory (4)</td>
<td></td>
</tr>
<tr>
<td>STAT 201/201L* Elementary Statistics/Laboratory (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL 232/232L* Human Anatomy and Physiology I /Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 242/242L Human Anatomy and Physiology II/Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>
Choose one: (4 Credits) .................................................................4
CHEM 101/101L* Introductory Chemistry/Laboratory (4)
CHEM 111/111L* General Chemistry I/Laboratory (4)

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

HEALTH PROMOTION MAJOR
IV. MAJOR REQUIREMENTS (40 Credits)
  HPRO 310 Issues in Family Life and Sexuality .......................................3
  HPRO 333 Environmental Health .............................................................3
  HPRO 350 Community Health Promotion Strategies ...................................3
  HPRO 403 Leadership in the Health Professions .......................................3
  HPRO 404 Nutrition ..................................................................................3
  HPRO 410 Epidemiology and Quantitative Research Methods .................3
  HPRO 481 Behavioral Foundations and Decision Making in
     Health Education ..................................................................................3
  HPRO 485 Internship in Health Careers ...................................................9
  HPRO 491 Needs Assessment, Planning and Evaluation Methods
     in Health Promotion .............................................................................3
  HPRO 495 Senior Seminar - CHES Review .............................................1
  Health Promotion Electives (6 Credits) .....................................................6

  Choose two 300-400 level HPRO courses not listed previously.

b. change(s) to the BSN Completion Program

Proposed changes: Addition of course(s): Add EDUC 336 to the Foundation requirements so that students may choose to take either EDUC 336 or PSYC 302 to meet the requirement.

Proposed catalog description:
NURSING (COMPLETION PROGRAM)
I. FOUNDATION COURSES (14-22 Credits)
  BIOL 232/232L* Human Anatomy and Physiology I/Laboratory ..............4
  BIOL 242/242L Human Anatomy and Physiology II/Laboratory .............4
  BIOL 330/330L Microbiology/Laboratory .................................................4
  HPRO 404 Nutrition ................................................................................3
  Choose one from the following: (3 Credits) ..............................................3
     EDUC 336 Introduction to Human Growth and Development (3)
     PSYC 302 Developmental Psychology (3)
     STAT 201/201L* Elementary Statistics/Laboratory ...........................4

*These courses may also meet core curriculum requirements
3. Department of Psychology and Sociology

a. change(s) to the Criminology Concentration in the Sociology degree

Proposed changes: Addition of course(s): Add the following courses to the Major Requirements “choose three” section: SOC 306, SOC 340, SOC 341, SOC 351, SOC 352, and SOC 401.

Proposed catalog description:

SOCILOGY MAJOR - CRIMINOLOGY CONCENTRATION

IV. MAJOR REQUIREMENTS (22 Credits)

SOC 330 Sociological Theory .................................................................3
SOC 331/331L Methods in the Social Sciences/Laboratory .........................4
Choose two: (6 Credits) ........................................................................6
  SOC 301 Gender and Society (3)
  SOC 309 Social Inequality (3)
  SOC 320 Individual and Society (3)
  SOC 355 Race and Ethnicity (3)
Choose three: (9 Credits) .....................................................................9
  SOC 306 Religious Cults and Violence (3)
  SOC 310 Social Demography (3)
  SOC 340 The Sociology of Drugs and Drug Control Policy (3)
  SOC 341 Organized Crime (3)
  SOC 350 Juvenile Delinquency (3)
  SOC 351 Deviant Behavior (3)
  SOC 352 Comparative Policing (3)
  SOC 353 Criminology (3)
  SOC 401 Sociology of Corrections (3)
  SOC 450 Victimology (3)

OFFICE OF THE PROVOST

1. Women’s and Gender Studies

a. change(s) to the Women’s and Gender Studies Minor

Proposed changes: Addition of course(s): WGST 302 and WGST 311.

Proposed catalog description:

WOMEN’S AND GENDER STUDIES MINOR

The Women's and Gender Studies Program is dedicated to the interdisciplinary study of gender and sexuality as economic, political, and cultural constructs. Courses within the minor rigorously investigate the gendered nature of knowledge, institutional structures, and cultures to promote active learning and engaged citizenship among all CCU students-male and female-through various feminist theories and methodologies.
The Women's and Gender Studies minor is available to all undergraduates, in any major. Students pursuing a minor must consult with their major adviser and with the WGST Program Director to select courses that meet the program requirements. As a part of the application for the minor, students must meet all the course prerequisites.

