

All changes are effective Fall 2020, unless otherwise noted.

Academic Affairs *(moved and seconded in committee)*

Proposals for change(s) in an undergraduate program

CENTER FOR GLOBAL ENGAGEMENT

1. Department of Center for Global Engagement

a. Change in Undergraduate Catalog – International Admissions (Form B – ID# 2621)

International Admission

Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate admissions.

Official SAT or ACT results submitted directly to Coastal Carolina University are required for the following international students: (1) an international student from a country approved for an English Proficiency exemption (see below for list); or (2) an international student who has attended a high school in an English Speaking Country approved for English Proficiency exemption for at least two years; or (3) an international student who attended a US high school for at least two years.

International applicants must complete the undergraduate application for admission, include all necessary official transcripts and leaving certificates **sent directly from their institution** (official English translation required), **and submit request** required standardized test scores **submitted by testing facility** and demonstrate English Language Proficiency in one of the following ways:

*Minimum score from one of the following tests taken no earlier than two years prior.

- a) Test of English as a Foreign Language (TOEFL) with a minimum score of 527 on the paper-based exam (PBT) or a minimum score of 71 on the internet-based test (iBT);
- b) International English Language System (IELTS) with a minimum score of 6.0 with no subscore lower than 5;
- c) Certificate of Completion of level 110 of the ELS Language Centers Academic English Program;
- d) ACT score of 21 on the English and reading portion of the exam with a minimum composite score of 21;
- e) SAT score of 550 on the evidence-based reading and writing portion of the exam with a minimum combined score of 1070;
- f) Pearson Test of English (PTE) with a score of 51;
- g) IB (Higher Level English A1 or A2);
- h) Cambridge Certificate of Advanced English (CAE) at level of C1 or higher;
- i) Cambridge Certificate of Proficiency in English (CPE) with level of C1 or higher;
- j) Cambridge International O Levels with a 'C' or better;
- k) Michigan English Language Assessment Battery (MELAB) with a minimum score of 74;
- l) Test of English for International Communication (TOEIC) with a minimum score of 645;
- m) General Certificate of Secondary Education with grades of 'C' or better on English or General Certificate of Education "O" level in English language; or
- n) Completion of 3 credits of English Composition with a 'C' letter grade or better, minimum overall GPA of 2.50, and at least 24 transferrable credits of course work from a regionally accredited U.S. college/university or from an accredited higher education institution located in the list of English-speaking countries.
- o) **The University of New Brunswick English Proficiency (UNBELP) test: passing score and degree of program completion from high school.**
- p) **GTEC exam: 1140 or above**
- q) **Duolingo of at least 95**
- r) **At least two years of high school in an accredited US high school or US high school program with a MINIMUM of at least a B average in all English courses.**

English-Speaking Countries Approved for English Proficiency Exemption

Coastal Carolina University recognizes the following countries where English is the native official language used in education settings. People who are citizens of these countries and who have completed their secondary education in one of these countries are considered native speakers of English and therefore considered to have met Coastal Carolina University English Proficiency requirements.

Countries with English as an Official Language and the Language of Instruction in Higher Education

Anguilla	Ireland, Northern	Singapore
Antigua and Barbuda	Ireland, Republic of	Solomon Islands
Australia	Jamaica	South Africa
Bahamas	Kenya	Swaziland
Barbados	Lesotho	Tanzania
Belize	Liberia	Tonga
Bermuda	Malawi	Trinidad and Tobago
Botswana	Malta	Turks and Caicos Islands
British Virgin Islands	Mauritius	Uganda
Cameroon	Montserrat	United Kingdom
Canada (except Quebec)	Namibia	United States of America (except Puerto Rico)
Cayman Islands	New Zealand	Vanuatu
Dominica	Nigeria	Wales
England	Papua New Guinea	Zambia
Fiji	St. Kitts and Nevis	Zimbabwe
Gambia	St. Lucia	
Ghana	St. Vincent and the Grenadines	
Gibraltar	Scotland	
Grenada	Seychelles	
Guyana	Sierra Leone	

Applicants who have attended post-secondary educational institutions, colleges or universities outside the United States are required to submit **a professional credential evaluation of all postsecondary work completed including a course-by-course report, GPA calculation, and copies of original transcripts verified by credential evaluation service by an organization that is recognized by the U.S. Department of Education to conduct foreign credential evaluation and that is a member of NACES or AICE.** These reports should be sent directly to the Office of International Recruitment and Admissions at Coastal Carolina University. ~~in addition to the original transcripts, a professional credential evaluation of all work completed (or a course-by-course report) by an organization that is recognized by the U.S. Department of Education to conduct foreign credential evaluation, such as NACES or AICE, and should be sent directly to the Office of Admissions and Merit Awards at Coastal Carolina University.~~ Detailed course descriptions from foreign colleges/universities must also be sent in English. Courses are evaluated in consultation with the dean of the college of the student's major and with the dean of each course in review.

Admission to the Global Achievement Program

International students who fall within certain limits below regular admission requirements can be admitted into one of two levels Introductory (TEAL level), which is full English Language Support consecutively with at least one credit hour of CCU coursework; or Intermediate (COASTAL Level), which is partial English Language Support consecutively with at least 3 and no more than 6 credit hours of CCU coursework. Students admitted to the TEAL level will begin **ONLY** in the fall semester. Students admitted to the COASTAL level can enroll for fall or spring.

Admission requirements for the TEAL level include all regular admission requirements with the except of :

1. Duolingo Score of at least 50
2. TOEFL score of at least 40
3. IELTS score of at least 3.5
4. Established MOU in place for other adjustments

Admission requirements for the COASTAL level include all regular admission requirements with the except of:

1. Duolingo Score of at least 70
2. TOEFL score of at least 49
3. IELTS score of at least 4.5
4. SAT of 880 – 910 with an EBRW score of at least 474
5. ACT of at least 16
6. Established MOU in place for other adjustments

Matriculation requirements or beginning an undergraduate program are as follows:

TEAL Level

Progression to next level if:

- GPA of 2.0 or higher in
- Achieve English Reading
- Achieve Academic Writing
- Achieve English Listening & Speaking

AND

- Maintains 2.0+ in UNIV 110

If not progressed, then repeats semester courses

COASTAL Level

Progression to next level if:

- GPA of 2.5 or higher in
- Achieve English Reading
- Achieve Academic Writing
- Achieve English Listening & Speaking

AND

- Maintains 2.0+ in CCU credit courses

OR

- Meets English Proficiency through any means outlined for regular admission

If not progressed, then repeats semester courses.

International students who apply to complete their university degree completely online and those who do not anticipate taking coursework for their degree program on campus or elsewhere in the U.S. for at least twelve months after their admission will not be required to provide a Confidential Financial Statement as they will not be needing a visa to come to the United States of America. After being admitted to the University and prior to matriculating in any non-online courses, international students will need to provide the Confidential Financial Statement as part of the documentation required to obtain the institutionally generated support documents for applying for a visa to enable them to take such courses or participate in degree requirements located in the U.S.

Conditional Admission for International Students

International applicants who otherwise meet all admissions standards for their respective program except for their English language requirement will be admitted conditionally for up to one year based on their completion of the noted requirements prior to enrolling in classes.

