All changes are effective Fall 2015.

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

**COLLEGE OF HUMANITIES AND FINE ARTS**

1. **Department of Communication, Languages and Cultures**
   a. change(s) to the Communication Major’s Public Relations/Integrated Communication Concentration

   **Proposed changes:** Required courses: from: JOUR 304, JOUR 309, JOUR 419, and 3 of the following JOUR 312, JOUR 319, JOUR 324, and JOUR 326 to: JOUR 304 or JOUR 200, JOUR 309, JOUR 311, and 3 of the following JOUR 312, JOUR 319, JOUR 324, JOUR 326, and JOUR 419.

   **Proposed catalog description:**
   Public Relations/Integrated Communication Concentration (18 Credits)
   Choose one from the following: (3 Credits) .......................................................... 3
   JOUR 304 Writing for Interactive Journalism (3)
   JOUR 200 Journalism (3)
   JOUR 309 Introduction to Public Relations and Integrated Communication........... 3
   JOUR 311 Principles of Advertising ................................................................. 3
   JOUR 419 Strategic Communication Campaigns......................................... 3
   Choose three from the following: (9 Credits) .................................................. 9
   JOUR 312 Media Relations (3)
   JOUR 319 PR Practice and Events (3)
   JOUR 324 Media Planning (3)
   JOUR 326 Brand Strategy and Advertising (3)
   JOUR 419 Strategic Communication Campaigns (3)

**COLLEGE OF SCIENCE**

1. **Department of Health Sciences**
   a. change(s) to the Health Administration (Completion Program)

   **Proposed changes:** Other: The Bachelor of Science in Health Administration completion program at Coastal Carolina University wishes to offer an additional entry option for interested students. With this change, students would be allowed entry in the program with only a previous Associate in Arts or Science or Bachelor of Arts or Science degree. The requirement of a current
certification and/or licensure in a health care discipline would no longer be required for entry for those students with the A.A., A.S., B.A., or B.S. degree.

**Proposed catalog description:**

**HEALTH ADMINISTRATION (COMPLETION PROGRAM)**

**Degree: Bachelor of Science**

Building on the knowledge learned in entry-level health professional program, the purpose of the Bachelor of Science in Health Administration Completion Program (BSHA) is to provide advanced knowledge, values and critical judgment skills needed to assume leadership and management roles in health care environments. This program will prepare graduates for advanced employment roles and for admission to advanced degree program such as Master’s in Business Administration (MBA) or Master’s in Health Administration (BHA).

**STUDENT LEARNING OUTCOMES**

By the end of this program, the student will be able to:

1. Apply theories of change and team leadership to management in health care.
2. Apply organizational theories, intellectual skills and competencies, and business principles when making decisions related to utilization of human and fiscal resources in health care.
3. Apply a structured process when making ethical decisions.
4. Analyze the leadership role within a selected health care organization.
5. Analyze research data and evaluate its application to best practice policies and procedures in health care.

**ADMISSION TO STUDY**

Applications for undergraduate study should be directed to the Office of Admissions at Coastal Carolina University.

**ADMISSION REQUIREMENTS**

THE BSHA program at Coastal Carolina University builds on the foundation courses in associate degree programs and the liberal arts core curriculum. Admission to the program requires that students meet one of the following options:

- Students have earned Associate degree or Baccalaureate degree from a regionally accredited college/university with a minimum 2.0 cumulative grade point average and a 2.0 grade point average in all professional and science courses and have current certification and/or licensure in a health care discipline. *Completion of Core Curriculum for students who do not possess the A.A., A.S., B.A., or B.S. degree is preferred (Statistics required).*

- Or
Students have earned either an Associate of Science, Associate of Arts, Bachelor of Science or Bachelor of Arts degree from a regionally accredited college/university with a minimum 2.0 cumulative grade point average and a 2.0 grade point average (on a scale of 4.0) and be in good academic standing at the last institution you attended.

**CURRICULUM**

There are 124-131 credits required for this degree. Forty-five credit hours are required courses for this program and must be completed at Coastal Carolina University. Thirty four to forty one credit hours are required core curriculum courses for Coastal Carolina University. Students with Associate Degrees in Science and Arts will be exempted from core curriculum requirements. Forty five credit hours will be awarded. Those students that have current certification and/or licensure in a health care discipline may be awarded up to forty-five credit hours for the courses completed in their technical discipline. Additional credits can be obtained through the selection of elective courses, depending upon the interests of the students and the availability of distant learning courses. Those students that do not hold a current certification and/or licensure in a health care discipline but have an A.A., A.S., B.A., or B.S. degree will need to take an additional 15 credit hours of designated public health courses.

Students must earn a **C or better** in all courses under Major Requirements.