In addition to the two courses required for all WGST minors, students must select at least four (4) additional courses from the electives list below. Other appropriate courses may be added to the minor at the discretion of the Program Director. Courses used to count toward the minor cannot be used to satisfy major requirements.

**REQUIRED COURSES (6 Credits)**
WGST 103 Introduction to Women’s and Gender Studies ........................................3
WGST 498 Capstone Seminar ..................................................................................3

**ELECTIVES**
Choose at least four courses from the following: (12 Credits) .........................12
- ANTH 316 Sex, Gender & Culture (3)
- COMM 304 Gender Communication (3)
- ENGL 351 Language, Gender, and Power (3)
- ENGL 409 Theories of Gender and Sexuality (3)
- ENGL 443 Studies in Women Writers (3)
- ENGL 489 Gender and Sexuality in Literature (3)
- HIST 386 History of American Women (3)
- HIST 403 Gender and Sexuality in the Early Church, c. 30-600 CE (3)
- HPRO 310 Issues in Family Life and Sexuality (3)
- HPRO 480 Women’s Health Issues (3)
- JOUR 365 Women and Media (3)
- PHIL 322 Philosophical Issues in Feminism (3)
- POLI 327 Women in the Middle East (3)
- POLI 372 Women and Public Policy (3)
- PSYC 300 Human Sexual Behavior (3)
- PSYC 301 Psychology of Marriage (3)
- PSYC 310 Psychology of Women (3)
- RELG 360 Women and World Religions (3)
- SOC 301 Gender and Society (3)
- SOC 305 Sociology of the Family (3)
- SOC 309 Social Inequality (3)
- SOC 450 Victimology (3)
- **WGST 302 Special Topics in Cultural Studies (1-3)**
- **WGST 311 Women and Work (3)**
- **WGST 325 Civic Engagement (3)**
- **WGST 399 Independent Study (3)**
- **WGST 495 Women’s and Gender Studies Internship (3)**

**TOTAL CREDITS REQUIRED** .................................................................................18
Academic Affairs (moved and seconded out of committee)
Proposals for new courses and course changes:

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Communication, Languages and Cultures

   a. COMM 323   Imagery of Advertising
      Proposal for a new undergraduate course.
      Number of credits: 3 Prerequisite(s): COMM 101 or JOUR 201. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate. Proposed catalog description: COMM 323 Imagery of Advertising. (3) (Prereq: COMM 101 or JOUR 101) This course is a study of the communicative power of advertisements. Students will be introduced to the concepts and techniques used by advertisers to create, target, and place advertisements through various media. Through critical inquiry and rhetorical analysis, students will be able to look beyond the surface of an advertisement and recognize what it is saying to the consumer and about our culture. F, S, Su. Estimated enrollment: 25. Prior enrollment in course (if applicable): 31. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: Fall, Spring, and Summer.

   b. COMM 421   Social Media in Health Contexts
      Proposal for a new undergraduate course.
      Number of credits: 3 Prerequisite(s): 60 credit hours. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate. Proposed catalog description: COMM 421 Social Media in Health Contexts. (3) (Prereq: 60 credit hours) This course combines theoretical and hands-on approaches to health issues in social media. Students in this course will explore multiple social media technologies, recognize how social media can affect our health and health behavior, and learn how to use social media for health promotion. Due to the nature of this media, the course will be highly social. Meaning, outside of class students will use social media to discuss course topics and interact with classmates. In class, students will continue the online discussions, and share perspectives on social media use in health contexts. F, S, Su. Estimated enrollment: 25. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: Fall, Spring, and Summer.

   c. COMM 401   Communication Theory
      Proposed revision(s): Course change(s). Remove course from catalog. Justification: This is correcting a technical error. The course was removed from the major and catalog (by implication) in 2009. It reappeared in the 2012-2013 catalog because a form A was never actually submitted in 2009. The course has not been offered in two years and is no longer part of any curriculum. It was replaced by COMM 275 Communication Theory.
2. Department of English

