All changes are effective Fall 2018.

**Academic Affairs** (*moved and seconded out of committee*)
Proposals for change(s) in undergraduate programs/minors/certificates:

**COLLEGE OF EDUCATION**

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

   a. **change(s) to the Elementary Education (2-6), B.A.E.** (Form B’s – ID# 1367, 1368, 1369, 1370, 1371, and 1372)

   **Proposed change(s):**
   ID# 1367 Required courses (Humanistic Concepts and Structure and Development of U.S.): **FROM:** HIST 101 or HIST 111 **TO:** HIST 105 or HIST 106.

   ID# 1368 Required courses (Humanistic Concepts and Structure and Development of U.S.): **FROM:** HIST 201 or HIST 202 **TO:** HIST 201.

   ID# 1369 Required courses (General Content): **FROM:** GEOG 121 **TO:** GEOG 120 or GEOG 121.

   ID# 1370 **Required courses:** REMOVE: Any Science with Lab component from Scientific Concepts. **ADD:** EDSP 200 to Major Requirements.

   ID# 1371 **Required courses (Education Concepts):** **FROM:** ARTE 329, EDPE 226, and MUED 354 **TO:** EDPE 226 OR MUED 354.

   ID# 1372 **Required courses (Education Concepts):** **FROM:** PUBH 331 **TO:** PUBH 331 OR EDEC 270.

   **Proposed catalog description:**

   **Degree Requirements (120+ Credits)**

   **Core Curriculum Requirements**

   **Core Curriculum (38-40 Total Credit Hours)**
Graduation Requirements (3-6 Total Credit Hours)

A grade of ‘C’ or better is required in all graduation requirement courses.

Complete the following: (0-3 credits)

- UNIV 110 Q - First Year Experience
  UNIV 110 is required for all students, with the following exceptions:
  - Students admitted as transfer students who transfer in 12 or more credits from another institution;
  - Students 21 years of age or older prior to their first semester at CCU;
  - Students who graduated from the Scholar’s Academy.

Choose one from the following: (3 credits)

- HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction
- POLI 201 - Introduction to American Government

Foundation Courses (53-43 Credits)*

Minimum grade of ‘C’ is required

General Content

Choose one from the following:
- GEOG 120 Cultures and Environments *
- GEOG 121 - World Regional Geography *
- POLI 201 - Introduction to American Government *

Mathematical Concepts

Complete the following:
- MATH 201 - Mathematics for Early Childhood and Elementary Education Majors I *
- MATH 202 - Mathematics for Early Childhood and Elementary Education Majors II

Scientific Concepts

Complete the following:
- Any BIOL/Lab* (i.e. BIOL 101/BIOL 101L *, BIOL 121/BIOL 121L *, etc.) (4 credits)
- Any Science with Lab component * (3-4 credits)
Humanistic Concepts and Structure and Development of U.S.

Choose one from the following:

- HIST 101 - The Foundations of European Civilization to 1648 *
- HIST 111 - World History to 1500 *
- HIST 105 Pre-Modern World *
- HIST 106 Modern World *

Choose one from Complete the following:

- HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction **
- POLI 201 - Introduction to American Government **
- HIST 202 - History of the United States from Discovery to the Present: Reconstruction to the Present

Education Concepts

Complete the following:

- ARTE 329 - Art for Elementary Schools
- EDUC 111 - Exploring Teaching as a Profession
- EDUC 204 Q* - Computer Technology and Instructional Media
- EDUC 215 Q - Schools & Diversity
- EDUC 335 - Introduction to Educational Psychology
- EDUC 336 - Introduction to Human Growth and Development

Choose one from the following:

- EDPE 226 - Developing Motor Behavior in Children (Pre-School Through Elementary Levels)
- MUED 354 - Music for Young Children

Choose one from the following:

- PUBH 331 - Health Education for the Primary and Elementary School
- EDEC 270 - Health, Safety, and Motor Development for Young Children

Note:

*Courses taken may be used to meet core curriculum requirements.

**Course is a university graduation requirement.
Major Requirements (45-48 Credits)

Minimum grade of ‘C’ is required.