Upon admission to a degree program and receipt of the Confidential Financial Statement, an I-20 will be issued by the Center for Global Engagement. This form must be presented at the American Consulate in the prospective student's home country to apply for an F-1 student visa. International transfers currently studying on an F-1 visa at another college/university in the United States submit an "International Student Transfer Clearance Form" completed by the previously attended institution, to demonstrate that they are "in status" with the Bureau of Citizenship and Immigration Services before being eligible to transfer. The holders of tourist visas are not permitted to change status in the U.S.

It is the University's policy that all international students must provide evidence of satisfactory insurance coverage. Students who are unable to provide insurance from their home countries may purchase the University's plan or select another of their choosing, provided the coverage obtained is adequate.

Credit by Examination

An enrolled student may be awarded credit by examination (CLEP, Departmental Exam, Advanced Placement, International Baccalaureate, or the Cambridge General Education - GCE) for courses:

- a) in which there has been no class attendance or semester standing at a regionally accredited institution, or
- b) which were taken at an institution not accredited by the appropriate regional accrediting association.

Credit by examination must be authorized by the department chair or the dean of the student's major to ensure applicability toward degree requirements. Credit awarded by examination is recorded with credits earned only and does not affect GPA.

Credit by examination cannot be earned while on suspension from the University, cannot be used to earn credit for previously audited courses, cannot be awarded for courses that have been failed previously, nor be used to raise a grade earned previously in a college course.

Credit by examination may be earned by College-Level Examination Program (CLEP), Departmental Exam, Advanced Placement, and/or International Baccalaureate, or Cambridge General Certificate of Education (CGE). Coastal Carolina University does not award credit for DANTES Standardized Tests (Subject or General).

Credits earned through Credit by Examination do not meet "in residence" requirements.

Advance Placement and International Baccalaureate credit is awarded in accordance with The South Carolina Commission on Higher Education's Policies on Advanced Placement and International Baccalaureate Credit Awards.

Cambridge General Certificate of Education Exam (CGE)

Coastal Carolina University may award advanced standing credit hours for certain advanced or principal level examinations provided the examination was taken at the Advanced level (A Level), the student earned a pass of E or better, and the examination is part of the university curriculum. Upon departmental recommendation, a student with an acceptable score may earn up to one, and no more than two, semesters of credit for each A-level examination at the introductory level.

Credit will be awarded to students after admission to the university and within one semester of enrollment. Coastal Carolina University will accept Externally Administered GCE examinations from known examiners (Edexcel, Cambridge, or OCR). “True Copies” of the results will be accepted if students present his or her original GCE certificates as issued by the examining board to the Center for Global Engagement to make a copy of the original certificate for the university’s records, and the student will keep the originals. If the authenticity of the original certificates is questionable, an official letter confirming the examination results should be sent directly from the appropriate examining board directly to the Center for Global Engagement and Office of Registrar.

COLLEGE OF SCIENCE

1. Department of Chemistry

a. Biochemistry, B.S. (Form B – ID# 2590)

Mission Statement

The biochemistry program at Coastal Carolina University is an interdisciplinary program housed within the Department of Chemistry. The mission of the biochemistry program is to develop strong student competencies in biochemistry through a selective blending of biology and chemistry coursework, and to develop strong critical reasoning skills in students that they can apply to all areas of study. The program’s faculty is committed to providing meaningful undergraduate experiences for both majors and non-majors through high-quality, student-centered teaching and undergraduate research mentoring. Students completing a degree in biochemistry should be well prepared for entering a career, graduate school or medical school.

Student Learning Outcomes

Biochemistry students will complete the following as part of their program of study:

1. Students will understand the principles of biochemistry and apply concepts from different areas of chemistry to solve problems that may require a multidisciplinary approach.
2. Students will use biochemical concepts to explain the functional roles of biochemical molecules in complex processes, such as metabolic pathways or diseases.
3. Students will design experiments to solve scientific problems using knowledge of biochemical concepts and laboratory techniques.
4. Students will analyze and interpret research data derived from the scientific literature and laboratory experiments in pursuit of results that answer scientific questions in biochemistry.

5. Students will create oral presentations that explain biochemical processes to their peers.
6. Students will write formal reports that analyze data and evaluate results of laboratory experiments.

Students must earn a grade of 'C' or better in all foundation and major electives.

Degree Requirements (120 Credits)

Core Curriculum Requirements

Core Curriculum (38-40 Total Credit Hours)

Graduation Requirements

Graduation Requirements (3-7+ Credits) *

Foundation Requirements (52-60 Credits) *

A minimum grade of 'C' is required for all foundation courses.

Complete the following courses:

- 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)
- BIOL 340 - Cell Biology (3 credits) AND
- BIOL 340L - Cell Biology Laboratory (1 credit)
- BIOL 350 - Fundamentals of Genetics (3 credits) AND
- BIOL 350L - Fundamentals of Genetics Laboratory (1 credit)
- CHEM 111 - General Chemistry I (3 credits) * AND
- CHEM 111L - General Chemistry Laboratory I (1 credit) *
- CHEM 112 - General Chemistry II (3 credits) AND
- CHEM 112L - General Chemistry Laboratory II (1 credit)
- CHEM 331 - General Organic Chemistry I (3 credits) AND
- CHEM 331L - General Organic Chemistry Laboratory I (1 credit)
- CHEM 332 - General Organic Chemistry II (3 credits) AND
- CHEM 332L - General Organic Chemistry Laboratory II (1 credit)
- CHEM 351 - Biochemistry I (3 credits) AND
- CHEM 351L - Biochemistry Laboratory I (1 credit)
- CHEM 352 - Biochemistry II (3 credits) AND

- CHEM 352L Q* - Biochemistry Laboratory II (1 credit)
- CHEM 353 - Physical Biochemistry (3 credits) AND
- CHEM 353L - Physical Biochemistry Laboratory (1 credit)
- MATH 160 - Calculus I (4 credits) *

Choose one of the following series for 8 credits:

- PHYS 211 - Essentials of Physics I (3 credits) AND
- PHYS 211L - Essentials of Physics I Laboratory (1 credit)
- PHYS 212 - Essentials of Physics II (3 credits) AND
- PHYS 212L - Essentials of Physics II Laboratory (1 credit)

OR

- PHYS 205 - Introductory Physics for Life Sciences I (3 credits) AND
- PHYS 205L - Introductory Physics for Life Sciences I Laboratory (1 credit)
- PHYS 206 - Introductory Physics for Life Sciences II (3 credits) AND
- PHYS 206L - Introductory Physics for Life Sciences II Laboratory (1 credit)

Choose one course/lab from the following:

- STAT 201 - Elementary Statistics (3 credits) * AND
- STAT 201L - Elementary Statistics Computer Laboratory (1 credit) *

OR

- PSYC 225 - Psychological Statistics (3 credits) AND
- PSYC 225L - Psychological Statistics Laboratory (1 credit)

Note:

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

Major Requirements (12 Credits)

A minimum grade of 'C' is required for all major requirements. Select at least one course from each group:

Biology Group

- BIOL 330 - Microbiology (3 credits) AND
- BIOL 330L - Microbiology Laboratory (1 credit)
- BIOL 343 - Comparative Physiology (3 credits) AND