   a. ENGL 353    Sounds of English
      Proposal for a new undergraduate course.
      Number of credits: 3  Prerequisite(s): ENGL 101 and ENGL 102.  Corequisite(s): None.
      Primary Goal: This course may be used as an elective or cognate.  Restriction(s): The course
                     may only be taken after students have completed ENGL 101 and ENGL 102 with a grade of "C" or better.
      Proposed catalog description: ENGL 353 Sounds of English.  (3) (Prereq: Completion of
                     ENGL 101 and ENGL 102 with a grade of C or better) This course introduces the systematic
                     study of the sounds of the English language. Beginning with descriptions of the articulation of
                     sounds through discussions of the acoustic properties of sounds and ending with the ways in
                     which sounds work together to form the words that we have in the English language, the course
                     examines all elements of the English sound. English vowel and consonant sounds are not static
                     entities and we examine the variation in such sounds across English dialects. Application of
                     phonetic and phonological methods in “real world” situations is also highlighted. This course is
                     ideal for students interested in linguistics, speech language pathology, foreign languages, English
                     as a second language, and education.  F, S.  Estimated enrollment: 20.  Method of delivery:
                     Classroom.  Semester(s) offered: Fall and Spring.

3. Department of History

   a. ANTH 333   Prehistory of North America
      Proposed revision(s): Course change(s).
      Change to prerequisite(s): from: ANTH 101 to: None.
      Proposed catalog description: ANTH 333 Prehistory of North America.  (3) North America
                     exhibits widespread archaeological diversity in the material culture and lifeways of ancient
                     peoples. The goal of this course is to provide an overview of the prehistory of different regions in
                     North America. We will consider trends in subsistence and settlement, as well as cultural
                     patterns, exchange, social complexity, and culture contact. Discussions will cover theoretical and
                     methodological underpinnings of contemporary archaeological thought in North America, and
                     explore some of the hotly debated issues currently at the forefront of North American
                     archaeology. Case studies will be used to provide in-depth examples and as material for
                     classroom dialogue. Finally, we will discuss culture contact arising from European exploration
                     and settlement in the New World. Issues to be covered include disease, environmental
                     degradation, religion, and resistance to European influence.  F, S.

   b. ANTH 410   Prehistory of North America
      Proposed revision(s): Course change(s).
      Change to course title: from: Advanced Archaeology Methods to: Advanced Archaeological
                     Methods.
      Proposed catalog description: ANTH 410 Advanced Archaeological Methods.  (3) (Prereq:
                     ANTH 101/101L or permission of the instructor) This course will provide an overview of the
                     methods used by practicing archaeologists in the field and laboratory. Discussions will cover
                     theoretical and methodological underpinnings of the practice of archaeology, and will explore
some of the most recent, cutting-edge techniques and technologies used today. Finally, we will discuss how our data and analysis inform our understanding and interpretation of the past. S.

c. ANTH 430 Southeastern Archaeology

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: ANTH 101/101L or permission of the instructor to: None.
Proposed catalog description: ANTH 430 Southeastern Archaeology. (3) Prehistoric and historic archaeology of the Southeastern United States provide an introduction to the Native peoples of the region and to the impact of European contact. Topics covered will include subsistence and settlement, cultural patterns, exchange, social complexity, and culture contact. F, S.

d. HIST 100L History of Western Civilization in Film

Proposed revision(s): Course change(s).
Change to corequisite(s): from: HIST 101 or HIST 102 to: HIST 101, HIST 102, HIST 111, HIST 112, HIST 201, or HIST 202.
Change to number of credits: from: 1 to: 1-2.
Change course title: from: History of Western Civilization in Film to: History in Film.
This course is repeatable for credit with the following restrictions: Repeatable for up to 6 credits under different topics.
Proposed catalog description: HIST 100L History in Film. (1-2) (Prereq: HIST 101, HIST 102, HIST 111, HIST 112, HIST 201, or HIST 202) This course will examine select topics in history through the analysis of films. May be repeated for up to 6 credit hours under different topics. F, S, May, Su.

4. Department of Philosophy and Religious Studies

a. PHIL 390 Topics in Applied Ethics

Proposal for a new undergraduate course.
Number of credits: 1-3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate.
Proposed catalog description: PHIL 390 Topics in Applied Ethics. (1-3) This variable-unit course explores specific current issues in a philosophically and ethically rigorous way. After a possible introduction to ethical principles and theories, students will apply said theoretical information to particular subject areas (which will identify the topic explored). Possible topics include: intellectual property rights, ethics of war, race and racism, gender and sexism, media ethics, and more. F, S. Estimated enrollment: 25. Prior enrollment in course (if applicable): 25. Method of delivery: Classroom. Semester(s) offered: Fall and Spring.