Complete the following courses:
- EDEL 314 - Emergent Literacy Development
- EDEL 341 - Elementary School Curriculum and Organization
- EDEL 343 - Instructional Theory and Practice-Elementary Education
- EDEL 385 - Teaching English Language Arts
- EDEL 467 Q - Internship in Elementary School (Elementary)
- EDEL 472 Q - Classroom Management for Diverse Settings
- EDEL 481 Q* - Teaching Elementary Mathematics
- EDEL 486 - Teaching Social Studies
- EDEL 488 Q* - Teaching Elementary Sciences
- EDEL 496 - Internship Seminar
- EDLL 314 – Foundations in Reading and Emergent Literacy Development
- EDLL 414 - Instructional Practices for Intermediate Literacy Development
- EDLL 471 - Assessment and Evaluation of Intermediate Literacy Development
- EDLL 484 - Content Area Reading and Writing: Integrating Children’s Literature across the Curriculum
- EDSP 200 Q* - Foundations of Special Education

Electives (0-4 Credits)

Total Credits Required: 120+ Credits

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

b. change(s) to the Special Education – Multi-categorical (PreK-12), B.A.
(Form B – ID# 1479)

Proposed change(s): Removal of courses: EDEL 314.
Addition of courses: EDLL 314.

Proposed catalog description:

Major Requirements (60 Credits)

Minimum grade of ‘C’ is required.
Complete the following:

- EDEL 314 - Emergent Literacy Development
- EDLL 314 Foundations in Reading and Emergent Literacy Development
- Education elective with adviser approval
- EDSP 200 Q* - Foundations of Special Education
- EDSP 310 - Theory to Practice: Field Experience
- EDSP 311 - Characteristics and Instruction of Learning Disabilities & Emotional Disorders
- EDSP 312 - Characteristics and Instruction of Intellectual Disabilities and Autism
- EDSP 320 - Measuring Student Progress: Field Experience
- EDSP 321 - Diagnostic Assessment in Special Education
- EDSP 322 - Secondary Practices and Transition
- EDSP 323 - Methods and Adaptations for Teaching Reading (K-12)
- EDSP 410 - Action Research: Practicum
- EDSP 411 - Collaboration and Consultation in Special Education
- EDSP 412 - Applied Behavior Analysis for Teachers
- EDSP 414 - Instructional Planning
- EDLL 471 - Assessment and Evaluation of Intermediate Literacy Development
- EDSP 420 - Internship Seminar in Special Education
- EDSP 450 - Internship in Special Education

Choose one from the following:

- EDEL 486 - Teaching Social Studies
- EDEL 488 Q* - Teaching Elementary Sciences

COLLEGE OF SCIENCE

1. Department of Health Sciences

a. change(s) to the Health Administration (Completion Program) – with or without health care discipline certificate and/or licensure (Form B – ID# 1385)

Proposed change(s): Other: We would like to remove the requirement that 45 credit hours be taken from Coastal Carolina University.

Proposed catalog description:

Curriculum
There are 120-131 credits required for this degree. 45 credit hours are required courses for this program and must be completed at Coastal Carolina University. 38-40 credit hours are required Core Curriculum courses for Coastal Carolina University. Students with associate degrees in science and arts will be exempted from core curriculum requirements. Those students that have current certification and/or licensure in a health care discipline may be awarded up to forty-five credit hours for the courses completed in
their technical discipline. Additional credits can be obtained through the selection of elective courses, depending upon the interests of the students and the availability of distant learning courses. Those students that do not hold a current certification and/or licensure in a health care discipline but have an A.A., A.S., B.A., or B.S. degree will need to take an additional 15 credit hours of designated public health courses.

Students must earn a grade of ‘C’ or better in all courses under major requirements.

b. **change(s) to the Health Administration (Completion Program) – without health care discipline certificate and/or licensure** (Form B – ID# 1388)

**Proposed change(s):** **Other:** In the health administration completion program, we have two possible entry points for interested students. One of the entry points requires that students have earned either an Associate of Science, Associate of Arts, Bachelor of Science or Bachelor of Arts degree from a regionally accredited college/university with a minimum 2.0 cumulative grade point average and a 2.0 grade point average (on a scale of 4.0) and be in good academic standing at the last institution attended. The students that enter under this entry point will then need to take the 15 major required courses (45 credit hours) and they take 5 health science courses (15 credit hours) that fall under "HADM Foundation" in their academic evaluation. Students have the option of selecting 5 courses from 7 optional courses in the HADM Foundation section of the academic evaluation. We would like to provide the students with additional options to meet this requirement and would like to add 7 courses to the list of possible appropriate classes from which the students may select. This would allow students to have the option of selecting 5 classes from 14 course options. The courses we would like to add are: COMM 311 Health Communication (3) COMM 412 Interpersonal Health Communication (3) NURS 201 Integrated Health Practices Across Cultures (3) PUBH 222 Medical Terminology (3) PUBH 333 Environmental Health (3) PUBH 347 Consumer Health Education (3) UNIV 495 Internship (3).