- BIOL 343L - Comparative Physiology Laboratory (1 credit)
- BIOL 349 - Plant Physiology (3 credits) AND
- BIOL 349L - Plant Physiology Laboratory (1 credit)
- BIOL 405 - Immunology (3 credits) AND
- BIOL 405L - Immunology Laboratory (1 credit)
- BIOL 410 - Developmental Biology (3 credits) AND
- BIOL 410L - Developmental Biology Laboratory (1 credit)
- BIOL 411 - Virology (3 credits) AND
- BIOL 411L - Virology Laboratory (1 credit)
- **BIOL 420 – Neuroscience Foundations (3 credits) AND**
- **BIOL 420L Q* - Neurosciences Foundations Laboratory (1 credit)**
- BIOL 432 - Parasitology (3 credits) AND
- BIOL 432L - Parasitology Laboratory (1 credit)
- BIOL 442 - Advanced Genetics (3 credits) AND
- BIOL 442L - Advanced Genetics Laboratory (1 credit)
- BIOL 450 - Molecular Biology (3 credits) AND
- BIOL 450L - Molecular Biology Laboratory (1 credit)
- BIOL 451 - Molecular Techniques (4 credits)

Chemistry Group

- CHEM 321 - Quantitative Analysis (3 credits) AND
- CHEM 321L - Quantitative Analysis Laboratory (1 credit)
- CHEM 422 - Instrumental Analysis (2 credits) AND
- CHEM 422L - Instrumental Analysis Laboratory (2 credits)
- CHEM 433 - Advanced Organic Chemistry (2 credits) AND
- CHEM 433L - Advanced Organic Chemistry Laboratory (2 credits)
- CHEM 441 - Physical Chemistry I (3 credits) AND
- CHEM 441L - Physical Chemistry I Laboratory (1 credit)
- CHEM 442 - Physical Chemistry II (3 credits) AND
- CHEM 442L - Physical Chemistry II Laboratory (1 credit)
- **CHEM 453 – Bimolecular Structure and Function (3 credits) AND**
- **CHEM 453L – Bimolecular Structure and Function Laboratory (1 credit)**
- MSCI 355 - Introduction to Environmental Ecotoxicology (3 credits) AND
- MSCI 355L - Introduction to Environmental Ecotoxicology Laboratory (1 credit)

Electives (1-15 Credits)

Total Credits Required: 120

2. Department of Sociology

a. Criminology Minor (Form B – ID# 2555)

The criminology minor offers students majoring in other fields a foundation in core areas of criminology which are grounded in social theory and use scientific research methods to explore criminal behavior as well as the criminal justice system. Students examine current scholarship on social inequality and criminal behavior. Students will also consider innovative means to alleviate disparate justice outcomes in diverse communities. A total of 18 credit hours in approved coursework is required to complete the minor.

Mission Statement

Consistent with the sociology program's mission at Coastal Carolina University, the mission of the criminology minor is to provide students with theoretical knowledge and practical skills necessary to scientifically investigate questions important to the discipline of criminology. Integral to our criminology minor is a focus on social inequality as it relates to crime and social control. We emphasize critical thinking and communication skills in a collaborative environment. In addition, we strive to foster the personal and professional growth of our students by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research and community-based internships.

Student Learning Outcomes

1. Students will develop critical thinking skills by applying theoretical constructs to contemporary criminological phenomena.
2. Students will describe the major research methodologies used by criminologists and identify the strengths and weaknesses of the methodologies.
3. Students will be required to demonstrate how race, class, gender, ethnicity, and sexuality can affect individual life processes as related to criminological phenomena.

Minor Requirements

The criminology minor requires at least 18 credit hours of coursework in the following categories. Students must earn a 'C' or better in each course in order to complete the minor.

Students who are also completing the criminology concentration within the sociology major must take unique courses to fulfill both sets of requirements.

Prerequisites

- SOC 101 or SOC 102 earning a grade of 'C' or better.

Additional prerequisites may be necessary for some courses, consult the University Catalog for details. None of these prerequisites will count toward completion of the minor.

Program Requirements

Sociological Foundations of Criminology (9 Credits)

Complete the following course:

- SOC 353 - Criminology (3 credits)

Choose two from the following: (6 Credits)

- SOC 301 - Gender and Society (3 credits)
- SOC 308 Q* - Community Development and Social Change (3 to 4 credits)
- SOC 309 - Social Inequality (3 credits)
- SOC 311 - Sociology of Poverty (3 credits)
- SOC 320 - Individual and Society (3 credits)
- SOC 355 Q* - Race and Ethnicity (3 credits)

Electives in Criminology (9 Credits)

In consultation with your minor adviser, choose three: (9-10 Credits)

- SOC 306 - Religious Cults and Violence (3 credits)
- SOC 340 - The Sociology of Drugs & Drug Control Policy (3 credits)
- SOC 341 - Organized Crime (3 credits)
- SOC 350 Q* - Juvenile Delinquency (3 to 4 credits)
- SOC 351 - Deviant Behavior (3 credits)
- SOC 352 - Comparative Policing (3 credits)
- SOC 450 - Victimology (3 credits)
- **SOC 401- Sociology of Corrections (3 credits)**

Note:

Internships and independent study courses are encouraged, but must be approved by your minor adviser.

Total Credits Required: 18 Credits

Academic Affairs *(moved and seconded in committee)*

Proposals for new undergraduate courses:

COLLEGE OF BUSINESS

1. Department of Marketing, Hospitality and Resort Tourism

a. HRTM 388 – The Service Experience (Form C – ID# 2571)

Proposed catalog description: HRTM 388 - The Service Experience (3 credits) (Prereq: HRTM 101 or HRTM 150) The course covers the unique principles of managing and marketing the guest service experience. Students develop an in-depth understanding of service design, service quality, value co-creation, service culture and environment, employee training and motivation, planning and delivery of guest services, and service failure and recovery. F, S.

Course Prefix/Number: HRTM 388

Course Title: The Service Experience

Primary Goal: This course may be taken as an elective

Repeatable for Credit: No

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): HRTM 101 or HRTM 150

Corequisite(s): None

Number of credits: 3 credits

Cross-listing(s): None

Course Restriction(s): None

Estimated enrollment: 30

Prior enrollment in course: n/a

Method of delivery: Hybrid

Semester(s) offered: Fall, Spring

Considered for the Core Curriculum: No

Considered for the QEP: No

COLLEGE OF EDUCATION

1. Department of Graduate and Specialty Studies

a. EDUC 304 – Contemporary Instructional Technologies (Form C – ID# 2300)

Proposed catalog description: EDUC 304 - Contemporary Instructional Technologies (3 credits) This course examines how technology influences human and social behavior in education. Students use, analyze, and design learning experiences involving apps, virtual reality, coding, robotics, blended learning, and other technologies. Using the lens of human and social behavior, students analyze the technology-rich contemporary K-12 classroom. F, S, Su.