5. Department of Politics and Geography

a. POLI 396 Explorations in Political Science

Proposal for a new undergraduate course.
Number of credits: 1-4 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate. This course is repeatable for credit with the following restrictions: may be repeated for credit under different topics for up to 9 credits.
**Proposed catalog description:** POLI 396 Explorations in Political Science. (1-4) An in-depth exploration of topics in political science, including topics in American politics, international relations, comparative politics, public policy and administration, and political theory. May be repeated for credit under different topics for up to 9 credits. F, S. **Estimated enrollment:** 15-20. **Prior enrollment in course (if applicable):** 25. **Method of delivery:** Classroom. **Semester(s) offered:** Fall and Spring.

**b. POLI 421 Sustainable Development**
Proposal for a new undergraduate course.
**Number of credits:** 3  **Prerequisite(s):** None.  **Corequisite(s):** None.  **Primary Goal:** This course may be used as an elective or cognate.
**Proposed catalog description:** POLI 421 Sustainable Development. (3) This class examines important questions surrounding the term “sustainable development” and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in a sustainable manner and/or living unsustainably. F, S, Su. **Estimated enrollment:** 20. **Method of delivery:** Classroom, Distance Learning, and Hybrid. **Semester(s) offered:** Fall, Spring, and Summer.

**c. POLI 448 Q Mock Trial**
**Proposed revision(s):** Course change(s).
**Change to prerequisite(s):** from: POLI 447 or permission of the instructor to: None.
**Proposed catalog description:** POLI 448 Q Mock Trial. (1) Mock Trial is an activity in which students learn the principles of trial advocacy and then apply those principles as they try a fictitious case. Mock trial gives undergraduate students an opportunity to learn firsthand about the work or trial attorneys, understand the judicial system, develop critical thinking, increase self-confidence, and develop the ability to work well with others. May be taken up to three times for elective credit. F, S.

**COLLEGE OF SCIENCE**

1. **Department of Health Sciences**

   **a. NUR 399 Independent Study in Nursing**
   **Proposed revision(s):** Course change(s).
   **Change to prerequisite(s):** from: NUR 301, NUR 305, and NUR 305L to: None.
   **Change to number of credits:** from: 2-6 to: 1-6.
   **Proposed catalog description:** NUR 399 Independent Study in Nursing. (1-6) Students may select a special topic in nursing or a special area of practice in nursing that they wish to learn more about. The Faculty member most qualified will direct the independent study with the individual student. The student and the faculty member will jointly write the course objectives and the student learning outcomes for the course. A plan of study will be developed jointly and the method of evaluation will be determined by the faculty. Independent studies may be repeated as the topic changes. F, S.
b. **NUR 410 Community Health Nursing**

Proposed revision(s): Course change(s).
Change to corequisite(s): from: NUR 408 and NUR 410P to: NUR 410P.

**Proposed catalog description:** NUR 410 Community Health Nursing. (3) (Prereq: NUR 301, NUR 305, and NUR 305L) (Coreq: NUR 410P) Provides the student with the knowledge and skills to apply health promotion, prevention of disease complications, environmental and epidemiological concepts and teaching/learning principles in working with populations in the community. Emphasis is placed on establishing community partnerships, community assessment strategies and implementation of nursing care programs in the community. F, S.

2. **Department of Kinesiology, Recreation, and Sport Studies**

a. **PHED 181 Lifeguard Training**

Proposed revision(s): Course change(s).
Change course prefix: from: PHED 181 to: KRSS 181.

**Proposed catalog description:** KRSS 181 Lifeguard Training. (3) (Prereq: permission of the instructor based on a preliminary swimming assessment during initial class meeting) Study designed to enable students to become certified through the American Red Cross in Lifeguard Training, Adult CPR, and Standard First Aid. S, Su.

b. **PHED 182 Water Safety Instructor Training**

Proposed revision(s): Course change(s).
Change course prefix: from: PHED 182 to: KRSS 182.

**Proposed catalog description:** KRSS 182 Water Safety Instructor Training. (3) (Prereq: permission of the instructor based on a preliminary swimming assessment during initial class meeting) Study designed to enable students to become certified through the American Red Cross in Lifeguard Training, Adult CPR, and Standard First Aid. S, Su.

c. **PHED 301 Principles of Coaching**

Proposed revision(s): Course change(s).
Change course prefix: from: PHED 301 to: KRSS 301.

