

**Charleston Southern University  
Curriculum Committee Annual Report  
2015-16**

Membership of the Committee:

Dr. Jackie Fish	Vice President for Academic Affairs
Dr. Amy Albrecht	Biochemistry/Physical Sciences
Prof. Karen Arnold	School of Nursing
Prof. Aaron Baldwin	Art & Graphic Design
Prof. Craig Barto	Bridge Program
Dr. Andy Blauch	Mathematical Sciences
Prof. Ruth Castillo	Library
Dr. David Cross	Foreign Languages
Dr. Cynthia Dyson	School of Nursing
Dr. Marc Emblar	CAPS
Dr. Karen Fonkert	Mathematical Sciences/Education
Dr. Dan Fultz	Communications
Dr. Brad Parker	Music
Dr. Steve Hudson	Chemistry/Physical Sciences
Dr. Sharon Johnson	School of Business
Dr. John Kuykendall	History
Dr. Amy Nolan	Biology
Dr. David Perry	Physical Sciences
Dr. Christina Sinisi	Behavioral Sciences
Ms. Amanda Sisson	Registrar
Prof. Elizabeth Valentine	Mathematical Sciences/Bridge Program
Dr. Annie Watson	Student Success and Academic Advising
Dr. Scott Yarbrough, Chair	English

The curriculum committee met for 7 scheduled monthly meetings in AY 2015-2016. The current process for curricular action proceeds as follows:

- A given department member or department desires to make a change (such as implement a new course or delete an old one).
- The department grants approval and the chair signs the approval form appropriate to the action.
- The dean then approves the action.
- The Registrar then examines the curricular action for possible impacts and signs the request.
- If the request is a Level One

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- and distributed to entire committee.
- The chair and Registrar meet before the committee meeting to review all submitted requests and insure that each is appropriately designated Level 1 or 2 and that all forms are approved properly and all information in order. The chair then prepares a Level 1 report for committee.
- Upon meeting, the committee reviews the

- Deadline for new Spring classes: October meeting
- Deadline for new May/Summer classes: March meeting
- All significant Level 2 programmatic changes: February meeting.
- Special Topics courses, once approved, do not need to be approved again unless the course description, learning outcomes, or placement in a program significantly change.

**ACTIONS TAKEN BY THE CURRICULUM COMMITTEE****LEVEL 1 ACTIONS****I: CATALOG CHANGES AND COURSE REVISIONS****AEROSPACE STUDIES (AFROTC):**

- AERO 001: Leadership Laboratory. (0). Hours of activities required increased from 1 hour weekly to three hours weekly, and course description revised to reflect transition to 4 year ROTC program (see level 2 change in Aerospace Studies).
- AERO 101: Introduction to the US Air Force I. Co: AERO 001. (1). "Part one of a survey course introducing students to the US Air Force and providing an overview of the basic characteristics, missions, and organization of the Air Force...." (see level 2 change in Aerospace Studies)
- AERO 210: Field Training. (6) Revise to reflect that this program serves 4 year program for students seeking commission. (Offered as transfer recognition of Air Force training.)
- AERO 301. Revise title from Air Force Management and Leadership to Air Force Leadership Studies I. The description is revised to reflect the objectives and outcomes in greater detail.
- AERO 302. Revise title from Air Force Management and Leadership to Air Force Leadership Studies II: The description is revised to reflect the objectives and outcomes in greater detail.
- AERO 401. Revise course title from National Security Forces in Contemporary American Society to National Security Affairs I; description is revised to reflect the objectives and outcomes in greater detail.
- AERO 402: Revise course title from National Security Forces in Contemporary American Society to National Security Affairs II; description is revised to reflect the objectives and outcomes in greater detail.

**CHRISTIAN STUDIES:**

- CHST 240: Introduction to Philosophy and Worldview, retitled "Christian Worldview and Its Alternatives." Revise description and outcomes to reflect that the "Introduction to Philosophy" component removed and added to new class. See CHST 140

**SCHOOL OF EDUCATION:**

- EDUC 361: Instructional Stra

- EDUC 423: Change title from "Assessment Strategies" to "Assessment Strategies/Reading" to better reflect course and state requirements.

HISTORY AND POLITICAL SCIENCE:

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not a substitute for courses requiring CSCI 209 as a prerequisite. (Lab fee required).

