

All changes are effective Fall 2019, unless otherwise noted.

**Academic Affairs** (*moved and seconded in committee*)

Proposals for change(s) in an undergraduate program:

COLLEGE OF SCIENCE

**1. Department of Health Sciences**

**a. Public Health, Bachelor of Science (Form B – ID # 2038)**

**Public Health, B.S.**

A major in public health offers students the opportunity to explore the art and science of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes may be facilitated by enhancing awareness, changing behavior, or creating environments which support better health practices. Students pursuing a generalist public health degree with a health promotion focus, gain an understanding of disease and illness, epidemiology, statistics, behavior approaches to public health, environmental health, public health policy and advocacy and health care systems. The major blends instruction from biology, chemistry, political science, psychology, sociology, marketing, communication and medicine into applications addressing current health problems facing our community. The program is designed to prepare students for both the workforce and graduate school. Students completing the degree are prepared for employment in a variety of health service-related settings at the local, state, national, and international levels, at voluntary health agencies, in wellness programs within business and industry, medical facilities, or private consultation. Students are also prepared for advanced degree study in public health or health science-related degree programs. Therefore, students desiring careers in allied health/medical fields may complete prerequisite courses within the major.

Coastal Carolina University's public health major is one of the first stand-alone baccalaureate programs to be accredited by the Council on Education for Public Health (CEPH) (June 17, 2016). For specific questions about this process, please visit <http://ceph.org/faqs/>.

## **Mission Statement**

The mission of the public health program is to prepare students to protect and improve the health of individuals and communities through a challenging academic program with experiential learning opportunities.

## **Student Learning Outcomes**

Students in the public health program at Coastal Carolina University will acquire professional development skills and apply public health theory and concepts to public health practice. Student learning outcomes for the major include, but are not limited to the following:

1. Students will demonstrate broad knowledge of health education/public health content and application of public health and health education concepts.
2. Students will be able to identify health needs and concerns of a community by developing a literature review.
3. Students will be able to develop strategies to improve community health.
4. Students will demonstrate program-planning skills.
5. Students will develop skills needed to apply theory to public health practice.
6. Students will demonstrate professionalism through practical experiences in a setting related to Public Health based on site supervisor student evaluations.

## **Admission to Degree Candidacy**

Students can declare Public Health at any time in their academic career, although they will not be administratively admitted, until they fulfill the admissions criteria.

Prior to being admitted, a student must:

- See an adviser in the public health program for guidance;
- Complete PUBH 121, PUBH 201, and PUBH 350 with a grade of 'C' or better in each course;
- Have completed a minimum of 60 semester credit hours (junior standing) for admission to the following classes: PUBH 410, PUBH 481, PUBH 485, PUBH 491, and PUBH 495.

## **Curriculum**

The curriculum incorporates the nine public health domains and provides training in the seven competency areas of health promotion and health education. This framework enhances students' professional preparation, credentialing, and professional development in the health education and health promotion work setting. Completion of the program

qualifies students to apply for certification through the National Commission for Health Education Credentialing, Inc. (NCHEC) as a Certified Health Education Specialist (CHES).

Students ~~have the flexibility of declaring a minor (18-22 credit hours) or completing one of the four cognate options (15 credit hours) for a complementary area of study and/or to complete prerequisites for graduate studies;~~ can choose the generalist public health program with a cognate option (general cognate or honors cognate) for a complementary area of study and/or to complete prerequisites for graduate studies or choose from one the five concentrations offered (community health, health administration, health literacy, pre-health professions, or dietetics). Students also have the flexibility of declaring a minor (18-22 credit hours) instead of completing a cognate (18 credits) or concentration (18-19 credit hours).

### *General Cognate*

This selection provides students flexibility in planning a cognate ~~or minor area of study~~. Students may take 100-200 level basic science courses ~~(as needed prerequisites for graduate degrees such as physical therapy, occupational therapy or physician's assistant)~~ or take 300-400 level coursework outside of the major to complement their specific career interests or as prerequisites for graduate studies.

### *Communication Cognate*

~~This option will introduce students to the growing discipline of health communication and prepare them for entry level positions and graduate level education in the field. Health communication is beneficial to promoting and protecting the public's health in that it can increase knowledge and awareness of health issues, problems and solutions or influence perceptions, attitudes and beliefs that may affect social norms. Health communication is effective at demonstrating or illustrating healthy skills for behavior change and showing the benefit of that change. Additionally, health communication can prompt individuals and communities to act as well as serve as a venue for healthy policy advocacy. This cognate has pre-approved sequence of courses.~~

### *Exercise Science Cognate*

~~This option is designed for students who desire to work in the areas of corporate wellness, personal training, wellness centers, or nonprofit/municipal exercise science programs. The area of health and exercise science is a rapidly expanding area of work in both the public and private sectors. The public health degree with the exercise science option will provide specialized educational and practical experiences to those interested in the fitness industry. In addition, students are provided the theoretical framework and skills needed to be eligible to sit for professional certifications from national fitness and health education organizations. This cognate has pre-approved sequence of courses.~~

### *Health Services Leadership Cognate*

~~This option is a directed course of study to broaden students' understanding of the complex issues facing future health care and public health professionals. It is intended to introduce the student to best practices of leadership, advocacy and delivery of services within a health care context so that they are prepared to engage in supervisory and governing roles in health care and public health organizations. This cognate has pre-approved sequence of courses.~~

### *Honors Cognate*

This selection provides support to students who are in the Honors Program. Students take a set of courses that provide a challenging experience beyond honors seats. Students will have the opportunity to participate in independent study, take special topics courses and complete an honors thesis. As with the general cognate, students may take 100-200 level basic science courses or take 300-400 level coursework outside of the major or approved courses in the major to complement their specific career interests or as prerequisites for graduate studies.

### *Community Health Concentration*

This concentration is for students who are interested in addressing the health needs of specific communities. Students will be able to identify a health concern and develop interventions to best address them. Content courses are included to best provide examples of programs and projects that been conceived, designed, implemented and evaluated. Attention will be paid to the science of community health and as such the methods of understanding the community's health needs, identifying priorities and documenting and communicating needs.

### *Dietetics Concentration*

This concentration is for students who are interested in the science of food and nutrition and its effect on health. Strong emphasis will be placed on supporting individuals to make healthy dietary choices through education and behavior modification. Students may take 100-200 level basic science courses or 300-400 level coursework outside of the major as needed prerequisites for baccalaureate dietetics programs.

### *Health Administration Concentration*

This concentration is a directed course of study to broaden students' understanding of the complex issues facing the future of health care and health care professionals. Students selecting this concentration should be prepared to engage in supervisory and governing roles in health care and public health organizations. It is intended to introduce students to best practices of navigating healthcare systems, structures and networks, marketing healthcare, delivering of health services, understanding health law and ethics and analyzing and presenting health data.