Course Prefix/Number: EDUC 304

Course Title: Contemporary Instructional Technologies

Primary Goal: This course is required for a certificate

Repeatable for Credit: No

Course Equivalencies: None

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: n/a

Method of delivery: Distance Learning

Semester(s) offered: Fall, Spring, Summer

Considered for the Core Curriculum: Yes

Considered for the QEP: No

b. EDUC 455 – Living in Poverty (Form C – ID# 2563)

Proposed catalog description: EDUC 455 - Living in Poverty (3 credits) (Prereq: EDUC 215 and Teacher Education Majors) An in-depth study of poverty and inequality in the United States, its history and issues related to life in poverty; how poverty affects students across the nation; the potential impacts on their academic attainment; and adverse effects on students' lifelong career pathways and opportunities. The course explores the historical, societal, economic, racial/cultural, and governmental factors related to poverty and the impact on a students' attainment of academic success. F, S, Su.

Course Prefix/Number: EDUC 455

Course Title: Living in Poverty

Primary Goal: This course can be taken as an elective

Repeatable for Credit: No

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): EDUC 215 and Teacher Education Majors
Corequisite(s): None
Number of credits: 3 credits
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 15
Prior enrollment in course: n/a
Method of delivery: Hybrid
Semester(s) offered: Fall, Spring, Summer
Considered for the Core Curriculum: No
Considered for the QEP: No

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

a. **EDUC 409 – Curriculum and Instruction for Gifted and Talented Students (Form C – ID# 2548)**

Proposed catalog description: EDUC 409 - Curriculum and Instruction for Gifted and Talented Students (3 credits) (Prereq: EDUC 408) This course provides an overview of the background, purposes and current curriculum/instruction practices in the field of gifted education including theoretical applications to curriculum development for the gifted student. Problematic conditions and possible solutions are included. F, S.

Course Prefix/Number: EDUC 409
Course Title: Curriculum and Instruction for Gifted and Talented Students
Primary Goal: This course can be taken as an elective
Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): EDUC 408
Corequisite(s): None
Number of credits: 3 credits
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 15
Prior enrollment in course: n/a
Method of delivery: Classroom
Semester(s) offered: Fall, Spring
Considered for the Core Curriculum: No
Considered for the QEP: No

COLLEGE OF HUMANITIES & FINE ARTS

1. Department of Anthropology and Geography

a. GEOG 427 – Geography of Russia (Form C – ID# 2556)

Proposed catalog description: GEOG 427 - Geography of Russia (3 credits) This course examines both the physical and cultural geography of Russia. This course explores the history of the region as a foundation for understanding Russia in terms of spatial patterns and processes related to demographics, economic sectors, ethnic diversity, human-environmental interactions, and geopolitical tensions. F, S, Su.

Course Prefix/Number: GEOG 427

Course Title: Geography of Russia

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

Repeatable for Credit: No

Course Equivalencies: None

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: n/a

Method of delivery: Classroom

Semester(s) offered: Fall, Spring, Summer

Considered for the Core Curriculum: No

Considered for the QEP: No

b. ANTH 346 – Historical Archaeology (Form C – ID# 2557)

Proposed catalog description: ANTH 346 - Historical Archaeology (3 credits) Historical archaeology is the archaeological study of colonial expansion and subsequent post-Columbian peoples, or, more broadly defined, it is the archaeological study of people for whom textual evidence is available. This course introduces students to historical archaeology through a sample of research from around the world (but with an emphasis on sites in the New World). Students are also exposed to the major theoretical orientations and methods of historical archaeology. F, S, Su.

Course Prefix/Number: ANTH 346
Course Title: Historical Archaeology
Primary Goal: This course can be taken as an elective or cognate
Repeatable for Credit: No
Course Equivalencies: None
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: 13
Method of delivery: Classroom
Semester(s) offered: Fall, Spring, Summer
Considered for the Core Curriculum: No
Considered for the QEP: No

2. Department of English

a. ENGL 356 – Introduction to Semantics (Form C – ID# 2565)

Proposed catalog description: ENGL 356 - Introduction to Semantics (3 credits) (Prereq: ENGL 101 and ENGL 102 with a grade of 'C' or better) This course introduces the systematic study of semantics, focusing on the representation of meaning at the lexical level. This course covers ways of describing meaning (sense and reference, computational analysis and prototype theory), ways of organizing meaning (the mental lexicon, connotation and euphemism, linguistic relativity), and ways of applying these concepts to sort predicates by argument structure patterns. F, S.

Course Prefix/Number: ENGL 356
Course Title: Introduction to Semantics
Primary Goal: This course may be taken as a cognate
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
Corequisite(s): None
Number of credits: 3 credits
Cross-listing(s): None
Course Restriction(s): None

Estimated enrollment: 20
Prior enrollment in course: n/a
Method of delivery: Classroom
Semester(s) offered: Fall, Spring
Considered for the Core Curriculum: No
Considered for the QEP: No

3. Department of Languages and Intercultural Studies

a. CHIN 115 – Introductory Chinese I (Form C – ID# 2306)

Proposed catalog description: CHIN 115 - Introductory Chinese I (5 credits) This course introduces students to the Mandarin Chinese language and the many facets of Chinese culture. This course also helps students develop the basic language skills of speaking, listening, and communicating in everyday situation in Chinese culture. As a flipped/hybrid course, three credits are delivered face-to-face and two hours via distance learning format. Semesters offered: F, S, Su.

Course Prefix/Number: CHIN 115
Course Title: Introductory Chinese I
Primary Goal: This course may be taken as an elective
Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): None
Corequisite(s): None
Number of credits: 5 credits
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 22
Prior enrollment in course: n/a
Method of delivery: Classroom
Semester(s) offered: Fall, Spring, Summer
Considered for the Core Curriculum: Yes
Considered for the QEP: No

4. Department of Visual Arts

a. ARTD 398 – Study Abroad (Form C – ID# 2382)

Proposed catalog description: ARTD 398 - Study Abroad (3 credits) (=ARTH 398, ARTS 398) This course immerses students in the art, art history, and design of the host country, introducing them to its visual, cultural, and historical traditions and contemporary practices. Through first-hand experiences and applications, students learn how these traditions and practices compare to those of the United States. This course may be repeatable under different topics for up to 6 credit hours. F, S, Su.

Course Prefix/Number: ARTD 398

Course Title: Study Abroad

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

Repeatable for Credit: Yes

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): None

Corequisite(s): None

Number of credits: 3 credits

Cross-listing(s): ARTH 398, ARTS 398

Course Restriction(s): None

Estimated enrollment: 15

Prior enrollment in course: n/a

Method of delivery: Classroom

Semester(s) offered: Fall, Spring, Summer

Considered for the Core Curriculum: No

Considered for the QEP: No

COLLEGE OF SCIENCE

1. Department of Chemistry

a. **CHEM 453 – Bimolecular Structure and Function** (Form C – ID# 2588)

Proposed catalog description: CHEM 453 - Biomolecular Structure and Function (3 credits) (Prereq: CHEM 332 and MATH 160) (Coreq: CHEM 453L and PHYS 205 or PHYS 211) This course explores the correlation between biomolecular structure and function through molecular modeling, structural biology and biophysical techniques. Topics include protein structure, nucleic acid structure, folding and dynamics, molecular recognition, catalysis, allostery, comparative modeling, molecular dynamics simulations, structure determination with experimental data, and analysis of molecular motions. F.