**TECHNICAL REQUIREMENTS**

All courses in this program will be delivered in a distant learning format using the Moodle Learning Management System. This system includes various requirements for communicating and submitting assignments. It is expected that for every three semester hour course, students will spend an average of five to eight hours per week engaged in reading, studying, communicating, and completing assignments and assessments. Students who enroll in the Bachelor of Science in Health Administration Completion Program must have access (at home, at work, or through some other source) to a computer, internet service provider (high speed connection—DSL, cable modem, or LAN), and an approved web browser. The approved web browsers are: Microsoft Internet Explorer (7 or higher) or Mozilla Firefox (3.x or higher). Mac users will need to have access to the Mozilla Firefox browser. In addition, students must have access to Microsoft Office 2003 (or higher). Students must also have a basic level of computer skills and knowledge of computer operation. In addition, students should have a working knowledge of word processing, spreadsheet, and Internet web-browsing.

**HEALTH ADMINISTRATION (COMPLETION PROGRAM) (124-131 Credits) (with health care discipline certificate and/or licensure)**

I. **CORE CURRICULUM REQUIREMENTS (39-44 Credits).............39-44 (must include Statistics)**

II. **HEALTH SCIENCE COURSES TRANSFERRED FROM TECHNICAL COLLEGES**

(up to 45 Credits) ........................................................................................................ 1-45

III. **MAJOR REQUIREMENTS (45 Credits)**

BSHA 305 Health Care Marketing ..............................................................................3
IV. ELECTIVES (as needed) (0-12 60 Credits) ........................................0-12 60*

TOTAL CREDITS REQUIRED ........................................ 424-134 120-131

*Coastal Carolina University offers a wide variety of online courses each semester.

HEALTH ADMINISTRATION (COMPLETION PROGRAM) (120-131 Credits)
(without health care discipline certificate and/or licensure)

I. CORE CURRICULUM REQUIREMENTS (39-44 Credits) ................... 39-44
   (must include Statistics)

II. FOUNDATION COURSES
   Choose five from the following: (15 Credits) ..............................15
       HPRO 121 Personal and Community Health (3)
       HPRO 304 Nutrition (3)
       HPRO 310 Issues in Family Life and Sexuality
       HPRO 340 Drug Education (3)
       HPRO 375 Global Health Perspectives (3)
       HPRO 382 Concepts of Disease (3)
       HPRO 410 Epidemiology and Quantitative Research Methods (3)

III. MAJOR REQUIREMENTS (45 Credits)
    BSHA 305 Health Care Marketing ............................................3
    BSHA 382 Budgeting and Finance in Health Care ........................3
    BSHA 449 Leadership and Organizational Change in Health Care ....3
    BSHA 455 Managing Health Information ..................................3
    BSHA 456 Health Data Analysis .............................................3
    CBAD 201 Financial Accounting ...........................................3
    CBAD 350 Marketing ..........................................................3
    CBAD 363 Business Finance .................................................3
    CBAD 301 Management and Organizations ..............................3
    ECON 101 Survey of Economics ............................................3
    ENGL 211 Introduction to Technical and Professional Writing ......3
    HPRO 320 Public Health Policy and Advocacy ..........................3
    HPRO 380 Essentials of the U.S. Health Care System ...............3
    PHIL 317 Bio-Medical Ethics ..............................................3
CBAD 363 Business Finance ................................................................. 3  
CBAD 301 Management and Organizations ........................................ 3  
ECON 101 Survey of Economics .......................................................... 3  
ENGL 211* Introduction to Technical and Professional Writing .............. 3  
HPRO 320 Public Health Policy and Advocacy ...................................... 3  
HPRO 380 Essentials of the U.S. Health Care System ............................. 3  
PHIL 317 Bio-Medical Ethics .................................................................. 3  

IV. ELECTIVES (as needed) (0-60 Credits) ......................................... 0-60*  

TOTAL CREDITS REQUIRED ............................................................. 120-131  

*Coastal Carolina University offers a wide variety of online courses each semester.

2. Department of Marine Science

a. change(s) to the Marine Science Major

Proposed changes: Other: Addition of two courses to the Foundation Courses section, as part of an option with an existing course (choose 2 of 3). Also, this changes the total number of Foundation credits. We would like to allow students to choose 2 courses from 3 selections: BIOL 121L, BIOL 122L, or MSCI 201. Currently, MSCI 201 and BIOL 122/122L are options in the core goal 1B for scientific communication, and MSCI 201 is required in our MSCI Foundation requirement for scientific communication. MSCI majors are also required to take BIOL 121 and 122 as foundation courses, but the labs are not required. Allowing our majors to take either MSCI 201 or BIOL 122L gives students more options to meet core goal 1B and our MSCI communication foundation requirement. If students do not take MSCI 201, they will still gain scientific communication skills through the two biology labs, which is a good option for students focusing their efforts toward marine biology.