### *Health Literacy Concentration*

This concentration introduces students to the growing discipline of health literacy and prepares them for entry-level positions and graduate level education in the field. Health literacy is beneficial to promoting and protecting the public's health in that it can increase an individual's capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions. The concentration focuses on addressing systemic factors that affect knowledge and awareness of health issues, problems and solutions or perceptions, attitudes and beliefs that may affect social norms.

### *Pre-Health Professions Concentration*

This concentration is for students who are interested in pursuing health professions. Students may take 100-200 level basic science courses (as needed prerequisites for graduate degrees such as physical therapy, physician's assistant, medicine) or take 300-400 level coursework outside of the major to complement their specific career interests or as prerequisites for graduate studies.

### **Policies and Requirements**

A cognate or concentration is not necessary if you have a minor. Students must earn a grade of 'C' or better in each course used to satisfy major requirements and cognate/concentration options requirements. A grade of 'C' or better is also required in ENGL 101, PUBH 121, ~~and~~ PUBH 201 and PUBH 350. Students who intend to earn a degree in public health must be accepted as degree candidates pursuing a major course of study in public health.

All public health students are required to complete ~~320~~ 280 internship hours at approved public health and education sites. A 30 hour mini-internship (public health field experience) is completed as a portion of the course requirements for PUBH ~~201~~ 284Q. The PUBH 485Q course requires the successful completion of a professional portfolio and a ~~290~~ 250 hour, senior-level internship. Students can participate in an internship with a local, national or international health-related agency.

An end-of-program exam is administered as part of PUBH 495. In order to evaluate student learning outcomes for the public health degree program, the following methods will be used: mastery of skills-based assignments in required public health classes, successful completion of the ~~320~~ 280 hour internships, evidence of mastery of the public health and education competencies in the professional portfolio, and a grade of 'C' or better on the end-of-program exam.

### **Degree Requirements (120 Credits)**

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### **Core Curriculum Requirements**

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#### Core Curriculum (38-40 Total Credit Hours)

## Graduation Requirements

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Graduation Requirements (3-7+ Credits) \*

### Foundation Courses (~~17~~14-28 Credits)

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*Complete the following courses:*

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- PUBH 121 - Personal and Community Health (3 credits) \*
- PUBH 201 - Philosophy and Principles of Public Health (3 credits)
- PUBH 350 - Community Health Promotion Strategies (3 credits)
- ~~MATH 130 - College Algebra (3 credits)~~
- BIOL 232 - Human Anatomy and Physiology I (3 credits) \* AND
- BIOL 232L - Human Anatomy and Physiology I Laboratory (1 credit) \*
- BIOL 242 - Human Anatomy and Physiology II (3 credits) AND
- BIOL 242L - Human Anatomy and Physiology II Laboratory (1 credit)

*Choose one course from the following:*

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- PSYC 101 - General Psychology (3 credits) \*
- SOC 101 - Introductory Sociology (3 credits) \*

*Choose one course from the following:*

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- CBAD 291 - Business Statistics (3 credits) \*
- POLI 205 - Introductory Statistics for the Political and Social Sciences (3 credits) \*
- PSYC 225 - Psychological Statistics (3 credits) AND
- PSYC 225L - Psychological Statistics Laboratory (1 credit)
- STAT 201 - Elementary Statistics (3 credits) \* AND
- STAT 201L - Elementary Statistics Computer Laboratory (1 credit) \*

*Choose one course from the following:*

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- CHEM 101 - Introductory Chemistry (3 credits) \* AND
- CHEM 101L - Introductory Chemistry Laboratory (1 credit) \*
- CHEM 111 - General Chemistry I (3 credits) \* AND

- CHEM 111L - General Chemistry Laboratory I (1 credit) \*

*Note:*

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\* Course credit hours only count once toward the total university graduation credit hour requirements. Click on **Credit Sharing** for more information.

### **Major Requirements (~~40~~ 42-43 Credits)**

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*Complete the following courses:*

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- ~~[PUBH 304 - Nutrition \(3 credits\)](#)~~
- ~~[PUBH 310 - Issues in Family Life and Sexuality \(3 credits\)](#)~~
- [PUBH 284Q - Public Health Field Experience \(2 credits\)](#)
- [PUBH 320 - Public Health Policy and Advocacy \(3 credits\)](#)
- [PUBH 333 - Environmental Health \(3 credits\)](#)
- ~~[PUBH 350 - Community Health Promotion Strategies \(3 credits\)](#)~~
- [PUBH 375 - Global Health Perspectives \(3 credits\)](#)
- [PUBH 380 - Essentials of US Health Care System \(3 credits\)](#)
- [PUBH 388 - Needs Assessment and Program Planning \(3 credits\)](#)
- [PUBH 398 - Public Health Research and Evaluation Methods \(3 credits\)](#)
- [PUBH 403 - Leadership in the Health Professions \(3 credits\)](#)
- [PUBH 410 - Epidemiology and Quantitative Research Methods \(3 credits\)](#)
- [PUBH 481 - Behavioral Foundations and Decision Making in Health Education \(3 credits\)](#)
- [PUBH 484 - Pre-Internship Seminar \(0-1 credit\)](#)
- [PUBH 485 Q - Internship in Health Careers \(6 ~~to~~ 9 credits\)](#)
- ~~[PUBH 491 - Needs Assessment, Planning and Evaluation Methods in Health Promotion \(3 credits\)](#)~~
- [PUBH 495 - Senior Seminar - CHES Review \(1 credit\)](#)

*Public Health electives*

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- Choose two 300-400 level PUBH courses not previously listed (6 credits)

### **Cognate or ~~Area Focus~~ Concentration (~~15-18-19~~ Credits)**

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Choose **one** of the areas below:

*Cognate (15-18 Credits) or Concentration (18-19 Credits)*

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- ~~Choose 15 credit hours of 300-400 level courses outside of major or basic science credits (need adviser's approval).~~
- Complete either a cognate or concentration. A cognate or concentration is not necessary if you have a minor.

*Area Focus: Communication Option (15 Credits)*

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Choose one course from the following:

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- ~~COMM 101—Introduction to Communication (3 credits)~~
- ~~COMM 140—Modern Human Communication: Principles and Practices (3 credits)~~

Complete the following course:

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- ~~COMM 311—Health Communication (3 credits)~~

Choose three courses from the following:

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- ~~COMM 274—Organizational Communication (3 credits)~~
- ~~COMM 304—Gender Communication (3 credits)~~
- ~~COMM 330—Communication and Technology (3 credits)~~
- ~~COMM 340—Media Effects (3 credits)~~
- ~~COMM 345—Communication Activism (3 credits)~~
- ~~COMM 410—Special Topics in Communication (3 credits)~~
- ~~COMM 411—Health and the Media (3 credits)~~
- ~~COMM 412—Interpersonal Health Communication (3 credits)~~
- ~~JOUR 309—Introduction to Public Relations and Integrated Communication (3 credits)~~
- ~~JOUR 311—Principles of Advertising (3 credits)~~
- ~~JOUR 312—Media Relations (3 credits)~~