Course Prefix/Number: CHEM 453

Course Title: Biomolecular Structure and Function

Primary Goal: This course is required for a major; this course may be taken as an elective

Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): CHEM 332 and MATH 160
Corequisite(s): CHEM 453L and PHYS 205 or PHYS 211
Number of credits: 3 credits
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 12
Prior enrollment in course: 4
Method of delivery: Classroom
Semester(s) offered: Fall
Considered for the Core Curriculum: No
Considered for the QEP: No

b. CHEM 453L – Bimolecular Structure and Function Laboratory (Form C – ID# 2589)

Proposed catalog description: CHEM 453L - Biomolecular Structure and Function Laboratory (1 credit) (Coreq: CHEM 453) The practical laboratory course introduces students to methods in structural biology that focus on the study of proteins and nucleic acids. Computational methods include comparative sequence analysis, ab initio and comparative molecular modeling, molecular dynamics simulations, and structure calculations based on experimental data. Experimental studies are analyzed to demonstrate the correlations between functional activity and structural features of biomolecules. F.

Course Prefix/Number: CHEM 453L
Course Title: Biomolecular Structure and Function Laboratory
Primary Goal: This course is required for a major; this course may be taken as an elective
Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): None
Corequisite(s): CHEM 453
Number of credits: 1 credit
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 12
Prior enrollment in course: 4
Method of delivery: Lab
Semester(s) offered: Fall
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 Foundations, Curriculum and Instruction

a. EDEL 343 – Instructional theory and Practice: Elementary Education

Proposed revision(s): Other Course Change (Form A – ID# 2551)

Course Action(s): Change to prerequisites: **FROM:** EDEL 341 **TO:** EDEL 472

Proposed catalog description:

EDEL 343 - Instructional Theory and Practice: Elementary Education. (3 credits)
(Prereq: Admission to the Professional Program in Teacher Education and completion of EDEL 472) Application of general teaching models as they apply to subject matter in the elementary school. The student is expected to demonstrate a variety of instructional competencies during supervised teaching situations in simulated settings and in school classrooms. Practicum experiences in public schools are required. F, S.

b. EDEL 472 Q – Classroom Management for Diverse Settings

Proposed revision(s): Other Course Change (Form A – ID# 2552)

Course Action(s): Change to prerequisites: **FROM:** Admission to the Professional Program in Teacher Education **TO:** Admission to the Professional Program in Teacher Education and EDEL 341

Proposed catalog description:

EDEL 472 Q - Classroom Management for Diverse Settings (3 credits). (Prereq: Admission to the Professional Program in Teacher Education and EDEL 341) (Coreq: EDLL 414) This course addresses the management and diversity issues in current elementary school classrooms. Topics include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates focus on developing decision-making skills and professional judgments based on appropriate management philosophies. A field experience is included. Requires concurrent enrollment in EDLL 414. F, S.

c. EDEL 341 – Elementary School Curriculum and Organization (Form A – ID# 2553)

Course Action(s): Change to corequisites: **FROM:** None **TO:** EDLL 314

Proposed catalog description:

EDEL 341 - Elementary School Curriculum and Organization (3 credits). (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDLL 314) A study of elementary education in America, grades 2-6. This course addresses the history and organization of elementary schools and their curriculum. Other topics include classroom management and organization, and assessment/evaluation of student learning. Practicum required. F, S.

- d. **EDEL 488 Q – Teaching Elementary Science** (Form A – ID# 2554)
Course Action(s): Change to corequisites: **FROM:** None **TO:** EDLL 343

Proposed catalog description:

EDEL 488 Q - Teaching Elementary Science (3 credits) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343) EDEL 488 focuses on developing instructional strategies for teaching science content as a means for achieving scientific literacy and understanding science inquiry. A broad range of science content is explored in the context of the NSES strands Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Candidates are exposed to a variety of science teaching models with an emphasis on constructivism and integrated instruction in a community context. Throughout the course, class work is connected to the field experience. F, S.

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Visual Arts

- a. **ARTH 380 – Twentieth Century Chinese Visual Culture** (Form A – ID# 2546)
Course Action(s): Change to prerequisites: **FROM:** ARTH 250 and ARTH 266 **TO:** None

Proposed catalog description:

ARTH 380 - Twentieth Century Chinese Visual Culture (3 credits) This course focuses on different aspects of Chinese visual culture including painting, sculpture, woodblock prints, calligraphy, advertising, graphic design, and film and how they relate to Chinese social and political developments from the late 19th century to the present. F, S.

COLLEGE OF SCIENCE

1. Department of Health Sciences

- a. **PUBH 455 – Special Topics in Public Health** (Form A – ID# 2593)
Course Action(s): Change to prerequisites: **FROM:** PUBH 121 or Junior standing **TO:** Junior Standing

Proposed catalog description:

PUBH 455 - Special Topics in Health (Prereq: Junior standing) An intensive seminar that provides an in-depth investigation of special topics in Public Health not generally available in the curriculum. Repeatable for up to 6 credits. F, S.

2. **Department of Marine Science**

- a. **MSCI 311 Q – Hydrographic Techniques** (Form A – ID# 2594)
Course Action(s): Change to prerequisites: **FROM:** MSCI 111, MATH 131, and STAT 201/STAT 201L **TO:** A grade of ‘C’ or better in MSCI 111/MSCI 111L, STAT 201/STAT 201L, and MATH 160 or concurrent enrollment in MATH 160

Proposed catalog description:

MSCI 311 Q - Hydrographic Techniques (3 credits) (Prereq: A grade of ‘C’ or better in MSCI 111/MSCI 111L, STAT 201/STAT 201L, and MATH 160 or concurrent enrollment in MATH 160) (Coreq: MSCI 311L) Introduction to standard coastal oceanographic equipment, with a focus on physical measurements. Students become familiar with instrument use and communication through research projects. Students plan and execute projects, download and analyze data, and present results. F.

Graduate Council (*moved and seconded in committee*)

Proposal(s) for change(s) in a graduate program:

COLLEGE OF EDUCATION

1. **Department of M.A.T., Leadership, I.T., Ph.D.**

- a. **Specialist in Educational Leadership, (Ed.S)** (Form B – ID# 79)

The Specialist in Educational Leadership degree program in Educational Leadership is designed to provide advanced professional studies in graduate-level coursework for applicants who are interested in becoming school district level leaders or in further

development of their professional skills and dispositions. They build knowledge of the functions of high achieving school districts in areas such as curriculum, instruction, management, personnel, finance, school law, public relations, and how these interact at the district level of administration and contribute to student achievement. Numerous learning opportunities are provided as students work with professors and experienced district administrators to gain skills and knowledge to meet the demands of leadership as a district level administrator. The program emphasizes a commitment to continuous professional growth as students learn to lead school districts and their component schools through the change process. Graduates of this program are effective leaders who can create and maintain high quality schools and school districts.

Applicants must have a minimum of three years of teaching experience and be certified as a school principal to enroll in the program. The Ed.S. in Educational Leadership requires completion of 33 semester hours of graduate work. Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face and online courses and is designed to be completed in two and one-half years of ongoing coursework. At the completion of the degree, passing the Praxis II exam in Educational Leadership and Supervision, and by meeting experience requirements set by the State of South Carolina, graduates are eligible for certification as a school superintendent in South Carolina.

