

# CURRICULUM COMMITTEE

## September Minutes Final

September 12, 2023

Present: Dr. Andrew Blauch, Dr. Marc Embler, Prof. Sarah Hathcock, Dr. Emory Hiott, Prof. Eric Kistler, Dr. Peter Link, Dr. Kerri Nelson, Dr. David Perry, Dr. Christina Sinisi, Prof. Mark Sterbank, Dr. Hannah Sullivan, Dr. Annie Watson, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

Absent: Mrs. Amanda Spratt, Dr. Kari Siko Walters

Ex-officio: Dr. Vicki Ball, Dr. Julie Fernandez, Dr. John Kuykendall, Dr. Gary Metts, Dr. David Palmer, Dr. Michael Shipe, Dr. Michael Wilder, and Dr. Scott Yarbrough.

**1. Opening Prayer:** Dr. Michael Wilder opened the meeting with prayer.

**2. Review:** The committee reviewed the Curriculum page on the website, the Curriculum Process, and the forms on MYCSU.

**3. Reminder:** The committee was reminded to please communicate to departments the importance of deadlines and NOT PUTTING OFF Level 2 changes.

**4. Level One Report (Below):** Dr. David Perry motioned to table the HEAL 305 revisions until these questions were answered: should there be a pre-req? And will this actually be used by the Communication program? The motion approved all other Level 1 actions. Dr. Christina Sinisi seconded the motion. All approved.

**5. Reminder:** The committee reviewed the definitions for Special, Advanced, Rotating Topics.

**6. New ELI Process:** The committee was reminded that courses to be considered for ELR credit will be categorized as Level 2.

**7. Other business?** The October meeting has been moved to Thursday, October 12<sup>th</sup> due to Fall Break. There was no other business. Dr. John Kuykendall closed the meeting with prayer.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar

# REPORT ON LEVEL 1 ACTIONS

September 12, 2023

## **I: CATALOG CHANGES AND COURSE REVISIONS\*:**

### HEALTH:

- ~~TABLED: HEAL 305: Health Communication. Remove HEAL 101 as a pre req. There are no other pre-requisites. This will "allow current COMM majors the ability to enroll in HEAL 305 as an acceptable elective without meeting the current HEAL 101 prerequisite requirements."~~

### THEATER:

- THEA 321: Revise course title from "Acting" to "Intermediate Acting." Update pre-reqs from COMM 110 to any one of the following: COMM 110 or 250; BUSI 204; or CHST 424, and THEA 221.

## **II: NEW COURSE APPROVAL:**

### THEATER:

- THEA 221: Beginning Acting. Pre: None. (3). "[This course] will introduce the student to the introductory concepts of action, including analyzing a scene for action (beats, tactics). Students will perform monologues and scenes in class for assessment."

## **III: PROGRAM REVISION:**

### KINESIOLOGY:

- Kinesiology to Master of Athletic Training 3+2 program: "In attempt to provide course material that more aptly aligns with the professional responsibilities of practicing certified athletic trainers we would like to provide students in this Kinesiology emphasis:
  - (1) Students can take KINE 380/380L (Exercise Physiology) and KINE 361/361L (Exercise Testing and Prescription)
  - (2) Students can take KINE 380/380L (Exercise Physiology) and KINE 390 (Pathophysiology). Currently, this is the only option for students in the 3+2 M AT program. The first option would be appropriate if the student was going to focus almost exclusively on athletic populations when they practice professionally. The second option would be more appropriate if the student was planning to work in a more clinical environment when they practice professionally."
- Note: option 2 will equate to 1 fewer credit hour (66→65 hours).

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\*Catalog changes made as the result of more substantive changes are addressed in other sections.