**Proposed catalog description:** KRSS 301 Principles of Coaching. (3) (=RSM 301) (Prereq: RSM 242) A study of coaching from a contemporary coaching education model. Principles focus on coaching athletes in recreation, amateur, and educational settings. Topics include philosophical, ethical, developmental, behavioral/psychological, instruction/pedagogical, and physical/training issues. Course also provides overview of coaching management and provides certification opportunity. F, S, Su.

d. **PHED 397 Practicum in Coaching**

Proposed revision(s): Course change(s).
Change course prefix: from: PHED 397 to: KRSS 397.

**Proposed catalog description:** KRSS 397 Practicum in Coaching. (3) A student may, with the permission of the coordinator of the program, elect to serve as an assistant coach in a sport at a junior or senior high school. F, S, Su.
Graduate Council: (moved and seconded out of committee)
Proposal for program change(s):

COLLEGE OF EDUCATION

1. Department of Early Childhood, Elementary, Physical, and Special Education

   a. change(s) to the M.Ed. in Learning and Teaching program

Proposed changes: Other: The change is the addition of an 18 credit hour concentration in Equitable Education to the options within the institution's 30-33 credit hour Master of Education (M.Ed.) degree in Learning and Teaching and the removal of the Early and Elementary Grades Concentration. Concentrations currently included in the degree program are 1) Instructional Technology, 2) Literacy, and 3) Early and Elementary Grades.

Proposed catalog description:
MASTER OF EDUCATION (M.Ed.) IN LEARNING AND TEACHING
With Concentrations in Instructional Technology, Literacy, and Equitable Education
The Master of Education (M.Ed.) degree program in Learning and Teaching is designed to offer opportunities for educators to advance their professional knowledge and practice.

STUDENT LEARNING OUTCOMES
   1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
   2. Integrate technology to improve teaching, learning, and professional productivity.
   3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
   4. Demonstrate leadership behaviors and dispositions in professional contexts.
   5. Engage in reflective practice to improve teaching and learning.

Instructional Technology Concentration
   1. Demonstrate knowledge, skills and attitudes relevant to the integration of technology to support teaching and learning.
   2. Develop instructional materials, experiences and assessments that leverage instructional technologies to inspire student creativity and performance.
   3. Apply understanding societal issues of evolving digital culture to promote legal and ethical uses of technology in teaching and learning.
   4. Pursue professional growth and leadership opportunities relevant to instructional technology.

Literacy Concentration
   1. Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
   2. Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Equitable Education Concentration**

1. Recognize and demonstrate sensitivity to diversity and develop high expectations for all students.
2. Design active, differentiated instruction based on students’ strengths.
3. Apply knowledge of theory and evidence-based instructional strategies to include diverse learners in all content areas.
4. Develop strategies for serving and communicating with diverse families.

**Admission to Study**
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

**Admission Requirements**
Applicants for M. Ed. program admission must meet the following requirements:

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. At least two letters of recommendation, one of which should be from a supervisor in an educational setting.
3. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
4. Evidence of teacher certification.

**Degree Requirements**
All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the following requirements:

1. Successful completion of an approved program of study, 30-36 semester hours, of which at least 50 percent must be earned in courses numbered 600 or above.
2. Successful completion of the prescribed culminating experience.
3. A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work in the M.Ed. in Learning and Teaching degree will disqualify a student from continued enrollment in the program.
4. Every degree-seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve hours of study may be taken or applied to meet program requirements prior to full admission to the program.

No academic program can be approved until the student has been admitted to the graduate program as a degree-seeking graduate student. Students are cautioned that graduate credit earned
prior to full admission to a degree may not be applicable toward the degree requirements. The
program should be established, at the latest, by the end of the first semester of study.

Students seeking admission to a degree program where the program represents a notable
difference from their baccalaureate level study may be expected to engage in additional study in
the specialized degree area beyond basic degree requirements.