*Area Focus: Exercise Science Option (15 Credits)*

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Complete the following courses:

- ~~EXSS 122—Lifetime Fitness and Physical Activity (3 credits)~~
- ~~EXSS 350—Exercise Physiology (3 credits) AND~~
- ~~EXSS 350L—Laboratory in Exercise Physiology (1 credit)~~



- ~~[EXSS 385 – Exercise Testing and Prescription \(3 credits\) AND](#)~~
- ~~[EXSS 385L – Laboratory in Exercise Testing and Prescription \(1 credit\)](#)~~
- ~~[EXSS 415 – Personal Fitness Leadership \(3 credits\)](#)~~

*Area Focus: Health Services Leadership Option (15 Credits)*

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Complete the following courses:

- ~~[PUBH 320 – Public Health Policy and Advocacy \(3 credits\)](#)~~
- ~~[PUBH 380 – Essentials of the U.S. Health Care System \(3 credits\)](#)~~
- ~~[PUBH 401 – Issues In Health Services and Public Health Practices \(3 credits\)](#)~~
- ~~[PUBH 403 – Leadership in the Health Professions \(3 credits\)](#)~~
- ~~[PHIL 317 – Bio-Medical Ethics \(3 credits\)](#)~~

*Generalist with General Cognate (no concentration) (18 Credits)*

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Choose one 300-400 level public health elective course (3 credits)

Choose 100-200 level basic science courses OR 300-400 level course not in major (15 credits):

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*Generalist with Honors Cognate (no concentration) (18 Credits)*

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Complete the following courses:

- PUBH 398 - Public Health Research and Evaluation Methods (3 credits)
- PUBH 498 - Public Health Research Project (3 credits)

Complete 3 credits:

- PUBH 399 - Independent Study (1-3 credits)
- PUBH 455 - Special Topics in Public Health (1-3 credits)

Choose three 100-200 level basic science honors (HONR)/H-designated courses OR 300-400 level honors (HONR)/H-designated courses not in major (9 credits)

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*Community Health Concentration (18 Credits)*

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Choose two 300-400 level public health courses not previously taken (6 credits)

Complete the following courses:

- PUBH 304 - Nutrition (3 credits)
- PUBH 310 - Issues in Family Life and Sexuality (3 credits)
- PUBH 340 - Drugs in Society (3 credits)

- PUBH 347 - Consumer Health Education (3 credits)
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*Dietetics Concentration (18-19 Credits)*

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Complete the following courses:

- PUBH 222 - Medical Terminology (3 credits)
- BIOL 121 - Biological Science I (3 credits) AND
- BIOL 121L - Biological Science I Laboratory (1 credit)
- BIOL 122 - Biological Science II (3 credits) AND
- BIOL 122L - Biological Science II Laboratory (1 credit)
- CHEM 112 - General Chemistry II (3 credits) AND
- CHEM 112L - General Chemistry II Laboratory (1 credit)

Choose one:

- BIOL 330 - Microbiology (3 credits) AND
- BIOL 330L - Microbiology Laboratory (1 credit)
- CHEM 331 - General Organic Chemistry I (3 credits) AND
- CHEM 331L - General Organic Chemistry I Laboratory (1 credit)
- PSYC 302 - Developmental Psychology (3 credits)
- PSYC 410 - Abnormal Psychology (3 credits)

For Foundation requirements, students in the Dietetics Concentration must complete CHEM 111 and CHEM 111L.

For Public Health Elective requirements, students in the Dietetics Concentration must Choose PUBH 304 and PUBH 411 Q.

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*Health Administration Concentration (18 Credits)*

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Choose one 300-400 level public health course not previously taken (3 credits)

Choose one 300-400 level health administration course not listed below (3 credits)

Complete the following courses:

- BSHA 305 - Health Care Marketing (3 credits)
  - BSHA 382 - Budgeting and Finance in Health Care (3 credits)
  - BSHA 456 - Health Data Analysis (3 credits)
  - BSHA 457 - Health Analytics and Data Visualization (3 credits)
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*Health Literacy Concentration (18 Credits)*

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Complete the following courses:

- COMM 140 - Modern Human Communication: Principles and Practices (3 credits)
- COMM 311 - Health Communication (3 credits)
- PUBH 361 - Health Organization Communication (3 credits)
- PUBH 440 - Gender, Culture, Literacy and Disparities in Health (3 credits)

Choose one:

- PUBH 411Q - Community Nutrition Outreach (3 credits)
- COMM 412 - Interpersonal Health Communication (3 credits)

Choose one (complete 3 credits):

- PUBH 455 - Special Topics in Public Health (1-3 credits)
  - COMM 340 - Media Effects (3 credits)
  - JOUR 312 Media Relations (3 credits)
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*Pre-Health Professions Concentration (18-19 Credits)*

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Complete the following courses:

- PUBH 222 - Medical Terminology (3 credits)
- BIOL 121 - Biological Science I (3 credits) AND
- BIOL 121L - Biological Science I Laboratory (1 credit)
- BIOL 122 - Biological Science II (3 credits) AND
- BIOL 122L - Biological Science II Laboratory (1 credit)
- CHEM 112 - General Chemistry II (3 credits) AND
- CHEM 112L - General Chemistry II Laboratory (1 credit)

Choose one:

- BIOL 330 - Microbiology (3 credits) AND
- BIOL 330L - Microbiology Laboratory (1 credit)
- CHEM 331 - General Organic Chemistry I (3 credits) AND
- CHEM 331L - General Organic Chemistry I Laboratory (1 credit)
- PHYS 205 - Introductory Physics for Life Sciences I (3 credits) AND
- PHYS 205L - Introductory Physics for Life Sciences I Laboratory (1 credit)
- PSYC 302 - Developmental Psychology (3 credits)
- PSYC 410 - Abnormal Psychology (3 credits)

For Foundation requirements, students in the Pre-Health Professions Concentration must complete CHEM 111 and CHEM 111L.

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## Electives (0-75 Credits)

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Total Credits Required: 120

### 2. Department of Kinesiology

#### a. **Sport Coaching Minor** (Form B – ID# 2222)

##### **Sport Coaching Minor**

The Department of Kinesiology is committed to the education and development of amateur sport coaches who can lead a positive and quality athletic experience. The sport coaching minor prepares future coaches to make sound decisions in the development, implementation, and evaluation of sport programs commensurate with their competitive level. The curriculum consists of theoretical and practical experiences from a variety of disciplines, providing candidates the knowledge, skills and abilities to successfully guide athletes and programs.

The sport coaching minor prepares students for the coaching profession on the youth recreational, interscholastic and intercollegiate level by aligning with the national standards of the National Council for Accreditation of Coaching Education at Level 3, intermediate coach. Evidence of current CPR/first aid certification must be presented prior to beginning the coaching practicum. To enroll in the EXSS KRSS 497- Practicum in Sport Coaching (3 credits), all minor courses must be successfully completed with a minimum of a 'C' or better.