# CURRICULUM COMMITTEE

## October Minutes Final

October 12, 2023

Present: Dr. Andrew Blauch, Dr. Marc Embler, Prof. Sarah Hathcock, Dr. Emory Hiott, Prof. Eric Kistler, Dr. Peter Link, Dr. Kerri Nelson, Dr. David Perry, Mrs. Amanda Spratt, Prof. Mark Sterbank, Dr. Hannah Sullivan, Dr. Annie Watson, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

Absent: Dr. Christina Sinisi, Dr. Scott Yarbrough

Ex-officio: Dr. Vicki Ball, Dr. John Kuykendall, Dr. Gary Metts, and Dr. Benjamin Phillips

**1. Opening Prayer:** Dr. Vicki Ball opened the meeting with prayer.

**2. Announcement:** It was announced that Dr. Andrew Blauch has accepted the position as the new Committee Chair.

**3. Approval of September Minutes:** Dr. Gary Metts motioned to approve the September Minutes. Prof. Mark Sterbank seconded the motion. All approved.

**4. Level Two Request:** The committee discussed the PSYC 322 Level 2 request that would allow students to choose to earn ELR credit by completing 20 hours of volunteer work at a local agency. The Registrar explained to the Committee that currently this would have to be a manual process to allow this to happen based on the limits of Jenzabar. The Committee first voted on whether CSU should allow courses to continue to have the option to create a section of a “non-ELR approved class” receive ELR credit. All approved. Second the Committee asked is this particular class ELR worthy? A request for the course description and syllabus was made. The Committee felt perhaps the students could receive GNED 303 credit for the extra project. Dr. Annie Watson also asked, will 20 hours of volunteer work provide sufficient ELR material? Due to Dr. Sinisi being absent, the discussion was tabled. Dr. Emory Hiott seconded the motion. All approved.

**5. Level One Report (Below):** Dr. Emory Hiott motioned to approve the Level I report. Dr. Gary Metts seconded the motion. All approved.

**6. Upcoming Grad Council Action:** The Committee briefly discussed a change to Policy R-35, Undergraduates Taking Graduate Classes, which would allow for an exemption to the policy for CSCI majors. The CSCI department did not realize that undergraduates could not be classified as a full-time student by taking 9 hours at the undergraduate level and 3 hours at the graduate level. Mrs. Amanda Spratt suggested tabling this topic until the CSCI department submits an official request for this change. All approved.

**7. Other business?** Dr. David Perry raised the question of whether dropping a program or major due to the Institutional Priorities project would occur without going through the Curriculum Committee first. It was discussed that budgets could be cut which may defund a major, but catalog programs will not be removed without submission to the Committee. There being no further business the meeting was adjourned.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar

# REPORT ON LEVEL 1 ACTIONS

October 12, 2023

## **I: CATALOG CHANGES AND COURSE REVISIONS\*:**

### EDUCATION:

- EDUC 221: Technology for Teachers. Revise description to remove practicum hours. Revised description: “3 hour(s) This course will explore the present and potential use of technology in the world of K-12 education and will employ technology as a primary instructional tool. Students will examine classroom applications of interactive whiteboards, word-processing, spreadsheet, and database programs. Students will utilize technology to create computer-based multimedia instructional and informational presentations. The use of the internet for professional and instructional purposes and software for educational purposes will also be explored.” Rationale: “As shown below, each major meets the state requirement for number of hours required in a teacher preparation program without the 5 hours from EDUC 221. In addition, because of practicum hours the College of Education candidates fulfil their ELR requirement. Therefore, we would like to remove these hours from the course. Please note, this will change the ELR status of the course.” The lab fee will be removed because the class does not use a lab but is taught in a traditional classroom.

### ENGINEERING/PHYSICS:

Revise following Physics courses to separate the credit hours for the Physics lecture courses (3 hours) from the labs (1 hour, previously 0 hours). “Separating the lecture from the lab will have several benefits. It will make scheduling easier and allow more flexibility with faculty loads. The grades will more accurately represent the analytical knowledge for the lecture and the experimental skills for the lab. Lastly, this will put the physics course in line with the standard lecture/lab separation that currently exists in Biology and Chemistry.” Minor course description revisions made to reflect this change. Revisions made to:

- PHYS 201 and 201L
- PHYS 202 and 202L
- PHYS 203 and 203L
- PHYS 204 and 204L

### MUSIC:

- MUSI 121-59: “Lightsey Chaps.” Change title to “The Marquesmen” in a nod to the Buccaneer mascot.

### PUBLIC HEALTH:

- HEAL 305: Health Communication. Change pre-req to either HEAL 101 or COMM 110. This will “increase ease of registration and available course options,” and may possibly allow Communication majors and minors to take this course as an elective without needing the HEAL 101 pre-req.