Admission Requirements

1. A completed application for graduate study at the University.
2. Official transcripts of all undergraduate and graduate coursework from previously attended schools.
3. An earned Master's Degree in Educational Leadership or related field with an overall cumulative grade point average of 3.0.
4. A minimum of three years teaching experience.
5. A statement of interest in the program. This statement addresses the candidates' reasons for pursuing a career in educational leadership. It also explains why the Coastal Carolina University Specialist in Educational Leadership program is the right fit to help reach the candidates' goals.
6. Three (3) letters of reference. The letters will address the candidates' ability to balance the demands of high level graduate coursework and their personal and professional lives.
7. A successful interview with the Portal I Faculty Committee.
8. Approval of the Portal I Faculty Committee.

Degree Expectations

The Specialist in Educational Leadership at the Spadoni College of Education includes the following requirements:

1. Successful completion of 33 hours in the approved program of study.
2. Maintain a minimum overall average of B (3.0) for all courses taken. If at any time students fail to satisfy this requirement; they are placed on probation for one semester. Students are permitted only one probationary semester during the entire course of their graduate study. Failure to meet this requirement or receiving a failing grade (D or F) in a course in the program may be cause for dismissal regardless of students' overall average.
3. Successful completion of the written comprehensive exam.
4. Successful defense of the comprehensive Exit Portfolio.
5. Pass the Praxis II Educational Administration: Supervision and Administration Exam.

Student Learning Outcomes

Related to the goals for candidate proficiency derived from the College's Conceptual Framework successful program completers will be able to:

1. Apply content and pedagogical knowledge as educational leaders to student achievement teaching, learning, school and community processes in PK-12 schools at the highest administrative levels.
2. Integrate district-level leadership in the use of technology leading to the improvement of teaching, learning, and school operations for students and other stakeholders in PK-12 schools.
3. Demonstrate their ability to work effectively as educational leaders from district-level administrative positions with diverse populations comprising a school's learning community.
4. Demonstrate ongoing professional behavior and dispositions as leaders in the highest administrative positions in PK-12 schools.

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Official transcript from each school or college previously attended (all prior undergraduate academic study should be represented as well as other graduate study if such study has been completed).
- An earned Master's Degree in Educational Leadership or related field with an overall cumulative GPA of 3.00
- Minimum of three years full-time teaching experience
- A written statement of interest in the program
- Three letters of reference
- Copy of current teaching and administrative credentials (license, certification, etc.)
- All candidates are school personnel and program defers to their background check

- Criminal Background Disclosure Statement
- A successful interview with the Portal I Educational Leadership Faculty Committee
- Approval of the Portal I Educational Leadership Faculty Committee

Portal II: Admission to Internship

- Completion of all coursework with minimum 3.00 GPA, with no grade below “B”
- Minimum of 21 semester hours of required program coursework
- Completion 75 clock hours of field experiences
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- SLED and FBI fingerprint clearance
- Approval of Portal II Educational Leadership Faculty Committee

Portal III: Program Completion

- Completion of all coursework with minimum 3.00 GPA, with no grade below “B”
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Passing score on Comprehensive Examination
- Passing score on Program Exit Portfolio
- Successful rating on the District-Level Intern Evaluation
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Approval of Portal III Educational Leadership Faculty Committee

b. Master of Education in Educational Leadership (M.Ed.) (Form B – ID# 80)

The Master of Education degree program in Educational Leadership is designed to provide professional studies in graduate-level coursework for applicants who are interested in becoming principals at various levels of PreK-12 schools, and are committed to excellence in student success. Graduates will become well-qualified professionals as they further their knowledge of the functions of a high achieving school in areas such as curriculum, instruction, management, personnel, finance, school law, public relations and the many facets of student achievement. They will be able to apply the theories and skills learned in the classroom to real situations. Numerous opportunities are provided to work with teachers, students and experienced principals in field experiences and to learn how to meet the demands of leadership as a building level administrator. The program will prepare these school leaders to be committed to continuous growth because they will understand that the body of knowledge needed to lead schools is growing and changing. Graduates of this program will be effective leaders who can create and maintain high quality schools. Applicants must have one-year minimum of teaching experience to be enrolled in the program.

The Master of Education in Educational Leadership requires completion of 36 semester hours of graduate work. A minimum of 27 semester hours must be completed in the major. The

remaining nine (9) credit hours are taken from the education core for graduate studies in the Spadoni College of Education. Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face and online courses and is designed to be completed in three years of ongoing coursework. At the completion of the degree requirements and passing the Praxis II exam in Educational Leadership and Supervision, graduates are eligible for certification as a school administrator in South Carolina.

Student Learning Outcomes

Students who complete the requirements for the M.Ed. in Educational Leadership will be able to:

1. Apply content and pedagogical knowledge as educational leaders to teaching, learning, school and community processes in PreK-12 schools to positively impact student achievement.
2. Integrate leadership improving the use of technology to improve teaching, learning, and school operations for students and other stakeholders in PreK-12 schools.
3. Demonstrate their ability to work effectively as educational leaders with diverse populations comprising a school's learning community.
4. Demonstrate ongoing professional behavior and dispositions as leaders in PreK-12 schools.
5. Engage in reflective practice to improve all aspects of school-level functions with a primary focus on teaching and learning for students, teachers and staff in Prek-12 schools.

Admission Requirements

The following are required for admission into the educational leadership program:

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended. (All prior undergraduate academic study must be represented as well as other graduate study if such study has been completed.)
2. At least two letters of recommendation on the forms provided with the application.
3. A minimum of one year of full-time teaching experience.
4. Evidence of teacher certification at the grade level or in the subject area of the degree sought.
5. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) on a 4.0 scale on undergraduate work OR, a report of minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions on the Graduate Record Exam (GRE), OR, a report of a minimum score of (388) on the Miller Analogies Test (MAT). Scores must be no more than five (5) years old.
6. Legal arrest/conviction statement.
7. Approval of the Portal I Faculty Committee.

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA overall or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable
- A or minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
- Scores should be no more than five years old.
- Applicants who are non-native speakers of English should demonstrate proficiency in English and 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 minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study should be represented as well as other graduate study if such study has been completed).
- Copy of current teaching credential (license, certification, etc.)
- Two letters of recommendation (one from recommendation applicant's principal)
- Minimum of one year full-time teaching experience
- All candidates are school personnel and program defers to their background check
- Criminal Background Disclosure Statement
- Approval of Portal I Educational Leadership Faculty Committee

Portal II: Admission to Internship

- Minimum overall cumulative 3.00 program GPA
- Minimum “B” grade in all required program coursework
- Minimum of 21 semester hours of required program coursework
- Completion 75 clock hours of field experiences
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- SLED and FBI fingerprint clearance
- Approval of Portal II Educational Leadership Faculty Committee

Portal III: Program Completion

- Completion of all coursework with minimum 3.00 GPA, with no grade below “B”
- Satisfactory completion of all required specialized professional association (SPA) key assessments
- Passing score on Comprehensive Examination
- Passing score on Program Exit Portfolio
- Successful rating on the Building-Level Intern Evaluation
- Passing scores on required state Praxis II content exam
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Completion of Exit Survey
- Approval of Portal III Educational Leadership Faculty Committee

Graduate Council (*moved and seconded in committee*)

Proposal(s) for a new graduate course:

COLLEGE OF EDUCATION

1. Department of MAT, Leadership, IT, Ph.D.

a. CSED 605 – Foundations of Computing Systems (Form C – ID# 404)

Proposed catalog description: CSED 605 - Foundations of Computing Systems (3 credits)
 This course examines the ecology of modern computing through the lens of abstraction, a technical concept that explains how the relationships among hardware and software components impact device functionality. Students are challenged to analyze use cases and identify strategies to design, manage, and troubleshoot computing systems to solve real-world problems. F, S.