**Proposed catalog description:**

**Degree Requirements (120-131 Credits)**

(without health care discipline certificate and/or licensure)

**Foundation Courses (15 Credits)**

Choose five from the following:

- COMM 311 Health Communication
- COMM 412 Interpersonal Health Communication
- NURS 201 Integrated Health Practices Across Cultures
- PUBH 121 Personal and Community Health
- PUBH 222 Medical Terminology
- PUBH 304 - Nutrition
- PUBH 310 - Issues in Family Life and Sexuality
- PUBH 333 - Environmental Health
- PUBH 340 - Drugs in Society
- PUBH 347 - Consumer Health Education
- PUBH 375 - Global Health Perspectives
- PUBH 382 - Concepts of Disease
- PUBH 410 - Epidemiology and Quantitative Research Methods
- UNIV 495 Q - Internship

**Academic Affairs** *(moved and seconded out of committee)*

Proposals for new undergraduate courses:

**COLLEGE OF EDUCATION**

1. **Office of the Dean**

   a. **TFP 202 Q - Molding and Enriching the Teacher Leader** *(Form C – ID# 1068)*

   **Proposed catalog description:** TFP 202 Q - Molding and Enriching the Teacher Leader (0 to 1 credit) (Prereq: TFP 102, TFP 201, and permission of the instructor) This course focuses on the study of leadership and the leadership skills of effective leaders and teachers. Topics include qualities of an effective teacher, classroom management strategies, how to give constructive feedback in the classroom, decision making based on students' needs, and identifying qualities of leadership in preservice teachers. S.

   **Course Prefix/Number:** TFP 202 Q  
   **Course Title:** Molding and Enriching the Teacher Leader  
   **Primary Goal:** This course may be taken as an elective  
   **Repeatable for Credit:** No  
   **Course Equivalencies:** No  
   **Pass/Fail Grading:** No  
   **Prerequisite(s):** TFP 102, TFP 201, and permission of the instructor  
   **Corequisite(s):** None  
   **Number of credits:** 0 to 1 credit

   **Cross-listing(s):** None  
   **Course Restriction(s):** Restricted to CCU Teaching Fellows  
   **Estimated enrollment:** 15-25  
   **Prior enrollment in course:** n/a  
   **Method of delivery:** Hybrid  
   **Semester(s) offered:** Spring  
   **Considered for the Core Curriculum:** No  
   **Considered for the QEP:** Yes; all sections will be designated experiential learning in the catalog

   b. **TFP 301 Q - Building Multi-Cultural Experiences and Language Acquisition Skills in Teacher Leaders** *(Form C – ID# 427)*

   **Proposed catalog description:** TFP 301 Q - Building Multi-Cultural Experiences and Language Acquisition Skills in Teacher Leaders (0 to 1 credit) (Prereq: TFP 102, TFP 201, TFP 202, and permission of the instructor) A continuation of the study of leadership and the leadership skills of effective leaders and teachers. This course focuses on the study of leadership and the leadership skills of effective leaders and teachers. Topics will
include ways to: assist the development of English language learners, work with diverse populations, appreciate different cultural and economic backgrounds, and promote multicultural awareness as it will relate to future classroom experience. S.

**Course Prefix/Number:** TFP 301 Q  
**Course Title:** Building Multi-Cultural Experiences and Language Acquisition Skills in Teacher Leaders  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** No  
**Pass/Fail Grading:** No  
**Prerequisite(s):** TFP 102, TFP 201, TFP 202, and permission of the instructor  
**Corequisite(s):** None  
**Number of credits:** 0 to 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** Restricted to CCU Teaching Fellows  
**Estimated enrollment:** 15-25  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Spring  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** Yes; all sections will be designated experiential learning in the catalog

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

   a. **EDSP 499 - Practicum in Severe Disabilities** (Form C – ID# 1522)  
   **Proposed catalog description:** EDSP 499 - Practicum in Severe Disabilities (1 credit)  
   (Prereq: EDSP 200) This course is a supervised field experience requiring ten full school days in a public school classroom that serves students with significant intellectual and multiple disabilities. In this field experience, teacher candidates pursuing the add-on license in severe disabilities will make programmatic decisions and design instructional plans for students with significant intellectual and multiple disabilities under the supervision of a licensed special education teacher. Further, teacher candidates pursuing the add-on license in severe disabilities will implement evidence-based practices and deliver instructional content that meets individual needs and grade-level academic standards for students with significant intellectual and multiple disabilities. S.