## **II: PROGRAM REVISION:**

### EDUCATION:

- Revise Child Development majors to allow any approved 8 hours of lab science credit, with a recommendation of BIOL 149 and GEOL 100. Additionally, rather than requiring that Child Development majors be required to take HIST 211 or HIST 212, they could fulfill the LAC requirement with any approved catalog courses for this requirement.
- Revise Elementary Education program to allow students to take any of HIST 111, 112, or 113, rather than requiring a mandatory completion of HIST 111.
- Revise Early Childhood program to allow students to take any of HIST 111, 112, or 113, rather than requiring a mandatory completion of HIST 111.

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\*Catalog changes made as the result of more substantive changes are addressed in other sections.

# CURRICULUM COMMITTEE

## November Minutes Final

November 14, 2023

Present: Dr. Andrew Blauch, Dr. Marc Embler, Prof. Sarah Hathcock, Dr. Emory Hiott, Dr. Kerri Nelson, Dr. Christina Sinisi, Mrs. Amanda Spratt, Prof. Mark Sterbank, Dr. Hannah Sullivan, Dr. Annie Watson, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

Absent: Prof. Eric Kistler, Dr. Peter Link, and Dr. David Perry

Ex-officio: Dr. Vicki Ball, Dr. John Kuykendall, Dr. Gary Metts, and Dr. Scott Yarbrough

**1. Opening Prayer:** Prof. Mark Sterbank opened the meeting with prayer.

**2. Approval of October Minutes:** Dr. Gary Metts motioned to approve the October Minutes. Dr. Emory Hiott seconded the motion. All approved.

**3. Policy R-23 Review:** The committee was notified that Faculty Senate will discuss the proposal to reduce the graduation requirement of 125 hours to 120 hours. The SACS graduation requirement is 120 hours, and other SC universities follow this. The University Registrar, Mrs. Amanda Spratt, also raised the question of why we require 60 hours in residency to graduate with honors, and whether this is a transfer student friendly policy. Other SC schools either require a range between 60-62 credit hours or have no requirement at all. Faculty Senate will discuss both graduation requirements and decide if they should be presented for full faculty vote.

**4. Level Two Request:**

- Psychology: The committee discussed the PSYC 322 Level 2 request that would allow students to choose to earn ELR credit by completing 20 hours of volunteer work at a local agency. Dr. Christina Sinisi motioned to withdraw this request. Dr. Blauch seconded the motion. All approved. Dr. Blauch suggested that a link for ELR requirements be added to the Curriculum Committee webpage for easier access.
- Program Revision for BA in Music: The committee discussed adding MUSI 328 (Music Technology II) to fulfill the minimal upper-level requirements of the residency policy. This change will increase the required program credit hours from 38 to 41. Prof. Mark Sterbank motioned to approve the program revision. Dr. Mark Williams seconded the motion. All approved.

**5. Level One Report (Below):**

- Education: The Education Department submitted multiple revisions for wording and rubric changes due to a change within the SC Department of Education.
- Business: The College of Business is now offering BUSI 480, an Advanced Topics study-abroad course. Dr. Emory Hiott explained that the students will be working and interacting with IMB missionaries. Students will meet on a weekly basis to create a marketing strategy and will travel to Europe for one week in the semester to present their progress and goals to the international organization.
- Dr. Kerri Nelson motioned to approve the Level 1 report. Dr. Gary Metts seconded the motion. All approved.

**6. Upcoming Grad Council Action:** The Committee briefly discussed a change to Policy R-35, Undergraduates Taking Graduate Classes, which would allow for an exemption to the policy for CSCI majors. This change will allow CSCI majors to take up to 9 hours of graduate level courses in one year.

This will not be offered to all CSCI students but will be offered to CSCI students with a need and capacity to participate.