Course Prefix/Number: CSED 605

Course Title: Foundations of Computing Systems

Primary Goal: This is a requirement for the certificate program in Computer Science Education

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

b. CSED 607 – Introduction to Data Science (Form C – ID# 405)

Proposed catalog description: CSED 607 - Introduction to Data Science (3 credits) This course explores fundamental tools and methods for collecting, managing, and processing big data using computational models, statistical inferencing, and machine learning to identify trends, support claims, and solve real-world problems in varied disciplines. Data visualization and storytelling techniques are also emphasized. Prior experience in programming or statistical analysis is not required. F, S.

Course Prefix/Number: CSED 607

Course Title: Introduction to Data Science

Primary Goal: This is a requirement for the certificate program in Computer Science Education

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

c. CSED 608 – Computational Thinking and Programming (Form C – ID# 406)

Proposed catalog description: CSED 608 - Computational Thinking and Programming (3 credits) This course promotes understanding of computer programming and logic by teaching students to "think like a computer". This course explores skills needed to develop and design language-independent solutions to solve computer-related problems. This course also covers development and design basics, including use of variables, control and data structures, principles of command-line, and object-oriented languages. F, S.

Course Prefix/Number: CSED 608

Course Title: Computational Thinking and Programming

Primary Goal: This is a requirement for the certificate program in Computer Science Education

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

COLLEGE OF SCIENCE

1. Department of Coastal Marine & Systems Science

a. CMWS 626 – Economy and Sustainability of Coastlines and the Coastal Ocean (Form C – ID# 394)

Proposed catalog description: Economy and Sustainability of Coastlines and the Coastal Ocean (3 credits) Coasts are essential systems for energy and food supply, transportation and recreation, and environmental and societal health. This course explores case studies, discuss benefits, demands and issues, and evaluate solutions towards achieving a sustainable balance, including climatic and population challenges. S

Course Prefix/Number: CMWS 626

Course Title: Economy and Sustainability of Coastlines and the Coastal Ocean

Primary Goal: This course will be integral to a new concentration and an elective option for other majors

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

b. CMWS 613 – Environmental Law and Policy (Form C – ID# 395)

Proposed catalog description: CMWS 613 - Environmental Law and Policy (3 credit) (Prereq: CMWS 603 or consent of instructor) This course introduces students to environmental law and environmental policy. This includes an examination of the major bodies of federal environmental law, including the Clean Water Act, the Clean Air Act, and other federal laws. Students study how these statutes are carried out through executive agencies and interpreted by the courts. Where appropriate, the scientific underpinning of complex regime of statutes, regulations, and informal agency practices are examined. F.

Course Prefix/Number: CMWS 613

Course Title: Environmental Law and Policy

Primary Goal: This course will be integral to a new concentration and an elective option for other majors

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

c. CMWS 623 – Corporate Environmental Sustainability (Form C – ID# 396)

Proposed catalog description: CMWS 623 - Corporate Environmental Sustainability (3 credit) (Prereq: CMWS 603 or consent of instructor) A large range of companies, big and small, now out-compete their competitors by implementing a robust environmental stewardship, engaging stakeholders (government bodies, NGOs, trade associations, citizens' groups, universities) and by making these efforts both measurable and visible. This course is intended to familiarize students with relevant facts and analyses on this recent environmentalism evolution. S.

Course Prefix/Number: CMWS 623

Course Title: Corporate Environmental Sustainability

Primary Goal: This course will be integral to a new concentration and an elective option for other majors

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

2. Department of Kinesiology

a. **SWNS 501 – Swain Scholars III: Community Health Initiative** (Form C – ID# 398)

Proposed catalog description: SWNS 501 - Swain Scholars III: Community Health Education Initiative (1 credit) (Prereq: current Swain Scholar) Leadership and mentoring experiences to increase capacity of Swain Scholars to improve community health. Swain Scholars seeking this course for graduate credit engage in both health-related research and a related community health outreach project. F.

Course Prefix/Number: SWNS 501

Course Title: Swain Scholars III: Community Health Education Initiative

Primary Goal: This course is for graduate level Swain Scholars

Repeatable for Credit: No

Course Equivalencies: None

Prerequisite(s): current Swain Scholar

b. **SWNS 502 – Swain Scholars IV: Community Health Education Initiative** (Form C – ID# 399)

Proposed catalog description: SWNS 502 - Swain Scholars IV: Community Health Education Initiative (2 credits) (Prereq: current Swain Scholar) Continuation of leadership, mentoring, supervised research, and health outreach/internship project to improve community health. Emphasis is placed on building the capacity of graduate-level Swain

Scholars to conduct health-related research, articulate findings, and prepare a scholarly manuscript for review. S.

Course Prefix/Number: SWNS 502

Course Title: Swain Scholars IV: Community Health Education Initiative

Primary Goal: This course is for graduate level Swain Scholars

Repeatable for Credit: No

Course Equivalencies: None

Prerequisite(s): current Swain Scholar

Graduate Council (*moved and seconded in committee*)

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

COLLEGE OF EDUCATION

1. Department of Literacy, Sp. Ed.

a. **EDLL 606 – Trends and Issues in Literacy Education**

Proposed revision(s): Course change (Form A – ID# 92)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 692, EDLD 370, or instructor permission **TO:** EDSP 690 or instructor permission change to catalog description.

Proposed catalog description:

EDLL 606 - Trends and Issues Literacy Education (Capstone) (3 credits) (Prereq: EDLL 600, EDLL 604, EDLL 605, EDLL 608, EDLL 620, EDLL 621, EDLL 622, and EDLL 616 or 617 or by special permission of instructor) This course examines current trends and issues that are present in the field of literacy. Also, students construct a program completion portfolio which is evaluated by multiple reviewers. The portfolio demonstrates their mastery of the ILA Standards for the Preparation of Literacy Professionals. F, S.

b. **EDSP 691 – Instructional Procedures for Students with Learning Disabilities**

Proposed revision(s): Course change (Form A – ID# 99)

Course Action(s): Change to prerequisite(s): **FROM:** EDLL 600, EDLL 603, EDLL 601, EDLL 604, EDLL 618 **TO:** EDLL 600, EDLL 604, EDLL 605, EDLL 608, EDLL 620, EDLL 621, EDLL 622, and EDLL 616 or 617 or by special permission of instructor; change to catalog description.