To successfully complete the sport coaching minor, students must:

- Complete the American Sport Education Program (ASEP) Coaching Principles course and earn ASEP certification 80 percent and above (part of EXSSKRSS 497).
- Earn a minimum grade of 'C' in each of the courses required in the minor.
- Provide evidence of current CPR/first aid certification (part of EXSS 330), which is a prerequisite to EXSS KRSS 497.
- Provide evidence of professional coaching dispositions that align with effective coaching practices (part of EXSS KRSS 497).

##### **Program Requirements (21 Credits)**

Complete the following courses:

- EXSS KRSS 222 - Functional Kinesiology and Sport Conditioning (3 credits)
- EXSS 330 - Injury Management (3 credits)
- EXSS 340 - Sport and Exercise Behavior (3 credits)

- **EXSS KRSS** 301 - Coaching Pedagogy and Management (3 credits)
- RSM 456 - Principles of Administration in Recreation and Sport Management (3 credits)
- **EXSS KRSS** 497 - Practicum in Sport Coaching (3 credits)

**Approved Elective (minor coordinator approval)**

Choose one from the following:

Choose one EXSS or RSM course at the 300 or 400 level

- PUBH 340 - Drugs in Society (3 credits)
- EDPE 290 - Adapted Physical Activity (3 credits)
- PSYC 410 - Abnormal Psychology (3 credits)
- SOC 301 - Gender and Society (3 credits)
- SOC 305 - Sociology of the Family (3 credits)

Total Credits Required: 21 Credits

**Academic Affairs** (*moved and seconded in committee*)

Proposals for new undergraduate program:

**COLLEGE OF HUMANITIES AND FINE ARTS**

**1. Department of English**

**a. Middle Grades Education English Minor (Form D – ID# 1722)**

**Middle Grades Education English Minor (18 Credits)**

This minor is designed for Middle Level Education majors seeking licensure in Secondary (9-12 Grades) English. The minor gives students a greater breadth of English studies knowledge, specifically in composition and rhetoric, grammar, literary criticism, the development of modern English, and the teaching of reading. Combined with the Middle Level Education major program requirements, this minor provides coursework to prepare students to potentially add-on the Secondary English certification.

**ADVANCED COMPOSITION AND RHETORIC (3 credits)**

Choose one of the following two classes.

- ENGL 393 – Introduction to Rhetorical Theory
- ENGL 457 – Form and Style in Writing

**DEVELOPMENT OF MODERN ENGLISH (3 credits)**

- ENGL 453 – Development of the English Language

**MODERN ENGLISH GRAMMAR (3 credits)**

Choose one of the following two classes.

- ENGL 354 – English Grammar and Syntax
- ENGL 451 – Introduction to the Study of Language and Modern Grammar

LITERARY CRITICISM (3 credits)

- ENGL 483 – Theory of Literary Criticism

TEACHING OF READING (3 credits)

- EDLL 417 – Content Area Reading and Writing for Middle and High School Teachers

ELECTIVES IN LITERATURE (3 credits)

Choose one course from the following pre-approved list.

- ENGL 307 – The Age of Chaucer
- ENGL 308 – Seventeenth-Century British Literature
- ENGL 311 – Topics in Shakespeare
- ENGL 314 – Eighteenth-Century British Literature
- ENGL 315 – The British Novel I
- ENGL 316 – The British Novel II
- ENGL 318 – The Victorian Age
- ENGL 323 – Modern British and Irish Literature
- ENGL 328 – Modern American Writers
- ENGL 329 – Autobiographies, Journals, and Memoirs
- ENGL 330 – Realism and Naturalism
- ENGL 333 – The American Novel
- ENGL 336 – Contemporary American Literature
- ENGL 339 – Popular Fiction
- ENGL 341 – African-American Literature, 1750-present
- ENGL 371 – Topics in World Literature: East/West Intersections
- ENGL 372 – Special Topics in Russian Literature
- ENGL 375 – Special Topics in World and Anglophone Literature
- ENGL 382 – Contemporary Fiction
- ENGL 401 – Chaucer
- ENGL 404 – Topics in Non-Shakespearean Renaissance Literature
- ENGL 424 – Studies in British Literature
- ENGL 425 – World Dramatic Literature
- ENGL 427 – Studies in Southern Literature
- ENGL 443 – Topics in Women Writers
- ENGL 472 – Topics in Dramatic Literature
- ENGL 475 – Contemporary Asian Fiction
- ENGL 479 – Studies in Modern and Contemporary British and Anglophone Literature
- ENGL 487 – Literary Studies in Health, Illness, and Aging
- ENGL 488 – Studies in World Literature
- ENGL 489 – Gender and Sexuality in Literature

**Academic Affairs** (*moved and seconded in committee*)  
Proposals for new undergraduate courses:

COLLEGE OF EDUCATION

**1. Department of Foundations, Curriculum and Instruction**

**a. EDLL 417 – Content Area Reading and Writing for Middle and High School Teachers** (Form C – ID# 1922)

**Proposed catalog description:** EDLL 417 - Content Area Reading and Writing for Middle and High School Teachers (3 credits) (Prereq: ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing) This course explores strategies for teaching reading and writing within the framework of content-area classes in grades 5-12. An emphasis is placed on foundational knowledge of the reading and writing processes and the basic tenets of integrating technology and literacy across disciplines in ways that value and support diverse learners. S, Su.

**Course Prefix/Number:** EDLL 417

**Course Title:** Content Area Reading and Writing for Middle and High School Teachers

**Primary Goal:** This course is required for a minor

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** EDLL 617 - Content Area Reading and Writing for Middle and High School Teachers

**Course Restriction(s):** None

**Estimated enrollment:** 25

**Prior enrollment in course:** 0

**Method of delivery:** Distance Learning

**Semester(s) offered:** Spring, Summer

**Considered for the Core Curriculum:** No

**Considered for the QEP:** No

COLLEGE OF HUMANITIES & FINE ARTS

**1. Department of Anthropology and Geography**

**a. GEOG 341 – Geography of Food and Agriculture (Form C – ID# 2225)**

**Proposed catalog description:** GEOG 341 - Geography of Food and Agriculture (3 credits) Food is a fundamental human need that impacts our health, shapes our cultural identities, influences our daily lives, and guides our politics from local to international scales. Thus, agriculture is one of the most important human endeavors, but also one which has had one of the largest impacts on the earth system. This course explores the geography of food and agriculture from a critical perspective. It examines the ecological, social, and political economic aspects of a range of agricultural production systems, from large-scale commercial monocrops to small-scale agroforestry and permaculture homegardens. It examines some of the largest contemporary challenges to agro-food systems in our age of globalization and their sustainability and social justice implications, such as population growth, climate change, and biofuels. F, S, Su.