Proposed catalog description:

MARINE SCIENCE MAJOR  
III. FOUNDATION COURSES (34-45 46 Credits)*  
  MSCI 111/111L* Introduction to Marine Science/Laboratory .................. 4  
  MSCI 112/112L The Origin and Evolution of the Marine Environment/  
  Laboratory ............................................................................................ 4  
  BIOL 121 Biological Science I .............................................................. 3  
  BIOL 122* Biological Science II ............................................................ 3  
  Choose one two from the following: (1-3 2-4 Credits) ......................... 1-3 2-4  
  BIOL 121L Biological Science I Laboratory (1)  
  BIOL 122L* Biological Science II Laboratory (1)  
  MSCI 201* Scientific Communication (3)

(Students planning to take advanced biology courses are advised to take BIOL 121L Biological Science I Laboratory, as it is a prerequisite for upper level courses.)
CHEM 111/111L* General Chemistry I/Laboratory ..................................................4
CHEM 112/112L General Chemistry II/Laboratory ..................................................4
MATH 160* Calculus I .................................................................................................4
MATH 161 Calculus II .................................................................................................4
PHYS 211/211L Essentials of Physics I/Laboratory ..................................................4
PHYS 212/212L Essentials of Physics II/Laboratory ..................................................4
STAT 201/201L Elementary Statistics/Laboratory ..................................................4

A C or better is required in all foundation courses except BIOL 121/121L, CHEM 111/111L, and MATH 161.

*BIOL 122/122L, MATH 160, MSCI 111/111L, and MSCI 201 also satisfies Core Curriculum Math, Science, and Communication requirements. Though listed above under Foundation Courses, their credits are counted toward the total credits for the Core Curriculum and not toward the Foundation total.

3. **Department of Psychology**

   a. **change(s) to the Psychology Major**

   **Proposed changes:** Other: Rewording of Science/Lab requirements under our Foundation Courses to clarify language that all students must complete 3 science/lab courses in Psychology (including students with Core waivers).

   **Proposed catalog description:**

   **PSYCHOLOGY MAJOR**

   III. FOUNDATION COURSES (27-31-35 Credits)*

   PSYC 101* General Psychology .................................................................3
   PSYC 225/225L* Psychological Statistics/Laboratory (or equivalent)........ 3-4
   PSYC 226/226L Research Methods in Psychology/Laboratory ..........4

   In addition to completion of Core Curriculum Goal 3 (Knowledge of Scientific Concepts), choose a two course laboratory science sequence from the following*: (8 Credits) .............................................8

   Choose a scientific concept course and corresponding laboratory from the following*: (4 Credits) .................................................................4
   ANTH 101/101L Primates, People, and Prehistory/Laboratory (4)
   ASTR 101/101L Conceptual Astronomy/Laboratory (4)
   ASTR 111/111L Descriptive Astronomy I/Laboratory (4)
   BIOL 101/101L The Science of Life/Laboratory (4)
   BIOL 121/121L Biological Science I/Laboratory (4)
   BIOL 122/122L Biological Science II/Laboratory (4)
   BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)
   BIOL 242/242L Human Anatomy and Physiology II/Laboratory (4)
   CHEM 101/101L Introductory Chemistry/Laboratory (4)
   CHEM 111/111L General Chemistry I/Laboratory (4)
   CHEM 112/112L General Chemistry II/Laboratory (4)
GEOL 102/102LEnvironmental Geology/Laboratory (4)
GEOL 111/111LPhysical Geology/Laboratory (4)
MSCI 101/101L The Sea/Laboratory (4)
MSCI 102/102L Environmental Geology/Laboratory (4)
MSCI 111/111L Introduction to Marine Science/Laboratory (4)
MSCI 112/112L The Origin and Evolution of the Marine Environment/Laboratory (4)
PHYS 103/103L Science of the Physical World/Laboratory (4)
PHYS 137/137L Essentials of Physics I/Laboratory (4)
PHYS 201/201L General Physics I/Laboratory (4)
Or other course as designated by the department
PHYS 202/202L General Physics II/Laboratory (4)
Choose an additional two course laboratory science sequence from the following*: (8 Credits)

BIOL 121/121L Biological Science I/Laboratory (4)
BIOL 122/122L Biological Science II/Laboratory (4)
BIOL 232/232L Human Anatomy and Physiology I/Laboratory (4)
BIOL 242/242L Human Anatomy and Physiology II/Laboratory (4)
CHEM 111/111L General Chemistry I/Laboratory (4)
CHEM 112/112L General Chemistry II/Laboratory (4)
MSCI 111/111L Introduction to Marine Science/Laboratory (4)
MSCI 112/112L The Origin and Evolution of the Marine Environment/Laboratory (4)
PHYS 201/201L General Physics I/Laboratory (4)
PHYS 202/202L General Physics II/Laboratory (4)
PHYS 205/205L Introductory Physics for Life Sciences I (4)
PHYS 206/206L Introductory Physics for Life Sciences II (4)
Or other sequence as designated by the department

Choose three Mathematics/Statistics courses from the following: .................................9-12

MATH 130 College Algebra (3)
MATH 131 Trigonometry (3)
MATH 132 Calculus for Business and Social Science (3)
MATH 135 Precalculus (4)
MATH 160 Calculus I (4)
MATH 161 Calculus II (4)
STAT 315 Regression Analysis (3)
STAT 316 Experimental Design I (3)
STAT 320 Experimental Design II (3)
STAT 317 Nonparametric Statistical Methods (3)
STAT 318 Applied Statistical Methods (3)
STAT 319 Categorical Data Analysis (3)
PSYC 480/480L Intermediate Statistics/Laboratory (4)**
Or other courses as designated by the department

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.
**PSYC 480/480L** Intermediate Statistics/Laboratory may not be used for both foundation AND major requirements.