**7. Other business?**

- Prof. Mark Sterbank reminded the committee that the deadline to submit new courses for Fall 2024 will be in February, and the deadline for program changes for Fall 2024 will be in April. The committee was also reminded that the approval process for significant changes can take longer; therefore, they should be submitted as soon as possible.
- Dr. Yarbrough announced that there will be a SACS orientation meeting in December of this year to begin the SACS Reaffirmation Process. The compliance audit will be due in September 2025, and SACS will review university processes in February 2026. In the meantime, the university will be working on rebuilding the QEP to improve student learning.
- There being no further business the meeting was adjourned.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar

# REPORT ON LEVEL 1 ACTIONS

November 14, 2023

## I: CATALOG CHANGES AND COURSE REVISIONS\*:

### EDUCATION:

- Revision made to course descriptions of the following Education courses to reflect SC Dept of Education's requirement that student performance be reviewed per the SCTS 4.0 scale rather than the previous Adept model.
  - EDUC 436- Clinical Practice in Elementary School. (12-hour(s)) Prerequisite: Admission to Clinical Practice. An intensive field-based co-teaching experience that includes observation, participation, and supervised teaching in an elementary school classroom (grades 2-6) for sixty (60) full days. The clinical practitioner works with an SCTS 4.0 certified teacher and university supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The clinical practitioner becomes a member of a teaching team that includes, classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural background. Demonstrated competency as identified by the SCTS 4.0 performance evaluation instrument is required. Professional seminars are required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: An incomplete cannot be received. Counts for ELR credit. Directed Teaching fee required.
  - EDUC 438- Clinical Practice in Early Childhood Education (12 hour(s)). Prerequisite: Admission to Clinical Practice. An intensive field-based co-teaching experience that includes observation, participation, and supervised teaching in an early childhood classroom (grades P-3) for sixty (60) full days. The clinical practitioner works with an SCTS 4.0 certified teacher and university supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The clinical practitioner becomes a member of a teaching team that includes, classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural background. Demonstrated competency as identified by the SCTS 4.0 performance evaluation instrument is required. Professional seminars are required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: An incomplete cannot be received. Counts for ELR credit. Directed Teaching fee required.
  - EDUC 440- Clinical Practice in the Secondary School. (12 hour(s)). Prerequisite: Admission to Clinical Practice. An intensive field-based experience that includes observation, participation, and supervised teaching in a secondary classroom (grades 9-12) for sixty (60) full days. The clinical practitioner works with an Expanded SCTS 4.0 certified teacher and university supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The clinical practitioner becomes a member of a teaching team that includes classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural backgrounds. Demonstrated proficiency in the four domains of the South Carolina Teacher Standards identified by the state mandated Expanded SCTS 4.0 performance evaluation instrument is required. Professional seminars are required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: An incomplete cannot be received. Counts for ELR credit. Directed Teaching fee required.
  - EDUC 442- Clinical Practice in Elementary and Secondary Schools. (12 hour(s)). Prerequisite: Admission to Clinical Practice. An intensive field-based experience in grades K-12 for music and physical education majors that includes observation, participation, and supervised teaching in