**Course Prefix/Number:** GEOG 341

**Course Title:** Geography of Food Agriculture

**Primary Goal:** This course can be taken as an elective or cognate

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 20

**Prior enrollment in course:** 0

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring, Summer

**Considered for the Core Curriculum:** No

**Considered for the QEP:** No

**2. Department of Communication, Media and Culture**

**a. COMM 338 – Games, Play and Culture (Form C - ID# 2188)**

**Proposed catalog description:** COMM 338 - Games, Play and Cultures (3 credits) (= LIS 338) Games and gameplay are unique among media. Whether they are light, casual games or titles engaging with deep, thought-provoking themes and issues, each player is drawn into shaping and creating the play experience through the game's rules and procedures.



The choices of how and which creative experiences are brought about through play serve as a window into, and a means to understand, the cultures that produce and play them. While it is easy to think of “gamer culture” as a homogeneous and global category, games and gamer cultures are as nuanced and diverse as the people creating and playing them. This course focuses on the critical analysis of games in the global context as intercultural, participatory media. F, S, M, Su, W.

**Course Prefix/Number:** COMM 338

**Course Title:** Games, Play and Cultures

**Primary Goal:** This course can be taken as an elective or cognate

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** LIS 338 – Games, Play and Cultures

**Course Restriction(s):** None

**Estimated enrollment:** 25

**Prior enrollment in course:** 25

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring, May, Spring, Summer, Winter

**Considered for the Core Curriculum:** No

**Considered for the QEP:** No

### **3. Department of Languages and Intercultural Studies**

#### **a. LIS 338 – Games, Play and Cultures (Form C – ID# 2133)**

**Proposed catalog description:** LIS 338 - Games, Play and Cultures (3 credits) (= COMM 338) Games and gameplay are unique among media. Whether they are light, casual games or titles engaging with deep, thought-provoking themes and issues, each player is drawn into shaping and creating the play experience through the game’s rules and procedures. The choices of how and which creative experiences are brought about through play serve as a window into, and a means to understand, the cultures that produce and play them. While it is easy to think of “gamer culture” as a homogeneous and global category, games and gamer cultures are as nuanced and diverse as the people creating and playing them. This course focuses on the critical analysis of games in the global context as intercultural, participatory media. F, W, S, M, Su.

**Course Prefix/Number:** LIS 338

**Course Title:** Games, Play and Cultures

**Primary Goal:** This course may be taken as an elective or cognate

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** COMM 338 – Games, Play and Cultures  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20  
**Prior enrollment in course:** 18  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Winter, Spring, May, Summer  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** No

#### 4. Department of Music

##### a. **MUED 175 – Choral Diction** (Form C – ID# 2172)

**Proposed catalog description:** MUED 175 - Choral Diction (2 credits) This course provides students with skills necessary to accurately form sounds in the English, Italian, French, German, and Ecclesiastical Latin languages as represented by the International Phonetic Alphabet (IPA). This foundation serves to prepare clear and effective expression of choral lyrics from transcriptions and translations of song texts. S.

**Course Prefix/Number:** MUED 175  
**Course Title:** Choral Diction  
**Primary Goal:** This course is required for a major.  
**Repeatable for Credit:** No  
**Course Equivalencies:** No  
**Pass/Fail Grading:** No  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Number of credits:** 2 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 8  
**Prior enrollment in course:** 0  
**Method of delivery:** Classroom  
**Semester(s) offered:** Spring  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** No

#### 5. Department of Philosophy and Religious Studies

##### a. **PHIL 312 – Intelligence Ethics** (Form C – ID# 2136)

**Proposed catalog description:** PHIL 312 - Intelligence Ethics (3 credits) The course investigates ethical issues as they arise for intelligence professionals. Topics covered may

include surveillance ethics, the ethics of espionage, covert action and special operations. The value and importance of studying intelligence ethics is emphasized. F, S.

**Course Prefix/Number:** PHIL 312

**Course Title:** Intelligence Ethics

**Primary Goal:** This course may be taken as a cognate or an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:** 13

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

**Considered for the QEP:** No

## COLLEGE OF SCIENCE

### **1. Department of Biology**

#### **a. BIOL 302LQ – Phage Discovery (Form C – ID# 2127)**

**Proposed catalog description:** BIOL 302LQ - Phage Discovery (2 credits) (Coreq: BIOL 121, BIOL 122, or permission of instructor) Phage Discovery is the first semester in a sequence of inquiry-based courses designed to provide entry-level science students with an extensive classroom-based research experience. During this course students are tasked with discovering and characterizing a novel bacteriophage, which is a virus that infects bacteria. Laboratory activities include isolation and purification of phage from environmental samples, visualization of these phages using electron microscopy, and analysis of purified viral DNA. The semester culminates with obtaining the DNA sequence of discovered phages. This course is particularly useful for students interested in research. F.

**Course Prefix/Number:** BIOL 302LQ

**Course Title:** Phage Discovery

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

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** BIOL 121 or BIOL 122 or permission of instructor

**Number of credits:** 2 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20-24  
**Prior enrollment in course:** 24  
**Method of delivery:** Laboratory  
**Semester(s) offered:** Fall  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** Yes

## **2. Department of Computer Science**

- a. **CSCI 386 – Offensive Security** (Form C – ID# 1770)  
**Proposed catalog description:** CSCI 386 - Offensive Security (3 credits) (Prereq: A grade of ‘C’ or better in CSCI 385) Covers offensive security topics including: ethical hacking, penetration testing, threats and vulnerabilities, security tools, and the phases of an attack. F.

**Course Prefix/Number:** CSCI 386  
**Course Title:** Offensive Security  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** No  
**Pass/Fail Grading:** No  
**Prerequisite(s):** A grade of ‘C’ or better in CSCI 385  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20  
**Prior enrollment in course:** 0  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** No

## **3. Department of Health Sciences**

- a. **PUBH 284Q – Public Health Field Experience** (Form C – ID# 2046)  
**Proposed catalog description:** PUBH 284Q - Public Health Field Experience (2 credits) (Prereq: PUBH 201) An exploration of public health settings through experiential learning to introduce professionalism and career discovery. Through a supervised 30 hour field experience, students gain a better understanding of the public health field. Potential field experience sites are identified by the student and approved by the course instructor and/or the Public Health Internship Coordinator. F, S.

**Course Prefix/Number:** PUBH 384Q  
**Course Title:** Public Health Field Experience  
**Primary Goal:** This course is required for a major  
**Repeatable for Credit:** No  
**Course Equivalencies:** No  
**Pass/Fail Grading:** No  
**Prerequisite(s):** PUBH 201  
**Corequisite(s):** None  
**Number of credits:** 2 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 45  
**Prior enrollment in course:** 60  
**Method of delivery:** Classroom and field experience  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** Yes

- b. **BSHA 457 – Health Data Analytics and Visualization** (Form C – ID# 2150)  
**Proposed catalog description:** BSHA 457 - Health Data Analytics and Visualization (3 credits) (Prereq: Junior Standing) Managing health care data has the potential to reduce costs, enhance quality, and improve population health. Health data analytics and visualization is an important component of understanding health outcomes. This course facilitates knowledge and skills needed to analyze health data and, more importantly, draw conclusions from the analysis. This course does not use advanced mathematics to solve problems but instead relies on computer technology, especially graphs, histograms, pie charts, and mapping visualization, to examine and understand data more intuitively and visually. F, S.