**PLEASE NOTE:** Students must earn grades of **C or better** in PSYC 101, PSYC 225/225L (or approved substitute statistics class), and PSYC 226/226L because these courses are required for the major.

**b. change(s) to the Psychology Major**

**Proposed changes: Other:** We propose to add a new optional concentration area in psychology called Behavioral Neuroscience.

**Proposed catalog description: PSYCHOLOGY MAJOR BEHAVIORAL NEUROSCIENCE CONCENTRATION**

Students are required to take Human Neuropsychology, Physiological Psychology, and Neuroscience Foundations. The remaining 8 credits must be selected from the options listed below. PSYC 415 or 460 may be used to satisfy the Psychology Biological Group major requirement, but not the Psychology electives major requirement.

**REQUIRED COURSES: (10 credits)**
- PSYC 415 Human Neuropsychology .................................................................3
- PSYC 460 Physiological Psychology ................................................................3
- BIOL 420/420L Neuroscience Foundations (4) .............................................4

**RECOMMENDED COURSES: (8 credits).................................................................8**
Choose two from the following Biology Group:
- BIOL 340/340L Cell Biology/Laboratory (4)
- BIOL 343/343L Comparative Physiology/Laboratory (4)
- BIOL 350/350L Fundamentals of Genetics/Laboratory (4)
- BIOL 410/410L Developmental Biology/Laboratory (4)
- BIOL 442/442L Advanced Genetics/Laboratory (4)
- BIOL 450/450L Molecular Biology/Laboratory (4)
- CHEM 351/351L Biochemistry I/Laboratory (4)
- Or other courses as designated by the department

**c. change(s) to the Psychology Minor**

**Proposed changes: Other:** We would like the students in our minor to have an overall exposure to the various subfields of psychology similar to the expectations set forth for our majors. There are two proposed changes from the existing minor degree.

1) Currently students choose one course within three categories (9-11 credits). The current minor categories are: Learning/Experimental (3-4 credit hours); Developmental/Social (3 credit hours);
Clinical/Assessment (3-4 credit hours). We are proposing that students select 4 categories (out of 5) and then choose a course within each category. We have restructured these categories for our psychology major, so these categories (and courses) are already approved and appropriately aligned. This would result in a total of 12 credit hours. The major categories are as follows: Learning/Cognitive Group (3 credit hours); Clinical Group (3 credit hours); Developmental Group (3 credit hours); Biological Group (3 credit hours); Social/Applied Group (3 credit hours).

2) We currently expect our students to choose two courses (6 credit hours) in psychology electives. We are now requiring that they choose one elective course (3-4 credit hours).

The total credits required are 21-23 credit hours to complete the minor. This realigning of categories makes the minor requirements consistent with the major and easier for students to follow in selecting their coursework.

**Proposed catalog description:**

**PSYCHOLOGY MINOR**

**PSYCHOLOGY MINOR (21-24 Credits)**

**PREREQUISITE:**

PSYC 101 General Psychology ..........................................................3

PSYC 225/225L Psychological Statistics/Laboratory (or equivalent).............. 3-4

Select four out of the five categories and then choose one course within each group (12 Credits)

Choose one course from learning/experimental: (3-4 Credits).................. 3-4

Learning/Cognition Group: (3 Credits) .................................................3

- PSYC 400 Human Learning (3)
- PSYC 401 Cognitive Processes (3)
- PSYC 402 Psycholinguistics (3)
- PSYC 407 Principles of Learning (3)
- PSYC 450 Sensation and Perception (3)
- PSYC 460 Physiological Psychology (3)
- PSYC 462 Animal Behavior (3)
- PSCY 480/480L Intermediate Statistics/Laboratory (4)
- PSYC 484 History and Systems of Psychology (3)

Choose one course from clinical/assessment: (3-4 Credits).................. 3-4

Clinical Group: (3 Credits) .................................................................3