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- elementary and secondary environments for sixty (60) full days. The clinical practitioner works with an Expanded SCTS 4.0 certified teacher and university supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The clinical practitioner becomes a member of a teaching team that includes classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural backgrounds. Demonstrated proficiency in the four domains of the South Carolina Teacher Standards identified by the state mandated Expanded SCTS 4.0 performance evaluation instrument is required. Professional seminars are required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: An incomplete cannot be received. Counts for ELR credit. Directed Teaching fee required.
- EDUC 441- Clinical Practice in the Middle Grades. (12-hour(s)) Prerequisites: Admission to Clinical Practice. An intensive field-based experience that includes observation, participation, and supervised teaching in a middle grades classroom (grades 5-8) for sixty (60) full days (two placements of six weeks each). The clinical practitioner works with an Expanded SCTS 4.0 certified teacher and university supervisor to develop and implement an integrated curriculum that is designed to meet the social, emotional, physical, and cognitive needs of students in the classroom. The clinical practitioner becomes a member of a teaching team that includes classroom teachers, special area teachers, staff, administrators, parents/guardians, community agencies, professional consultants, school volunteers, and students from diverse cultural backgrounds. Demonstrated proficiency in the four domains of the South Carolina Teacher Standards identified by the state mandated Expanded SCTS 4.0 performance evaluation instrument is required. Professional seminars are required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: An incomplete cannot be received. Counts for ELR credit. Directed Teaching fee required.
  - HPES 427- Physical Education and Health Curriculum and Methods for Secondary Grades. (3 hour(s)). Prerequisite: Admission to the Teacher Education Program. Should be taken the semester prior to clinical practice. Study of grades 6-12 physical education and health curricula and methods. Emphasis on instructional strategies in physical education and health. Examination of the South Carolina curriculum standards for physical education and health and research findings regarding effective teaching strategies in physical education and health. National and state standards are emphasized. Using the Expanded SCTS 4.0 Evaluation System candidates will construct a long-range plan and unit work sample. A 40-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged.
  - MUSI 405- Teaching Music in the Secondary School. (3-hour(s)) Prerequisites: Successful completion of MUSI 299, MUSI 09530, and admission to the Professional Program in Teacher Education in the College of Education. Study and practical application of methods, materials, and procedures for teaching choral or instrumental performance organizations in secondary school. The course includes training in the use of the APT and Expanded SCTS 4.0 Evaluation System for supporting and assessing teaching. Emphasis on administration of the middle and high school choral or instrumental program, evaluation and selection of music, program development, recruiting, and rehearsal techniques and effective classroom discipline. The course includes a minimum 21-hour school practicum with assigned teacher. This course should be taken the semester immediately prior to Student Teaching. This course cannot be challenged. Note: Counts for ELR credit.
  - EDUC 428- Middle Grades and Secondary Life Science Curriculum and Methods. (3-hour(s)) Prerequisites: Admission to the College of Education and EDUC 325 and SPED 361 with a grade of "C" or better. Study of secondary life science curriculum and methods. Emphasis on planning for instruction, instructional strategies, and integrating listening, speaking, reading, and writing throughout the sciences curricula. Examination of the South Carolina curriculum standards for teaching science at the secondary level as well as research findings regarding effective teaching strategies in the secondary sciences classroom were researched to develop strategies for curricular development. National and state standards are emphasized. Using the Expanded SCTS 4.0 Evaluation System candidates will construct a long-range plan and unit work sample. A 20-hour



- practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Counts for ELR credit.
- EDUC 417- Creating a Learning Environment. (3-hour(s)) Prerequisites: Admission to the College of Education Program and completion of Education 325 with a “C” or better. 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 SCTS 4.0 is discussed. Further emphasis is placed on developing positive relationships and communication with parents, peers, and administrators. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall.
  - EDUC 310- Early Childhood Content, Curriculum and Assessment. (3-hour(s)) Prerequisite: Admission to the College of Education. Child Development Major: EDUC 390 (Grade C or better). Early Childhood: EDUC 423 (Grade C or better). Corequisite: EDUC 420. Candidates are given the opportunity to match content, objectives, and teaching behaviors with appropriate curriculum and assessment for early childhood education models and programs (infancy through grade three). Meeting the needs of the child are addressed through the study of the role of ethnicity, physical, social, emotional, and cognitive development in growth and learning style, with emphasis on the individual child. The SCTS 4.0 teacher evaluation model is presented in the course and candidates develop an integrated unit work sample. Candidates will also select, interpret, and integrate developmentally appropriate assessment tools which meet the needs of diverse student populations. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall. Counts for ELR credit.
  - EDUC 380- Strategies for Planning Curriculum and Assessment. (3-hour(s)) Prerequisites: Admission to the College of Education Program and completion of EDUC 423 (Grade C or better). Corequisite: EDUC 421. Should be taken the semester prior to clinical practice. Candidates are provided the opportunity to match content, objectives, and teaching behaviors with appropriate curriculum and assessment. The SCTS 4.0 instrument for teacher evaluation is presented in the course and candidates develop an integrated unit work sample based on this model. Candidates will also select, interpret, and integrate assessment tools that are developmentally appropriate, and which meet the needs of diverse student populations. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall. Counts for ELR credit.
  - EDUC 381- Strategies for Planning Secondary Curriculum and Assessment. (3-hour(s)) Prerequisite: Admission to the College of Education Program and completion of EDUC 325 and 361 with a grade of ‘C’ or better. Corequisite: EDUC 422 and appropriate secondary content area curriculum and methods course. Should be taken the semester prior to clinical practice. This course prepares teachers to analyze, design, and construct developmentally appropriate traditional and authentic assessments for secondary classrooms. The relationship among state academic standards, assessment and SCTS 4.0 is discussed. Candidates analyze student data and modify assessments to meet the needs of diverse learners. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall.
  - EDUC 412- Teaching Social Studies in Early Childhood and Elementary Schools. (3-hour(s)) Prerequisites: Admission to the College of Education and EDUC 332 (Grade C or better). This course prepares teachers to select, develop, and instruct curricula in the strands of early childhood/elementary social studies. These curricular areas will be applied so that candidates will be able to use developmentally appropriate practice, technology, multiple resources, integrated instruction, and hands-on experiences as they prepare for social studies methods in the classroom. The SCTS 4.0 evaluation model, state standards, and national standards for social studies will be used in the course for the purposes of discussion, analysis, and design of lesson plans. A 10-hour