**Course Prefix/Number:** BSHA 457  
**Course Title:** Health Data Analytics and Visualization  
**Primary Goal:** This course can be taken as a cognate  
**Repeatable for Credit:** No  
**Course Equivalencies:** No  
**Pass/Fail Grading:** No  
**Prerequisite(s):** Junior standing  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 24  
**Prior enrollment in course:** 0  
**Method of delivery:** Computer lab  
**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

**Considered for the QEP:** No

**c. BSHA 340 – Health Law and Compliance** (Form C – ID# 2152)

**Proposed catalog description:** BSHA 340 - Health Law and Compliance (3 credits) (Prereq: Junior standing). The purpose of this course is to introduce students to the legal and ethical issues impacting the administration and delivery of health care services. This course provides students with the practical knowledge needed to identify legal issues inherent in health care administration and to understand the legal ramifications of administrative and management decisions. Specific course topics may include: sources of law, the court system and legal procedures, professional and institutional liability, governmental regulatory methods, antitrust law, corporate compliance programs, emergency care, issues concerning informed consent, credentialing of medical professionals, confidentiality of health information, termination of care, and health care reform, as well as the external, organizational and personal influences on ethics. F, S.

**Course Prefix/Number:** BSHA 340

**Course Title:** Health Law and Compliance

**Primary Goal:** This course may be taken as a cognate

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Pass/Fail Grading:** No

**Prerequisite(s):** Junior standing

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 24

**Prior enrollment in course:** 0

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

**Considered for the QEP:** No

**d. PUBH 361 – Health Organization Communication** (Form C – ID# 2159)

**Proposed catalog description:** PUBH 361 - Health Organization Communication (3 credits) (Prereq: PUBH 121 or permission of instructor) This course explores the communication processes, issues and concepts that comprise the organization of health care, focusing on the interactions that influence the lives of patients, health professionals and other members of health institutions, by examining how health institutions function communicatively to ultimately benefit health care delivery. F, S.

**Course Prefix/Number:** PUBH 361

**Course Title:** Health Organization Communication

**Primary Goal:** This course is required for a major

**Repeatable for Credit:** No

**Course Equivalencies:** No  
**Pass/Fail Grading:** No  
**Prerequisite(s):** PUBH 121 or permission of instructor  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20  
**Prior enrollment in course:** 0  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** No

**Academic Affairs** (*moved and seconded in committee*)

Proposals for change(s) in, restoration of, or removal of undergraduate courses:

COLLEGE OF EDUCATION

**1. Department of Graduate and Specialty Studies**

**a. EDPE 411 – Middle School Physical Education Pedagogy**

**Proposed revision(s):** Add course to QEP (Form A – ID# 2229)

**Course Action(s):** Add course to QEP

**Proposed catalog description:**

EDPE 411Q – Middle School Physical Education Pedagogy (4 credits) (Prereq: Admission to the Professional Program in Teacher Education and EDPE 410) (Coreq: EDPE 304) Foundations and practices in teaching middle school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools. S.

COLLEGE OF HUMANITIES & FINE ARTS

**1. Department of Languages and Intercultural Studies**

**a. CHIN 120 – Introductory Chinese II**

**Proposed revision(s):** Add course to Core (Form A – ID# 2192)

**Course Action(s):** Add course to Core; Change to term(s) offered: FROM: None TO: Fall, Spring, Maymester, Summer.

**Proposed catalog description:**

CHIN 120 - Introductory Chinese II (3 credits) (Prereq: CHIN 110 or permission of the instructor) A continuation of CHIN 110. Fundamentals of the language through aural comprehension, listening, reading and writing. F, S, M, Su.

**2. Department of Music**

**a. MUED 421 – Music Methods, Grades 3-5**

**Proposed revision(s):** Other course change (Form A – ID# 2064)

**Course Action(s):** Change to credit(s): **FROM:** 3 credits **TO:** 2 credits; Change to course title: **FROM:** Music Methods, Grades 3 to 5 **TO:** Music Methods for Grades 3-5; Change to course restriction(s): **FROM:** Restricted to music majors in the teacher preparation concentration **TO:** None; Change to language in course description.

**Proposed catalog description:**

MUED 421 - Music Methods for Grades 3-5 (2 credits) (Prereq: MUED 321) This course examines contemporary music pedagogy for children in Grades 3-5 in a sequential, literacy-based music curriculum. Students study and apply developmentally appropriate goals, objectives, content and skills, repertoire, strategies, materials, and methods. Lesson plan designs, classroom management, and national and state music education standards relevant to Grades 3-5 music curricula are also examined. F.

**3. Department of Philosophy and Religious Studies**

**a. PHIL 305 – Contemporary Moral Issues**

**Proposed revision(s):** Add course to QEP (Form A – ID# 1929)

**Course Action(s):** Add course to QEP; Change in term(s) offered **FROM:** None **TO:** Fall.

**Proposed catalog description:**

PHIL 305 Q\* - Contemporary Moral Issues (3 credits) (Prereq: Sophomore standing or higher, or permission of the instructor) This is a course in the application of ethical theory through the examination of moral issues confronting people in contemporary society. Topics vary but may include discussion of ethical problems related to abortion, drug use and laws, euthanasia, war and terrorism, homosexuality, violence, animal rights, the environment, and punishment. F.

COLLEGE OF SCIENCE

**1. Department of Kinesiology**

**a. KRSS 181 – Lifeguard Training**

**Proposed revision(s):** Other course change (Form A – ID# 2211)



**Course Action(s):** Change course prefix: **FROM:** KRSS **TO:** EXSS

**Proposed catalog description:**

EXSS 181 - Lifeguard Training (3 credits) (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. KRSS 182 – Water Safety Instructor Training**

**Proposed revision(s):** Other course change (Form A – ID# 2212)

**Course Action(s):** Change course prefix: **FROM:** KRSS **TO:** EXSS

**Proposed catalog description:**

EXSS 182 - Water Safety Instructor Training (3 credits) (Prereq: permission of the instructor based on a preliminary swimming assessment during initial class meeting) Study designed to certify the student as an American Red Cross Water Safety Instructor. Teaching methodology and strategies are developed to enhance instructional abilities. S, Su.

**c. EXSS 330 – Injury Management**

**Proposed revision(s):** Other course change (Form A – ID# 2216)

**Course Action(s):** Change to prerequisite(s): **FROM:** A grade of ‘C’ or better in KRSS 222 **TO:** A grade of ‘C’ or better in EXSS 222

**Proposed catalog description:**

EXSS 330 - Injury Management (3 credits) (Prereq: A grade of ‘C’ or better in EXSS 222) Modern fundamental principles and practices in the prevention, treatment, and care of fitness and sport-related injuries. Administrative and legal issues related to injury management also covered. Course also provides emergency first aid and adult cardiopulmonary resuscitation certification. F, S.