- PSYC 410 Abnormal Psychology (3)
- PSYC 411 Abnormal Behavior in Children (3)
- PSYC 415 Human Neuropsychology (3)
- PSYC 428 School Psychology and Exceptional Children (3)
- PSYC 440 Theories of Personality (3)
- PSYC 483/483L Principles of Psychological Testing/Laboratory (4)
Choose one course from developmental/social: (3 Credits) ........................................... 3
Developmental Group: (3 Credits) .................................................................................. 3
   PSYC 302 Developmental Psychology (3)
   PSYC 420 Child Psychology (3)
   PSYC 421 Psychology of Adolescence (3)
   PSYC 423 Psychology of Aging (3)
   PSYC 425 Gerontology (3)
   PSYC 430 Social Psychology (3)
   PSYC 486 Substance Abuse (3)

Biological Group: (3 Credits) .......................................................................................... 3
   PSYC 415 Human Neuropsychology (3)
   PSYC 450 Sensation and Perception (3)
   PSYC 460 Physiological Psychology (3)
   PSYC 486 Substance Abuse (3)

Social/Applied Group: (3 Credits) .................................................................................. 3
   PSYC 333 Health Psychology (3)
   PSYC 340 Sports Psychology (3)
   PSYC 430 Social Psychology (3)
   PSYC 465 Psychology and the Law (3)
   PSYC 470 Industrial/Organizational Psychology (3)

Choose two additional 300/400 level Psychology courses (selected by the student and the minor adviser) (3–4 Credits) ................................................. 6 3–4

TOTAL CREDITS REQUIRED ............................................................. 21–24 21–23

A minimum grade of C is required in psychology courses counted toward the minor.

Academic Affairs (moved and seconded out of committee)
Proposals for new courses and course changes:

   COLLEGE OF EDUCATION

   a. EDPE 479 Q Internship (Physical Education)
   Proposed revision(s): course change(s).
   Corequisite(s): from: none to: EDPE 496.
   Number of credits: from: 12 to: 9.
   Proposed catalog description: EDPE 479 Q Internship (Physical Education). (9) (Coreq: EDPE 496) The physical education internship is comprised of supervised teaching experiences at either the elementary, middle or high school grade level. Internship requires candidates to assume the responsibilities of a Physical Education Teacher for a period of no fewer than 60 instructional days. Pass/Fail grading only. F, S.
b. EDPE 496 Internship Seminar
Proposal for a new undergraduate course.

Number of credits: 3 Prerequisite(s): Acceptance into the Internship through Portal II.
Corequisite(s): EDPE 479. Primary Goal: This course is required for a major.

Proposed catalog description: EDPE 496 Internship Seminar. (3) (Prereq: Acceptance into the Internship through Portal II) (Coreq: EDPE 479) The Physical Education Internship Seminar provides candidates with the content and support required for successful completion of the internship and induction into the profession. Seminar topics include but are not limited to: student motivation/behavior; teachers’ legal obligations/concerns; program advocacy; grant writing; technology usage; resumes/cover letters; and interview skills. F, S.
Estimated enrollment: 15. Method of delivery: Classroom and Other: Classroom meetings along with communication using Moodle, e-mail. Semester(s) offered: Fall and Spring.

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Communication, Languages and Cultures

a. JOUR 312 Media Relations
Proposed revision(s): course change(s).
Change to prerequisite(s): from: JOUR 309 to: JOUR 309 and JOUR 311.
Proposed catalog description: JOUR 312 Media Relations. (3) (Prereq: JOUR 309 and JOUR 311) This course is a comprehensive study of media relations from the perspective of both proactive and reactive public relations practice. Particular emphasis is placed on writing for media, interacting with journalists, holding news conferences, understanding the role of the Internet and interactive media, responding to organizational crises, and evaluating media relations effectiveness. Student will gain proficiency in strategic writing and message composition and will refine their skills in making oral presentations. F, S.

b. JOUR 319 PR Practice and Events
Proposed revision(s): course change(s).
Change to prerequisite(s): from: JOUR 309 to: JOUR 309 and JOUR 311.
Proposed catalog description: JOUR 319 PR Practice and Events. (3) (Prereq: JOUR 309 and JOUR 311) This course is a study of practices in public relations that provides a comprehensive overview of strategic principles applied by various organizations. Students will create targeted messages and learn event planning practices. F, S.

c. JOUR 324 Media Planning
Proposed revision(s): course change(s).
Change to prerequisite(s): from: JOUR 309 to: JOUR 309 and JOUR 311.
Proposed catalog description: JOUR 324 Media Planning. (3) (Prereq: JOUR 309 and JOUR 311) This applied study of various media utilized in communication campaigns provides students with knowledge of the use of media, methods of determining appropriate audiences and media, and the skills and background required for media buying. F, S.
d. JOUR 326 Brand Strategy and Advertising

Proposed revision(s): course change(s).
Change to prerequisite(s): from: JOUR 309 to: JOUR 309 and JOUR 311.

Proposed catalog description: JOUR 326 Brand Strategy and Advertising. (3) (Prereq: JOUR 309 and JOUR 311) This course offers an overview of brand strategy and advertising from a communication perspective, with emphasis on strategies for developing a brand and skills needed to create advertisements. Topics covered include how to communicate a brand identity, advertising design and copywriting, and creating advertising executions. F, S.

e. JOUR 419 Strategic Communication Campaigns

Proposed revision(s): course change(s).
Change to prerequisite(s): from: COMM 276, and JOUR 319 or JOUR 326 to: JOUR 309 and JOUR 311.