- practicum is required. Students are responsible for arranging their own transportation to assigned sites. This course cannot be challenged. Note: Offered: Fall. Counts for ELR credit.
- EDUC 420- Methods and Materials for Early Childhood Classroom. (3-hour(s)) Prerequisites: Admission to the College of Education. Early Childhood Majors: EDUC 423 (Grade C or better). Child Development Majors: EDUC 390 (Grade C or better). Corequisite: EDUC 310. This course should be taken the semester prior to clinical practice. Study and practical application of content, methods, and materials for early childhood education, with emphases on diverse teaching strategies, effective instruction, classroom management, accommodations for diverse learners, and effective technology integration. Special emphasis placed on methods and strategies for developing creative and critical thinking skills through interdisciplinary learning center approaches and hands-on programs. The SCTS 4.0 teacher evaluation instrument is presented in the course and candidates develop long range plans based on this model. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall.
  - EDUC 421- Methods for Classroom Management and Effective Instruction in Elementary School. (3-hour(s)) Prerequisites: Admission to the College of Education and completion of EDUC 423 (Grade C or better). Corequisite: EDUC 380. This should be taken the semester prior to clinical practice. This course should be taken the semester prior to clinical practice. Study and practical application of content, methods, and materials for elementary education, with emphases on diverse teaching strategies, effective instruction, classroom management, accommodations for diverse learners, and effective technology integration. This course offers candidates the opportunity to study and apply educational philosophies and multiple perspectives of a variety of classroom management approaches leading to a classroom management plan and model for classroom discipline. The SCTS 4.0 teacher evaluation instrument is presented in the course and candidates develop long range plans based on this model. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall.
  - EDUC 425- Middle Grades and Secondary English Curriculum and Methods. (3-hour(s)) Prerequisite: Admission to the College of Education and EDUC 325 and SPED 361 with a grade of “C” or better. Corequisites: Education 417. Study of secondary English curriculum and methods. Emphasis on planning for instruction, instructional strategies, and integrating listening, speaking, reading, and writing throughout the English curriculum. Examination of the South Carolina curriculum standards for Reading/English/Language Arts as well as research findings regarding effective teaching strategies in the English/Language Arts classroom. National and state standards are emphasized. Using the Expanded SCTS 4.0 Evaluation System candidates will construct long - and short - range plans. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall. Counts for ELR credit.
  - EDUC 426- Middle Grades and Secondary Mathematics Curriculum and Methods. (3-hour(s)) Prerequisite: Admission to the College of Education and EDUC 325 and SPED 361 with a grade of “C” of better. Corequisites: Education 417. Should be taken the semester prior to clinical practice. Study of secondary mathematics curriculum and methods. Emphasis on planning for instruction and on implementing instructional strategies in the secondary mathematics classroom. Examination of the national and South Carolina frameworks and curriculum standards for mathematics as well as research findings regarding effective teaching strategies in the secondary mathematics classroom. Using the Expanded SCTS 4.0 Evaluation System candidates will construct long- and short-range plans. A 20-hour practicum is required. Students are responsible for arranging their own transportation to assigned sites. This course cannot be challenged. Note: Offered: Fall. Counts for ELR credit.
  - EDUC 429- Middle Grades and Secondary Social Studies Curriculum Methods. (3-hour(s)) Prerequisite: Admission to the College of Education and EDUC 325 and SPED 361 with a grade of “C” or better. Corequisites: EDUC 417. Study of secondary social studies curriculum and methods. Emphasis on instructional strategies in the secondary social studies classroom. Examination of the South Carolina framework and curriculum standards for social studies as well as research findings regarding effective teaching strategies in the secondary social studies classroom. National and state standards are emphasized. Using the Expanded SCTS 4.0 Evaluation

System candidates will construct long range plan and unit work sample. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged. Note: Offered: Fall. Counts for ELR Credit.