**d. EXSS 405 – Exercise Testing and Prescription for Diverse Populations**

**Proposed revision(s):** Other course change (Form A – ID# 2218)

**Course Action(s):** Change to prerequisite(s): **FROM:** A grade of ‘C’ or better in EXSS 350/EXSS 350L and EXSS 385/EXSS 385L **TO:** Prereq: A grade of ‘C’ or better in EXSS 350/EXSS 350L; Change to term(s) offered: **FROM:** None **TO:** Fall, Spring

**Proposed catalog description:**

EXSS 405 - Exercise Testing and Prescription for Diverse Populations (3 credits) (Prereq: A grade of ‘C’ or better in EXSS 350/EXSS 350L) Course covers exercise testing procedures and exercise prescription for a diverse range of populations including children, adolescents, older individuals, and individuals with chronic conditions such as cancer, human immunodeficiency virus, and osteoarthritis. An emphasis is placed on screening individuals for abnormal responses and contraindications to exercise as well as methods for modifying exercise prescriptions based on individual needs. F, S.

## 2. Department of Mathematics and Statistics

### a. MATH 332 – Modern Geometry

**Proposed revision(s):** Remove course from catalog (Form A – ID # 1945)

**Course Action(s):** Remove course from catalog

### b. MATH 344 – Linear Algebra

**Proposed revision(s):** Other course change. (Form A – ID # 2234)

**Course Action(s):** Change to prerequisite(s): **FROM:** A grade of 'C' or better in MATH 161 **TO:** A grade of 'C' or better in MATH 161 or a grade of 'C' or better in MATH 160 and CSCI 220

**Proposed catalog description:**

MATH 344 - Linear Algebra (3 credits) (Prereq: A grade of 'C' or better in MATH 161 or a grade of 'C' or better in MATH 160 and CSCI 220) Vector spaces, linear transformations, matrices, systems of equations, determinants, eigenvectors and eigenvalues. F, S.

## 2. Department of Marine Science

### a. MSCI 304 – Marine Geology

**Proposed revision(s):** Other course change (Form A – ID # 2256)

**Course Action(s):** Change to prerequisite(s): **FROM:** MSCI 112 **TO:** Students must earn a grade of 'C' or better in MSCI 111, MSCI 111L, MSCI 112, and MSCI 112L

**Proposed catalog description:**

MSCI 304 - Marine Geology (3 credits) (=GEOL 304) (Prereq: Students must earn a grade of 'C' or better in MSCI 111, MSCI 111L, MSCI 112, and MSCI 112L) (Coreq: MSCI 304L) A comprehensive study of the origin and development of the major structural features of ocean basins and the continental margins. Discussion of the techniques used in obtaining geological data and the interpretation of processes, vulcanism and the stratigraphy of ocean basins. F, S.

### b. MSCI 305 – Marine Chemistry

**Proposed revision(s):** Other course change. (Form A – ID # 2257)

**Course Action(s):** Change to prerequisite(s): **FROM:** MATH 131 or above and a grade of 'C' or better in MSCI 111, MSCI 112, and CHEM 112 **TO:** MATH 131 or above and a grade of 'C' or better in MSCI 111, MSCI 111L, MSCI 112, MSCI 112L, and CHEM 112

**Proposed catalog description:**

MSCI 305 - Marine Chemistry (3 credits) (Prereq: MATH 131 or above and a grade of 'C' or better in MSCI 111, MSCI 111L, MSCI 112, MSCI 112L, and CHEM 112) (Coreq: MSCI 305L) An introduction to the chemistry of seawater, marine organisms and sediments. The impact of humans on the biogeochemistry of the ocean is emphasized. Laboratories involve the collection and chemical analysis of sea water. Techniques of solving word problems are developed during recitation. F, S.

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**Graduate Council** (*moved and seconded in committee*)

Proposal(s) for change(s) in graduate programs:

**COLLEGE OF BUSINESS**

**1. Department of Management/Decision Sciences**

**a. Change(s) to the Certificate in Healthcare Administration (Form B – ID# 70)**

**Proposed change(s):** Other: Change of admissions criteria.

**Proposed catalog description:**

**Certificate in Healthcare Administration**

The Healthcare Administration Certificate program provides students with the opportunity to explore the area specific to the healthcare industry and the challenges it faces in light of regulatory changes and client needs. The course requirements provide an understanding of the healthcare system in the United States and associated concern for security, privacy protections, quality and cost controls, as well as overall viability. This certificate program provides an in-depth level of expertise that would allow students to prepare for careers in healthcare administration.

**Student Learning Outcomes**

After completing the certificate program students should be able to:

1. Identify the components of healthcare administration that must be managed based on impacts from the global economy.
2. Apply critical analytical skills in choosing among alternative courses of action in various aspects of policy and practices for fiscal responsibility and accountability.
3. Analyze the impact of the legal and regulatory environment on healthcare organizations as well as respond to competitive pressures.
4. Develop healthcare management systems that reflect operational practices and security protocols for organizational effectiveness.

**Admission to Study**

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

### **Admission Requirements**

Applicants for regular admission to the Healthcare Administration Graduate Certificate program must meet the following criteria:

1. Completion of an application form and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree.
- ~~4. Completion of the Graduate Management Admissions Test (GMAT) within the last five years. GMAT waiver: Applicants with a minimum of 5 years of relevant professional work experience will not be required to take the GMAT. The GMAT requirement can also be waived at the discretion of the College of Business Graduate Director with approval of the MBA Committee. Students requesting a GMAT waiver should submit the request in writing to the College of Business Graduate Director. The request should specify the academic and relevant work experience that reflects the rigor equivalent to the high level of study required in graduate programs of business.~~
5. A minimum GPA of 3.0 overall from undergraduate and graduate programs completed. The College of Business Graduate Director also has discretion in evaluating GPA requirements for admission.
6. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
  - a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
  - b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
  - c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
  - d. Pearson Test of English (PTE) Academic with a score of 59;
  - e. Cambridge CAE (Certificate of Advanced English ) with a minimum level of C1;
  - f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
  - g. MELAB (Michigan English Language Assessment Battery) with a score of 77;
  - h. TOEIC (Test of English for International Communication) with a score of 745;

- i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years or admission to any graduate program at Coastal Carolina University.
7. **Submission of a resume.**
8. **Submission of a statement of purpose to address the applicant's goals pursuing the Certificate in Healthcare Administration (500 word limit).**

An admission decision is made when all evidence of the applicant's ability to succeed in graduate studies has been submitted.