Proposed catalog description: JOUR 419 Strategic Communication Campaigns. (3) (Prereq: JOUR 309 and JOUR 311) This is an in-depth and applied study of the strategic communication process, including research, planning, implementation, and evaluation. This course is designed specifically to provide experiential learning opportunities as students work in teams to develop a campaign. F, S.

2. Department of History

a. HIST 125 The Middle East Since 610 CE

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. This course is to be considered for the core curriculum: Core Goal 5, part B: Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World. Primary Goal: This course may be taken as an elective.

Proposed catalog description: HIST 125 The Middle East Since 610 CE. (3) This course will expose students to the major events, leaders, civilizations and themes in the history of the Middle East between the 7th and 21st centuries. It will cover such topics as the origins of Islam, the rise and fall of the Ottoman Empire, the rise of nationalism, the World Wars, the struggles for independence, political and cultural developments, and the armed conflicts of the late 20th century. F, S, Su.

Estimated enrollment: 32. Method of delivery: Classroom. Semester(s) offered: All.

3. Department of Music

a. MUS 124A Symphonic Band

Proposed revision(s): course change(s).
Change to number of credits: from: 1 to: 0-1.

Proposed catalog description: MUS 124A Symphonic Band. (0-1) Study, rehearsal and performance of wind band music written for large instrumental ensembles. Includes several performances and concerts. Emphasis on attaining high musical standards. Up to three credit hours can be counted for core credit. F, S.
b. MUS 125  Coastal Carolina Concert Choir

Proposed revision(s): course change(s).
Change to number of credits: from: 1 to: 0-1.

Proposed catalog description:  MUS 125 Coastal Carolina Concert Choir.  (0-1) A mixed choral ensemble that is open to any CCU student without an audition. This group gives four major concerts each year as part of the CCU Department of Music concert series. They perform varied and challenging repertoire that is representative of all styles of western music history, with an intentional effort to incorporate music of living American composers. A major work for chorus and orchestra or instrumental ensemble is presented each year, and collaborative projects/concerts with other choral ensembles are actively solicited. Up to three credit hours can be counted for core credit. Course may be taken for 0-1 credit hours. F, S.

c. MUS 125C  CCU Chamber Choir

Proposed revision(s): course change(s).
Change to number of credits: from: 1 to: 0-1.
This course is to be considered for the core curriculum: Primary Goal 8, part B: Knowledge of Creative Expression. (Up to three credit hours can be counted for core credit.)

Proposed catalog description:  MUS 125C CCU Chamber Choir.  (0-1) Coastal Carolina Chamber Choir is a select mixed choral ensemble that is open to any CCU student upon successful completion of an audition. This group serves as choral ambassadors for the CCU music department, maintaining an active performance schedule and participating each spring in a recruitment tour in conjunction with Concert Choir and symphonic band. They perform repertoire of all styles and periods that is appropriate for a chamber choir, with emphasis placed on a cappella music from the Renaissance period. Students who are selected for Chamber Choir are encouraged to also participate in Concert Choir, and priority for membership is given to students who can commit to participate for the entire academic year. Up to three credit hours can be counted for core credit. Course may be taken for 0-1 credit hours. F, S.

d. MUS 207  Introduction to World Music

Proposal for a new undergraduate course.

Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Course Restriction(s): None. This course is to be considered for the core curriculum: Add to Core Goal 8, Part B: Knowledge of Creative Expression. Primary Goal: This course may be taken as an elective.

Proposed catalog description:  MUS 207 Introduction to World Music.  (3) This course introduces the fundamentals of music to the non-music major through a survey of world music traditions. Music making within specific cultural settings that give context and meaning to performance will be examined. This course draws upon the broad interdisciplinary field of ethnomusicology, which provides insights into music's role as a rich form of human creative expression. Experience in music is not required. F, S.

Estimated enrollment: 25. Method of delivery: Classroom and Distance Learning. Semester(s) offered: All.

4. Department of Politics and Geography

a. POLI 430 Q  Model European Union

Proposal for a new undergraduate course.
Number of credits: 1  Prerequisite(s): POLI 101 or permission of the instructor.  
Corequisite(s): None.  This course is to be considered for the QEP (Quality Enhancement Plan): all sections of this course will be Q designation in the catalog.  This course is repeatable for credit with the following restrictions: Students may take the course up to three times for credit.  
Primary Goal: This course may be taken as an elective or cognate.