   **Course Prefix/Number:** EDSP 499  
   **Course Title:** Practicum in Severe Disabilities  
   **Primary Goal:** This course is required for a certificate  
   **Repeatable for Credit:** No  
   **Course Equivalencies:** No  
   **Pass/Fail Grading:** No  
   **Prerequisite(s):** EDSP 200  
   **Corequisite(s):** None  
   **Number of credits:** 1 credit  
   **Cross-listing(s):** None  
   **Course Restriction(s):** None  
   **Estimated enrollment:** 6  
   **Prior enrollment in course:** 4  
   **Method of delivery:** Other: this field experience course will take place in public school settings  
   **Semester(s) offered:** Spring  
   **Considered for the Core Curriculum:** No  
   **Considered for the QEP:** No
1. Department of Anthropology and Geography

a. GEOG 331 - Topics in Historical Geography (Form C – ID# 1488)

   Proposed catalog description: GEOG 331 - Topics in Historical Geography (3 credits)
   This course explores the way in which geographic phenomena change through time. We seek to understand how cultural, geographic, and political features developed by examining the interaction of human societies and their physical and social environment. Emphasis is placed on an analysis of themes such as historical landscape study, cultural interaction, immigration, environment, and economic change. Students explore each topic in depth through a combination of lectures, discussions, readings, and hands-on projects or research papers. The course may be repeated for up to six (6) hours of credit under different topics. F, S, Su.

   Course Prefix/Number: GEOG 331
   Course Title: Topics in Historical Geography
   Primary Goal: This course may be taken as a cognate or elective
   Repeatable for Credit: Yes; may be repeated for up to six hours of credit under different topics
   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: n/a
   Method of delivery: Classroom
   Semester(s) offered: Fall, Spring, and Summer
   Considered for the Core Curriculum: No
   Considered for the QEP: No

2. Department of History

a. HIST 365 - Critical Moments in American History (Form C – ID# 1328)

   Proposed catalog description: HIST 365 - Critical Moments in American History (3 credits) This course focuses on specific events that changed the course of American history. Students engage primary and secondary sources while analyzing the causes and consequences of each historical event. Reading and writing assignments will advance the notion of contingency – the argument that even minor alterations in actions or circumstances can produce different historical outcomes. Topics may vary by instructor; this course may be repeated for up to six credit hours. F, W, S, M, Su.

   Course Prefix/Number: HIST 365
   Course Title: Critical Moments in American History
   Primary Goal: This course may be taken as a cognate or elective
   Repeatable for Credit: Yes; may be repeated up to six credits
   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: 10
Method of delivery: Classroom, Distance Learning, or Hybrid
Considered for the Core Curriculum: No
Considered for the QEP: No
Semester(s) offered: All

3. Department of Languages and Intercultural Studies

a. LIS 390 - Topics in Russian Culture (Form C – ID# 1495)

Proposed catalog description: LIS 390 - Topics in Russian Culture (3 credits) This course introduces students to Russian culture through its history, literature, folklore, cinema, and fine arts. It provides students with an opportunity to analyze main ideas and values that have shaped the cultural identities of Russians. The intellectual and cultural history of Russia is explored through important textual and artistic images of Russian culture. The course also tracks the transformations of Russian culture from its origins to the present. No knowledge of Russian is required for this course. F, S.

Course Prefix/Number: LIS 390
Course Title: Topics in Russian Culture
Primary Goal: This course may be taken as a cognate or 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: 22
Prior enrollment in course: n/a
Method of delivery: Classroom or Distance Learning
Semester(s) offered: Fall and Spring
Considered for the Core Curriculum: No
Considered for the QEP: No

Academic Affairs (moved and seconded out of 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 314 - Emergent Literacy Development

Proposed revision(s): Remove course from the catalog. (Form A – ID# 1501)
EDEL 314 was replaced in all related education programs with EDLL 314. The prefix of the course was changed to meet Read to Succeed legislature requirements for teacher education. EDEL 314 is no longer offered as part of any programs.

b. EDEL 386 - Teaching Elementary Mathematics

Proposed revision(s): Remove course from the catalog. (Form A – ID# 1502)
The ELED program at CCU has not offered EDEL 386 in over five years. This course was replaced in our program with EDEL 385 and EDEL 486; as such, the content is still addressed with students, but through other courses.
c. EDEL 388 - Teaching Social Studies
   Proposed revision(s): Remove course from the catalog. (Form A – ID# 1503)
   EDEL 388 has not been taught at CCU in over five years; instead, the course material
   that was in this class is now taught through EDEL 481 and EDEL 488.

   COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Languages and Intercultural Studies

a. FREN 210 - Intermediate French Language and Culture I
   Proposed revision(s): course change. (Form A – ID# 1482)
   Course Action(s): Change to the prerequisite(s): FROM: FREN 130 TO: FREN 115 or
   FREN 120 or by placement exam.
   Proposed catalog description:
   FREN 210 - Intermediate French Language and Culture I (3 credits) (Prereq: FREN 115
   or FREN 120 or by placement exam) Intensive review of fundamental language skills in
   preparation for advanced-level coursework, with particular emphasis on reading. F, S.

b. ITAL 210 - Intermediate Italian I
   Proposed revision(s): course change. (Form A – ID# 1483)
   Course Action(s): Change to the prerequisite(s): FROM: ITAL 130 TO: ITAL 115 or
   by placement exam.
   Proposed catalog description:
   ITAL 210 - Intermediate Italian I (3 credits) (Prereq: ITAL 115 or by placement exam)
   Intensive review of fundamental language skills in preparation for advanced-level
   coursework. F, S.

c. SPAN 255 - Spanish Pronunciation
   Proposed revision(s): course change. (Form A – ID# 1491)
   Course Action(s): Change to the prerequisite(s): FROM: SPAN 130 TO: SPAN 210.
   Change to title of course: FROM: Spanish Pronunciation TO: Spanish Conversation.
   Proposed catalog description:
   SPAN 255 - Spanish Conversation (3 credits) (Prereq: SPAN 210) Develops an
   intermediate proficiency in Spanish oral skills and an appreciation of Hispanic cultures
   through contact with materials taken from original sources. Emphasis on the
   improvement and refinement of pronunciation skills. Listening and discussion of a
   variety of materials of appropriate difficulty. S.

2. Department of Philosophy and Religious Studies

a. RELG 203 - Studying Religion: Theory and Method
   Proposed revision(s): course change. (Form A – ID# 1366)
   Course Action(s): Add course to the Core Curriculum: Critical Thinking goal.
   Other: revise course catalog description.
Proposed catalog description:
RELG 203 - Studying Religion: Theory and Method (3 credits) This course is an introduction to theory and method in the academic study of religion. It is not a survey of different religions (though students explore several religions). The course encourages students to think critically about the role of religion in individual and collective life around the world. Course material is designed to help students understand and apply these ideas to the religious behavior and beliefs of real people, cultures and societies, and evaluate and formulate arguments that explain these behaviors and beliefs. S.

3. Department of Visual Arts

a. ARTS 112 - Drawing II
   Proposed revision(s): course change. (Form A – ID# 822)
   Course Action(s): change title of course: FROM: Drawing II TO: Fundamentals of Drawing II.
   Other: update catalog description.

Proposed catalog description:
ARTS 112 - Fundamentals of Drawing II (3 credits) (Prereq: ARTS 111) Fundamentals of Drawing II builds upon the methodologies of Fundamentals of Drawing I and expands the students’ repertoire into more contemporary drawing practices. Students will explore complex spatial exercises through the use of various mediums and the use of color. Conceptual development through a rigorous studio practice will be emphasized. F. S.

COLLEGE OF SCIENCE

1. Department of Mathematics and Statistics

a. MATH 159 - Calculus Calisthenics
   Proposed revision(s): Remove course from the catalog. (Form A – ID# 1494)
   This course has not been offered in approximately 10 years. It was designed as a one week prep course for students who wanted extra help before beginning calculus. The new placement has been useful and this is no longer needed.

b. STAT 316 - Experimental Design I
   Proposed revision(s): course change. (Form A – ID# 1402)
   Course Action(s): Other: Course catalog description change.
   Proposed catalog description:
   STAT 316 - Experimental Design I (3 credits) (Prereq: STAT 201, CBAD 291, or PSYC 225 with a grade of ‘C’ or better) This course offers in depth coverage of one and two way ANOVA. Topics include model statements, assumption checks and remedial measures, inference for factor level and treatment level means, inference for contrasts and multiple testing, and treatment of interaction terms. Computers and statistical software will be used extensively. F.