### **Requirements (12 Graduate Credit Hours)**

#### **Required Courses**

Complete the following courses:

- MBA 670 - The US Healthcare System (3 credits)
- MBA 674 - Healthcare Financial Decision Making (3 credits)

#### **Elective Courses**

Choose two from the following courses:

- MBA 671 - Healthcare Strategy (3 credits)
- MBA 672 - Healthcare Quality Management (3 credits)
- MBA 673 - Information Systems in Healthcare (3 credits)

### **Graduate Council** *(moved and seconded in committee)*

Proposal(s) for new graduate program(s):

## HTC HONORS COLLEGE AND CENTER FOR INTERDISCIPLINARY STUDIES

### **1. Department of University College**

#### **a. Graduate Certificate Program in Women in Technology (Form D – ID# 38)**

The Graduate Certificate Program in Women in Technology (WIT) provides degree-seeking and non-degree-seeking students a complex understanding of culture, workplace dynamics, and leadership in technology. Using an interdisciplinary lens, students will study the business environment and culture of the tech industry, particularly focused on the ways in which gender, race, and class intersect to shape the experiences of women and other underrepresented groups in the technology industry. As diverse and inclusive teams encourage creativity and innovation, students will develop essential skills needed to become successful leaders and managers within this rapidly expanding field. As part of this certificate program, students may choose to pursue certification in Swift, the programming language created by Apple for building iOS apps.

## **Student Learning Objectives**

After completing the certificate program students should be able to:

1. Apply feminist theoretical perspectives in order to understand the tech industry in radically different ways.
2. Demonstrate interdisciplinary insight into the complex issues related to the advancement of women in leadership and managerial roles within the technology industry.
3. Demonstrate knowledge of contemporary topics around digital literacy.
4. Discuss future trends in programming and mobile technology.
5. Synthesize key ideas gathered across the various courses that comprised their certificate program.
6. Analyze, if applicable, their experience in the technology industry, using relevant frameworks from their course work in the certificate program.

## **Admission to Study**

Applicants for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

## **Admissions Requirements**

Applicants for regular admission to the Women in Technology Graduate Certificate program must meet the following criteria:

1. Completion of an application form and payment of the application fee.
2. Evidence of having received a baccalaureate degree from a regionally accredited institution or its equivalent at a foreign institution based on a four-year degree program.
3. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as any graduate study).
4. Submission of a written statement of educational and career goals, including how this certificate program will contribute to realizing those goals.

## **Requirements (16 Graduate Credit Hours)**

Required Courses:

- WGST 610 - Feminist Technology Studies (3 credits)
- DCD 601 - Coding for Humanists (3 credits)
- MBA 615 - Leadership (3 credits)
- WGST 795 - Women in Tech Reflective Capstone (1 credit)

Elective Courses:

Choose either the Swift Certification Track or the Tech Skill Development Track. (An Apple computer is required for completing the Swift Certification.)

Option 1: Swift Certification

- IST 602 - App Development 1 (3 credits)
- IST 603 - App Development 2 (3 credits)

Option 2: Tech Skill Development

Choose two of the following courses:

- CSCI 534 - Digital Forensics and E-Discovery (3 credits)
- IST 650 - Information Systems Technology in Context (3 credits)
- IST 660 - Introduction to Cybersecurity and Information Assurance (3 credits)
- IST 670 - Data Management and Analytics (3 credits)
- IST 678 - Business Intelligence and Analytics (3 credits)

**Graduate Council** (*moved and seconded in committee*)

Proposal(s) for a new graduate course:

HTC HONORS COLLEGE AND CENTER FOR INTERDISCIPLINARY STUDIES

**1. Department of University College**

**a. WGST 610 – Feminist Technology Studies** (Form C – ID# 288)

**Proposed catalog description:** WGST 610 - Feminist Technology Studies (3 credits)

This course examines how gender, race, and class intersect with technology and how technology contributes to the social construction of identity. Consideration is given to the uses of technology, the development of new technologies, and cultural representations of technology. F.

**Course Prefix/Number:** WGST 610

**Course Title:** Feminist Technology Studies

**Primary Goal:** This proposed course will be the required introductory course to the new interdisciplinary Women in Technology graduate certificate.

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Prerequisite(s):** None

**b. WGST 795 – Women in Tech Reflective Capstone** (Form C – ID# 386)

**Proposed catalog description:** WGST 795 - Women in Tech Reflective Capstone (1 credit) In this one credit capstone seminar, students reflect on what they have learned throughout their certificate coursework, connecting the work they did in their elective courses to the introductory seminar in feminist technology studies and if applicable,

their daily work in the industry. Students submit a portfolio of their best work from the certificate with an introductory reflective essay. F, S.

**Course Prefix/Number:** WGST 795

**Course Title:** Women in Tech Reflective Capstone

**Primary Goal:** This course is a reflective capstone for the Women In Technology graduate certificate.

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Prerequisite(s):** None

## COLLEGE OF SCIENCE

### 1. Department of Computing Science, M.S. Information Systems

#### a. **IST 601 – Advanced Programming** (Form C – ID# 370)

**Proposed catalog description:** IST-601 - Advanced Programming (3 credits)

(Prereq: IST 600 with a grade of ‘C’ or better) This course is a continuation of IST 600. This course focuses on hands-on development of artifacts using advanced programming fundamentals in a modern language (such as Python). Students develop programming applications with a focus on usability and cross-platform implementation. Su.

**Course Prefix/Number:** IST 601

**Course Title:** Advanced Programming

**Primary Goal:** This course is designed to support existing programs. This course supports the newly-developed Women in Technology graduate certificate program as one of the programming-sequence courses.

**Repeatable for Credit:** No

**Course Equivalencies:** No

**Prerequisite(s):** IST 600 with a grade of ‘C’ or better

#### b. **IST 603 – Application Development 2** (Form C – ID# 373)

**Proposed catalog description:** IST 603 - Application Development 2 (3 credits)

(Prereq: IST 602 with a grade of ‘C’ or better) Application Development 2 continues coursework in Swift programming and the fundamentals of iOS application development. Through guided coding exercises, students design interfaces and think critically about application usability. Su.

**Course Prefix/Number:** IST 603

**Course Title:** Application Development 2

**Primary Goal:** This course is designed to support existing programs. This course supports the newly-developed Women in Technology graduate certificate program as one of the programming-sequence courses.

**Repeatable for Credit:** No



**Course Equivalencies:** No

**Prerequisite(s):** IST 602 with a grade of 'C' or better

**Graduate Council** (*moved and seconded in committee*)

Proposal(s) for change(s) in, restoration of, or removal of a graduate course

COLLEGE OF BUSINESS

1. **Department of Management/Decision Sciences**

a. **CBAD 697 – Graduate Internship in Business**

**Proposed revision(s):** Course change (Form A – ID# 78)

**Course Action(s):** Change to terms offered: **FROM:** Fall, Spring **TO:** Fall, Spring, Summer; Change to catalog description.

**Proposed catalog description:**

CBAD 697 – Graduate Internship in Business (1-6 credits) (Prereq: Permission of M.B.A. Director) Supervised work experience involving a research component and responsibilities commensurate with graduate-level work. Minimum of 60 hours per credit of internship; a research project is required. Open to M.B.A. students who have demonstrated professionalism. F, S, Su.