Proposed catalog description: POLI 430 Q Model European Union.  (1) (Prereq: POLI 101 or permission of the instructor) A brief survey of the history, institutional structure, policies, procedures and functioning of the European Union (EU) – a key player in global governance.  The course is designed to prepare students for competitive participation in the annual Model European Union conference.  The Model European Union gives students an opportunity to hone their skills at negotiation, public speaking, critical thinking, expository writing, team-building, leadership, and problem-solving.  The course is offered during spring semester.  The course may be repeated up to three times for credit.  F, S.


b. POLI 450  Constitutional Law II

Proposed revision(s): course change(s).

Other: The purpose of this request is to revise the course description.

Proposed catalog description: POLI 450 Constitutional Law II.  (3) (Prereq: POLI 201 or permission of the instructor) A study of the Supreme Court decisions that have shaped the boundaries of the civil rights and liberties protected by the Constitution.  Selected covered topics include the liberties enumerated in the first Ten Amendments of the Constitution, and the civil rights of citizens protected in the Fourteenth and Fifteenth Amendments of the Constitution.  F, S.

COLLEGE OF SCIENCE

1. Department of Biology

   a. BIOL 420  Neuroscience Foundations

      Proposal for a new undergraduate course.

      Number of credits: 3  Prerequisite(s): BIOL 340 or BIOL 350.  Corequisite(s): BIOL 420L.

      Primary Goal: This course may be taken as an elective.

      Proposed catalog description: BIOL 420 Neuroscience Foundations.  (3) (Prereq: BIOL 340 or BIOL 350) (Coreq: BIOL 420L) This course provides an introduction to neuroscience with an emphasis on the cellular, electrochemical, and molecular properties of neurons that are fundamental for further study in neuroscience.  Topics include the excitable nature of neurons and ionic basis of action potentials, synaptic neurotransmission, sensory and motor systems, as well as complex brain functions such as attention, motivation and sleep.  S.

b. BIOL 420L Q* Neuroscience Foundations Laboratory

Proposal for a new undergraduate course.

Number of credits: 1
Prerequisite(s): BIOL 340L or BIOL 350L.
Corequisite(s): BIOL 420.

This course is to be considered for the QEP (Quality Enhancement Plan): selected sections of the course will be Q* designation in the catalog. Primary Goal: This course may be taken as an elective.

Proposed catalog description: BIOL 420L Q* Neuroscience Foundations Laboratory. (1) (Prereq: BIOL 340L or BIOL 350L) (Coreq: BIOL 420) The laboratory component of Neuroscience Foundations is designed to develop laboratory skills and increase neuroscience understanding by functioning as a practicing neuroscientist. During this course, students will propose and complete experiments to characterize specific neurological defects present in mutant strains of experimental animals. S.

Estimated enrollment: 20. Method of delivery: Laboratory. Semester(s) offered: Spring.

2. Department of Chemistry and Physics

a. PHYS 499 Directed Undergraduate Research

Proposed revision(s): course change(s).
Change to prerequisite(s): from: permission of the instructor to: senior standing or permission of the instructor.
Change to number of credits: from: 3-6 to: 3.
Change to title of course: from: Directed Undergraduate Research to: Applied Physics Capstone.

Proposed catalog description: PHYS 499 Applied Physics Capstone. (3) (Prereq: Senior standing or permission of the instructor) This course is a capstone experience for applied physics majors and serves to integrate the knowledge and skills that students have developed over a college career. Specifically, students will demonstrate throughout the course the ability to apply the principles, concepts, and processes of physics; communicate and synthesize scientific knowledge; identify and use appropriate tools to solve problems; and develop, test, analyze, and interpret models of physical systems. To accomplish this, each student will complete and report on an independent research project and solve a series of open-ended problems in the context of applied physics. F, S.

3. Department of Mathematics and Statistics

a. MATH 131 Trigonometry

Proposed revision(s): course change(s).
Change to prerequisite(s): from: A grade of C or better in MATH 130 or MATH 130I or Mathematics Placement Test to: A grade of C or better in MATH 130 or MATH 130I.

Proposed catalog description: MATH 131 Trigonometry. (3) (Prereq: A grade of C or better in MATH 130 or MATH 130I) Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S, Su.
b. MATH 161  Calculus 2  
**Proposed revision(s):** course change(s).  
**Other:** Change to course description. The removal of arc length, surface area, parametric and polar forms. These topics will be replaced with an introduction to differential equations.  
**Proposed catalog description:** MATH 161 Calculus 2.  (4) (Prereq: A grade of C or better in MATH 130 or MATH 130I) Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S, Su.

c. MATH 220  Mathematical Proofs and Problem Solving  
**Proposed revision(s):** course change(s).  
**Change to prerequisite(s):** from: A grade of C or better in MATH 161 to: A grade of C or better in MATH 160.  
**Change to corequisite(s):** from: none to: MATH 161.  
**Proposed catalog description:** MATH 220 Mathematical Proofs and Problem Solving.  (3) (Writing Intensive) (Prereq: A grade of C or better in MATH 160) (Coreq: MATH 161) Detailed investigation of the methods of mathematical proof: direct, indirect, induction, contradiction, case analysis and counter examples. Topics include set theory, functions, relations, cardinality, elements of number theory, elements of real analysis and elements of abstract algebra. Major emphasis placed on understanding, attacking and problem solving. S.