Proposed catalog description:

EDSP 691 - Instructional Procedures for Students with Learning Disabilities (3 credits). (Prereq: EDSP 690 or instructor permission) Provides knowledge of instructional procedures to improve outcomes for individuals with learning disabilities. Applies research on teacher effectiveness, instructional approaches, and current issues and needs in instructional programming for students with LD. Content includes curriculum design, instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Experiences in schools and applied research projects required. S.

c. **EDSP 670 - Characteristics of Learners with Emotional and Behavioral Disabilities**

Proposed revision(s): Course change (Form A – ID# 100)

Course Action(s): Change to prerequisite(s): **FROM:** EDUC 692. EDLD 370, or instructor permission **TO:** None

Proposed catalog description:

EDSP 670 - Characteristics of Learners with Emotional and Behavioral Disabilities (3 credits) This course covers theories and specific conditions in the area of emotional and behavior disabilities. Participants study the impact of learning and behavioral differences on academic and social/emotional performances. Diversity within student populations is addressed throughout the course. Experiential, observational, interactive strategies, and technological advances are used to facilitate course outcomes. F.

d. **EDSP 671 - Method/Procedures for Learners with Emotional and Behavioral Disorders**

Proposed revision(s): Course change (Form A – ID# 101)

Course Action(s): Change to prerequisite(s): **FROM:** Graduate admission, EDSP 380 or EDSP 692, or EDLD 370 or equivalent, or instructor permission **TO:** EDSP 670 or instructor permission

Proposed catalog description:

EDSP 671 - Method/Procedures for Learners with Emotional and Behavioral Disorders (3 credits) (Prereq: EDSP 670 or instructor permission) Provides knowledge of instruction programming to improve outcomes for students with emotional/behavioral disabilities across all grade levels by focusing on evidence-based strategies/methods, issues and supports needed for success in general and special education environments, and the affective, social, and academic needs of students. S.

e. **EDSP 620 - Language and Communication Skills of Students with Severe Disabilities**

Proposed revision(s): Course change (Form A – ID# 102)

Course Action(s): Change to prerequisite(s): **FROM: EDSP 200. EDSP 610, EDSP 692 or instructor permission TO: EDSP 610 or instructor permission**

Proposed catalog description:

EDSP 620 - Language and Communication Skills of Students with Severe Disabilities (3 credits) (Prereq:EDSP 610 or instructor permission) Course introduces candidates to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. In addition, the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communications, choice-making, and social interaction are addressed. S.

f. EDSP 610 - Characteristics of Students with Severe Disabilities

Proposed revision(s): Course change (Form A – ID# 103)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 200, EDSP 610, EDSP 692 or instructor permission **TO:** EDSP 610 or instructor permission

Proposed catalog description:

EDSP 620 - Language and Communication Skills of Students with Severe Disabilities (3 credits) (Prereq:EDSP 610 or instructor permission) Course introduces candidates to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. In addition, the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communications, choice-making, and social interaction are addressed. S.

g. EDSP 690 – Specific Learning Disabilities (SLD): Nature and Needs

Proposed revision(s): Course change (Form A – ID# 104)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 692, EDLD 370, or instructor permission **TO:** None

Proposed catalog description:

EDSP 690 - Characteristics of Individuals with Learning Disabilities (3 credits) This course provides a critical analysis of foundation knowledge of Specific Learning Disabilities, including the history, theoretical base, legal aspects, terminology, etiology, definitions, medical aspects, and approaches to identification and intervention. Professional literature reviews and experiences in schools required. F.

h. EDSP 680 – Characteristics of Individuals with Intellectual Disabilities

Proposed revision(s): Course change (Form A – ID# 105)

Course Action(s): Change to prerequisite(s): **FROM:** Graduate admission and teaching certification, EDSP 380, EDSP 692, or EDLD 370 or equivalent or instructor consent **TO:** None

Proposed catalog description:

EDSP 680 - Characteristics of Individuals with Intellectual Disabilities (3 credits) Course is an in-depth study of the unique learning and behavioral characteristics of individuals with intellectual disabilities, ranging in age from preschool to adult, with a focus on mild to moderate disabilities. Topics include historical development of the field of intellectual disabilities (mental retardation); theoretical models; etiological factors; cognitive, social, emotional, behavioral, and physical/health characteristics; models of assessment and intervention, including technological advances; transition programs and services; community programs and provisions; issues and trends, including legislation and litigation; and the impact of intellectual disabilities on academic and social/emotional performance. F, odd years.

i. EDSP 681 – Methods for Teaching Students with Intellectual Disabilities

Proposed revision(s): Course change (Form A – ID# 106)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 680 or equivalent or instructor consent **TO:** EDSP 680 or instructor permission

Proposed catalog description:

EDSP 681 - Methods for Teaching Students with Intellectual Disabilities (3 credits) (Prereq: EDSP 680 or instructor consent) Course provides educators with interventions to address the comprehensive needs of students with intellectual disabilities in various settings. It emphasizes the application of evidence-based practices for teaching students with intellectual disabilities in the general and functional curriculum. It includes analysis and application of programs and services, legislation, research, inclusive education transition services, and instructional support for persons with intellectual disabilities. Field based assignments are required. S, Even Years.

j. EDSP 635 – Advanced Topics in Special Education

Proposed revision(s): Course change (Form A – ID# 107)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 200, EDSP 692, or instructor permission **TO:** None

Proposed catalog description:

EDSP 635 - Advanced Topics in Special Education (3 credits) Course provides a critical examination of current issue surrounding the field of special education including instruction methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages. F, S

k. EDSP 630 – Single-Case Research

Proposed revision(s): Course change (Form A – ID# 108)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 692 or equivalent, EDUC 607
TO: EDUC 607

Proposed catalog description:

EDSP 630 - Single-Case Research (3 credits) (Prereq: EDUC 607) Course focuses on in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and writing research proposals using single-subject methodology. F, S.

l. EDSP 606 – Instructional Design in Special Education

Proposed revision(s): Course change (Form A – ID# 109)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 200, EDSP 692 or instructor permission **TO:** None

Proposed catalog description:

EDSP 606 - Instructional Design in Special Education (3 credits) Teachers in schools need more ways to reach all of their students. This course helps the in-service teacher to learn more about Instructional Design through Differentiated Instruction and applying Universal Design principles. The framework of this class is based on the multiple means of representing information, multiple means of expressing knowledge, and multiple means of engagement in learning. F.

m. EDSP 615 - Instruction of Students with Severe Disabilities

Proposed revision(s): Course change (Form A – ID# 110)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 200, EDSP 610, EDSP 692, or instructor permission **TO:** EDSP 610 or instructor permission

Proposed catalog description:

EDSP 615 - Instruction of Students with Severe Disabilities (3 credits) (Prereq: EDSP 610 or instructor permission) Course focuses on current best practices in curriculum and methods for students with moderate to severe disabilities. Specific strategies for teaching students with moderate to severe disabilities, general strategies for working with diverse groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with moderate to severe disabilities are addressed. S, odd years.

n. EDSP 641 - Comprehensive Assessment for Exceptional Learners

Proposed revision(s): Course change (Form A – ID# 111)

Course Action(s): Change to prerequisite(s): **FROM:** EDSP 692 or EDUC 692 **TO:** None

Proposed catalog description:

EDSP 641 - Comprehensive Assessment for Exceptional Learners (3 credits) Covers the use and interpretation of formal and informal diagnostics tests and procedures calculated to determine instructional levels and procedures for exceptional learners. Content includes statistical and psychometric concepts in assessment including norm-referenced, criterion-referenced, and curriculum-based measurement, and informal testing. Emphasis is on interpretation for instruction, eligibility determination, placement decisions, and report writing. F.