Required Graduate Degree Credit Hours (30-33 Graduate Credit Hours)
CORE COURSES (15 Credits Hours)
EDIT 604 Teaching with Technology ..................................................3
EDUC 607 Research for Today’s Schools..................................................3
EDUC 628 Assessment of Performance to Inform Instruction ..................3
EDUC 630 Advanced Study of Curriculum and Instruction ..................3
EDUC 685 Strategies for Serving Diverse Learners .............................3

Choose ONE of the following Concentration Areas with 15-18 Credit Hours:

Instructional Technology Concentration (15 Credit Hours)
Choose four from the following: (12 Credits) ........................................12
EDIT 610 Instructional Design and Technology Integration
EDIT 620 Technology Planning and Management
EDIT 630 Development of Instructional Multimedia
EDIT 640 Instructional Video Production
EDIT 650 Teaching and Learning Online
EDIT 660 Advanced Online Teaching
EDIT 690 Seminar in Instructional Technology (Culminating Experience) ......3

Literacy Concentration (15 Credit Hours)
EDLL 600 Advanced Reading Theory: Philosophical, Historical, and
Sociological Foundations of Reading ...............................................3
EDLL 604 Practicum in Literacy Assessment and Evaluation ..................3
EDLL 606 Practicum in the Evaluation of Literacy Instruction and
Assessment (Culminating Experience) ...............................................3
EDLL 608 Instructional Strategies and Materials in Literacy ..................3
Choose one from the following: (3 Credits) ........................................3
EDLL 605 Organization, Administration, and Supervision of the School
Reading Program
EDLL 618 Content Literacy

Equitable Education (18 Credit Hours)
EDEQ 624 Framework for Equitable Education ..................................3
EDEQ 625 Application of Differentiated Instruction ...............................3
EDLL 620 Literacy Assessment and Instruction for Diverse Populations ....3
EDEQ 626 Culturally Responsive Methods and Materials ..................3
EDEQ 628 STEM Methods and Materials for Diverse Students ............3
EDEQ 640 Successful Collaboration with Diverse Families .................3
Graduate Council: (moved and seconded out of committee)
Proposals for new graduate courses:

COLLEGE OF EDUCATION

1. Department of Early Childhood, Elementary, Physical, and Special Education

   a. EDEQ 624 Framework for Equitable Education. (3) (Prereq: Graduate student with educator certification) This course focuses on the development of a theoretical foundation for understanding relevant research on equitable education. There is an added emphasis on the teacher as an active participant in ongoing professional development and school improvement. F, S, Su.

   b. EDEQ 625 Application of Differentiated Instruction. (3) (Prereq: EDEQ 624 or permission of the instructor) This course focuses on developing and applying appropriate, differentiated instructional strategies that will help teachers more effectively engage all students in optimal learning experiences. Su.

   c. EDEQ 626 Culturally Responsive Methods and Materials. (3) (Prereq: Graduate student with educator certification, EDEQ 624 or permission of the instructor) This course focuses on culturally responsive methods and materials to improve instruction and student learning. Particular attention is given to interdisciplinary, multicultural materials for the English Language Arts and to the inclusion of multiple perspectives in Social Studies. Su.

   d. EDEQ 628 STEM Methods and Materials for Diverse Students. (3) (Prereq: Graduate student with educator certification, EDEQ 624 or permission of the instructor) This course focuses on the development of standards-based learning experiences in STEM (Science, Technology, Engineering, and Mathematics). Emphasis will be placed on creating units that engage students in discourse, utilize inquiry, and encourage all students to participate in STEM learning. Su.

   e. EDEQ 640 Successful Collaboration with Diverse Families. (3) (Prereq: Graduate student with educator certification, EDEQ 624, EDEQ 625, EDEQ 626, EDLL 620, or permission of the instructor) This course focuses on helping educators understand the characteristics and challenges of diverse families. Additionally, educators will learn strategies to establish and maintain collaborative relationships with families. This course serves as the culminating (capstone) course for the Equitable Education concentration. S.

OFFICE OF THE PROVOST

1. Women’s and Gender Studies

   a. WGST 625 Gender and Sexuality in the United States. (3) (Prereq: Admission to the MALS program) An interdisciplinary seminar on topics in American gender and
sexuality studies: movements and revolutions in American sexuality; modern masculinity and sexual violence; lesbian, gay, bisexual, transgender, and queer studies; gender socialization, communication, identity and performance; feminist philosophy and the intersection of race, class, and gender in course topics. F, S, May, Su.

b. **WGST 630 Gender and Sexuality: A Global Perspective.** (3) (Prereq: Admission to the MALS program) An interdisciplinary seminar on topics in global gender and sexuality studies: the representation of transnational gender and sexuality; transnational sexual economy, sex work, tourism and trafficking; "sexual rights" discourse and legislation; HIV/AIDS organizing; LGBTZ identity and laws; postcolonialism and the intersection of race, nationality, class, and gender. F, S, May, Su.