- HPES 317- Physical Education and Health Curriculum and methods for Early Childhood and Elementary Grades. (3-hour(s)) Prerequisites: Admission to the Teacher Education Program. Should be taken prior to clinical practice. Study of early childhood and elementary grades physical education and health curricula and methods. Emphasis on instructional strategies in physical education and health. Examination of the South Carolina curriculum standards for physical education and health and research findings regarding effective teaching strategies in physical education and health. National and state standards are emphasized. Using the Expanded SCTS 4.0 Evaluation System candidates will construct a long-range plan and unit work sample. A 10-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites. This course cannot be challenged.

## **II: SPECIAL/ADVANCED/ROTATING TOPICS COURSES:**

### **BUSINESS:**

- BUSI 480: Advanced Topics: Marketing and Teamwork in Diverse Cultures. (3). Prerequisites: MGMT 310 and MRKT 310. Instructor permission required. "This course is designed to provide strategies for building and working in interdisciplinary teams. The students shall engage and interact with an international organization to develop and execute their project. Weekly team meetings/class sessions focus on teamwork skills such as communication, marketing strategy, and data analysis. Midway through the semester, students will travel to a European location to meet with the leadership team of the international organization and present progress towards accomplishing their marketing goals. This course cannot be challenged. Note: Counts for ELR credit" [as a study-abroad course].

# CURRICULUM COMMITTEE

## February Minutes Final

February 13, 2024

Present: Dr. Andrew Blauch, Prof. Sarah Hathcock, Dr. Emory Hiott, Dr. Peter Link, Dr. Kerri Nelson, Dr. David Perry, Dr. Christina Sinisi, Mrs. Amanda Spratt, Prof. Mark Sterbank, Dr. Hannah Sullivan, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

Absent: Dr. Marc Embler, Prof. Eric Kistler, Dr. Annie Watson, and Dr. Scott Yarbrough

Ex-officio: Dr. Gary Metts

Guest: Dr. Megan Busch

**1. Opening Prayer:** Dr. David Perry opened the meeting with prayer.

**2. Approval of November Minutes:** Dr. Peter Link motioned to approve the October Minutes. Dr. Gary Metts seconded the motion. All approved.

### **3. Level Two Requests:**

#### BUSINESS

- Add new minor – Entrepreneurship (18 hours)  
Required: ACCT 210, MRKT 310 or MGMT 310, BUSI 225 (new course), BUSI 327  
Electives: BUSI 465, FINA 305, FINA 437, MRKT 310 or MGMT 310, MGMT 375  
Dr. Metts motioned to approve this request. Dr. Hiott seconded the motion. All approved.

#### CHRISTIAN STUDIES

- Add new minor – Philosophy (18 hours)  
Required: HNRS 202 or CHST 140, HNRS 212 or CHST 212 (new course), CHST 323, CHST 423, POLI 413, CHST 415 (new course)  
Not allowed for Christian Studies with an emphasis in Philosophy majors. After much discussion about what does enrolling in an honors class entails and a raised concern mentioned in the Executive Committee meeting that a CHST class would be taught by a Science professor, the Committee decided to move approving CHST 212 from the Level I report to a Level II request to be considered at the next meeting. This Level II request was tabled by Dr. Metts and seconded by Dr. Hiott. All approved.