#### SCHOOL OF EDUCATION:

- EDUC 391: Early Childhood/Elementary Social Studies Content. (3). Prereq: Admitted to the School of Education. Education 391 is designed to provide the teacher candidate with sufficient content knowledge in the core disciplines needed for teaching social studies in early childhood and elementary school settings. Content knowledge in history, geography, economics, behavioral science, and political science is essential in preparing teachers to provide meaningful social studies experiences for elementary students.
- EDUC 417: Creating a Learning Environment. (Credit hours not indicated on form. (3). Prereq: EDUC 325 and Admitted to the School of Education. "A study and practical application of assessment and classroom management methods and materials focusing on preparing teacher candidates to be reflective decision-makers. The course prepares teachers to analyze, design, and construct developmentally appropriate traditional and authentic assessments. Case studies requiring problem solving are emphasized. The relationship between state academic standards, assessment, classroom management and ADEPT is discussed. Further emphasis is placed on developing positive relationships and communication with parents, peers, and administrators. This course cannot be challenged."

#### ENGLISH:

- ENGL 425: English Capstone. (3). Prerequisites: ENGL 111, 112, 202, 203, and 204. Open to senior level English majors only (students with fewer than 91 hours will be admitted only by permission of the English chair). This is a capstone seminar required of all English and English Writing Emphasis majors. Through readings, writings, and experiential learning, students will explore vocational possibilities for English majors, both specific post-graduation careers and general callings as lifelong readers and writers (especially considering the latter from a Christian perspective). Students will demonstrate professional preparation through the Major Fields Test in English (or other assessment exams), submission of a writing portfolio, and completion of a project bearing one hour of experiential learning credit." This course replaces ENGL 400 for English and English: Writing Emphasis majors.
- ENGL 121: Composition and Rhetoric I for Multilingual Writers (3). Pre: ESL status. "A course designed for non-native speakers of English to improve in writing ability, emphasizing theme writing based on the study of essays. Offered in lieu of ENGL 111 for ESL students."
- ENGL 122: Composition and Literature for Multilingual Writers. (3). Pre: ENGL 121, ESL status. "A continuation of English 121 with emphasis on writing based on the study of literature, including research writing. This course is designed for students who speak and write multiple languages and who consider English a secondary language. Offered in lieu of ENGL 112."

#### FOREIGN LANGUAGES:

- ARAB 202: Intermediate Arabic II. Pre: ARAB 101, 102, and 201. (3). "This course will enable students to achieve an intermediate high proficiency in modern standard Arabic. It will include interpersonal, presentational, and interpretive language activities that incorporate the skills of listening, speaking, reading, and writing....". First offering proposed as an independent study.

#### COLLEGE OF HEALTH SCIENCES:

##### HEALTH PROMOTION:

- HEAL 201: Dimensions of Personal Health and Wellness. Pre: none. (3). "A course designed to review tding: s. W rew (s)-2.4y (e)-9.4416ne-10.34.9-4 ( r)oi c 0.0h4416nealt4.96 2hi9(d)-128tla (w)

on the National Academy of Sports Medicine (NASM) Correct Exercise Specialist training. Participants will learn assessment tools to identify orthopedic imbalances. Once identified, participants will learn appropriate intervention strategies, guided by the NASM continuum principles, for the restoration of biomechanical and neuromuscular function. This course will assist in preparation of future health and fitness professionals with current evidence-based injury prevention education."

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hands-on experiments. This 2 credit course is intended for engineering students who are not-yet ready for calculus. Other STEM related majors are welcome to take this course. This course is not required for the Applied Mathematics degree." Intended for "engineering students not ready for calculus."

- ENGR 212: Circuit Analysis II. (3). Pre: ENGR 210, 211, and MATH 321. "A continuation of ENGR 210. A study of the frequency response of circuits. Includes AC power, three-phase circuits, frequency response, and active filters. The use of computer applications is employed to assist in the analysis and design of engineering problems."

**COLLEGE OF NURSING:**

- NURS 340: Global Health Nursing. (2-0-1 = 3). "Provides a general overview and preparation for an international or local experience in mission or disaster response" from a nursing perspective.

**III: SPECIAL/ADVANCED TOPICS COURSES**

- Require in LAC for majors HIST 111, 211 (recommended) or 212; PSYC 110 for Social Science.





- Replace 319 & 321 with EDUC 332, Instructional Practices in Literacy (currently just "Instructional Practices") and EDUC 423 (currently Assessment Strategies, to be changed to "Assessment of Reading")
- Title changes (see Catalog Revisions) to clarify program to State Dept. of Ed Auditors
- Drop required 9 hours non-EDUC content hours.
- 6 hours more required classes (but 3 hours less due to content deletion)

Program Revision to Early Childhood Education

- Add EDUC 219 Foundations of Literacy to requirements
- Replace HPES 317 (Health, Safety, & PE) with HPES 202, School Health
- Delete EDUC 327, Literature Across Curriculum
- Replace 327 with EDUC 325 (currently Tea

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