d. MATH 396  Independent Study with Computational Emphasis  
**Proposal for a new undergraduate course.**  
**Number of credits:** 3  
**Prerequisite(s):** MATH 242 or CSCI 140.  
**Corequisite(s):** None.  
**This course is repeatable for credit with the following restrictions:** Each instance of this course must be on a different topic.  
**Primary Goal:** This course may be taken as an elective.  
**Proposed catalog description:** MATH 396 Independent Study with Computational Emphasis.  (3) (Prereq: MATH 242 or CSCI 140) (Coreq: BIOL 420) Directed study of specific topics related to mathematics and computation. This course may be repeated provided it is on a different topic. F, S.  
**Estimated enrollment:** 1.  
**Method of delivery:** Classroom.  
**Semester(s) offered:** As needed.

e. STAT 420  Statistical Computing  
**Proposed revision(s):** course change(s).  
**Change to prerequisite(s):** from: A grade of C or better in STAT 412 or permission of the instructor to: A grade of C or better in STAT 412, or STAT 201 and a grade of C or better in MATH 161.  
**Proposed catalog description:** STAT 420 Statistical Computing.  (3) (Writing Intensive) (Prereq: A grade of C or better in STAT 412, or STAT 201 and a grade of C or better in MATH 161) This course introduces key topics in statistical programming including techniques for random number generation, Monte-Carlo and MCMC methods, and bootstrapping. S, even years.
Graduate Council: (moved and seconded out of committee)
Proposal for program change(s):

COLLEGE OF EDUCATION

a. change(s) to the Masters of Arts in Teaching - Secondary
Proposed changes: Other: change in entrance GPA requirement for MAT-Secondary.

Proposed catalog description:
MASTER OF ARTS IN TEACHING (M.A.T.) DEGREE
Admission and Degree Requirements
Students who currently are enrolled at Coastal Carolina University majoring in one of the areas of M.A.T. degree preparation, and who desire to enter the program upon graduation to pursue a master’s degree and certification in teaching, may enroll in up to two (2) courses of the M.A.T. program prior to receiving a bachelor’s degree.

Students are advised that additional requirements may be added to the program of study to support needed background in a discipline and/or general education.

The PRAXIS II content knowledge examination must be successfully passed prior to entry into the Internship semester (Spring of each year). Students will not be placed in the Internship experience until a passing score on the PRAXIS II exam has been verified by the Spadoni College of Education.

Portals identify four (4) key stages for this graduate program. The requirements for entry into each of the four (4) portals are listed below:

Portal I. Admission to the Graduate Program.
For admission to the Graduate Program, students must:

• Submit an application for graduate study to the University with the $45 application fee (check or money order) enclosed. Applications are due March 1 for each cohort.
• Submit official transcripts reflecting an undergraduate GPA of 2.75 3.0 in the content area AND one of the following: 2.5 2.75 GPA 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).
• Provide two (2) letters of recommendation (on forms provided) supporting the applicant’s academic qualifications.

Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant’s file. All applicants will be informed in writing of the Committee’s decision.
Graduate Council: (moved and seconded out of committee)
Proposal for new graduate course(s):

COLLEGE OF EDUCATION

a. EDSC 508 Foundations in Literacy. (3) (Prereq: Admission to M.A.T. Degree Program) An introductory course to literacy and its role in secondary schools and society. Candidates will research literacy by defining it and directly relating it to their field. An overview of literacy education topics including assessment, testing, equity, and multiple literacies will also be surveyed. Su.

b. EDSC 510 Secondary Adolescent Development and Management. (3) (Prereq: Admission to M.A.T. Degree Program) This course includes the management of the classroom environment and learning processes as applied to secondary adolescent development. Attention is given to theories and best practices and includes a clinical experience. F.

Graduate Council: (moved and seconded out of committee)
Proposal for changes in graduate course(s):

COLLEGE OF EDUCATION

a. EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment (Culminating Experience)

Proposed revision(s): course change(s).
Change to course title: from: Practicum in the Evaluation of Literacy Instruction and Assessment (Culminating Experience) to: Trends and Issues in Literacy Education (Capstone).

b. EDSC 518 Addressing Literacy in the Content Area

Proposed revision(s): course change(s).
Change to prerequisite(s): from: Admission to M.A.T. Degree Program to: Admission to M.A.T. Degree Program and EDSC 508.
Change to title: from: Addressing Literacy in the Content Area to: Reading and Writing in the Content Area.
Other: These changes should be applied to all six M.A.T. Programs (Social Studies, English, Mathematics, Science, Art, and Music).
Change to catalog description: EDSC 518: Reading and Writing in the Content Area. (3) (Prereq: Admission to M.A.T. Degree Program and EDSC 508) A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. F.