#### EDUCATION

- BS Child Development  
Replace an elective with the required EDUC 336 (new course).  
Increases required credit hours in major from 51 to 54.  
Dr. Hiott motioned to approve this request. Dr. Sinisi seconded the motion. All approved.
- BS Social Studies Education  
Remove HIST 421, HIST 450; choice of HIST 315, HIST 412 or HIST 414; choice of HIST 327, HIST 328 or HIST 329; and removing taking both SOCI 101 and SOCI 205, students will only take one.  
Replace with choosing one US History class, one Global Perspectives course, and one European History course.  
Decreases credit hours from 84 to 78 hours.  
Dr. Williams motioned to approve this request. Dr. Perry seconded the motion. All approved.

- **BS Biology Education**  
Remove GEOL 101 or GEOL 103 from required supporting courses.  
Replace BIOL 475 with BIOL 307.  
Reduces total credit hours from 129 to 125.  
Dr. Sinisi motioned to approve this request. Dr. Sullivan seconded the motion. All approved.

**ENGLISH**

- **Add new ELR course – ENGL 422 Editing Publishing and The Literary Magazine (3 credits)**  
Prerequisites: ENGL 202, ENGL 203, or ENGL 204  
Description: Editorial workshop focused on principles of editing, trends in publishing, and the production of literary magazines.  
Part of Professional Writing minor (new).  
Dr. Metts motioned to approve this request. Dr. Link seconded the motion. All approved.
- **Add new minor – Professional Writing**  
Required: COMM 225, ENGL 250, ENGL 333, ENGL 422 (new course)  
Electives: COMM 235, COMM 240, COMM 340, BUSI 204, MRKT 310, ENGL 319/320, ENGL 410, ENGL 469  
Not allowed for English majors.  
Dr. Link motioned to approve this request. Dr. Hiott seconded the motion. All approved.

**4. Level One Report (below):** Dr. Williams motioned to approve this request. Prof. Sterbank seconded the motion. All approved.

**5. Curriculum Forms:** Dr. Blauch let the Committee know that he will be updating the forms and asked the Committee to email him any suggestions.

**6. Graduation Credit Hour Requirement:** Mrs. Spratt let the Committee know that Faculty Senate and Academic Council both approved for the entire faculty to vote on reducing the minimum hours required to graduate from 125 to 120. After much discussion, the Committee has decided to revisit this issue and take a formal vote in the March meeting.

**7. Other Business?** Mrs. Spratt asked that policy R40 be updated to reflect current practices in CC approval of adding and removing majors and minors. A subcommittee was created comprised of Dr. Link, Dr. Perry, and Mark Sterbank. They will meet with Dr. Wilder to update the policy.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar

# REPORT ON LEVEL 1 ACTIONS

February 13, 2024

## I: CATALOG CHANGES AND COURSE REVISIONS\*:

### BUSINESS

- BUSI 327 Business Plan Development
- FINA 305 Financial Management
- FINA 437 Entrepreneurial Finance  
Remove prerequisites CSCI 211, ACCT 211, add prerequisite ACCT 210.

### EDUCATION

- EDUC 299 International Education Experience  
Description: The International Education Experience is intended to help teacher candidates integrate theoretical and research coursework with reflective practice within the context of international education and to consider their own development as educators and professionals. Students will be evaluated on their ability to engage analytically with their international experience, course readings and assignments, and with each other in order to maximize their learning experience. In addition, humanitarian mission work will be integrated into the experience in the designated cultural setting allowing teacher candidates to develop and demonstrate a Christian worldview. Travel fee required.  
Changing from a 3-credit course to a variable 1-3 credit course.
- EDUC 390 Early Childhood Practicum  
Prerequisite: Admission to the COE and EDUC 332. EDUC 390 is a corequisite for ECE majors. This course is designed to teach students to apply theory and research related to early childhood learners including preschool with emphasis on the whole child. Candidates enrolled in this course will be trained in the domains of early childhood development using both NAEYC and South Carolina guidelines including emphasis on speech and language development. Candidates will apply this knowledge to guide their observations in early childhood practicum settings. Candidates will become advocates for young children as they reflect upon observations and outside readings. A 20-hour practicum is required. Students are responsible for arranging their own transportation to designated or assigned sites.  
Modifying description, corequisites and prerequisites (from program changes last year).

### NURSING

- NURS 430 Capstone – change from 2 credits (2-0-0) to 3 credits (3-0-0)  
Add 1 credit hour to allow more time to prepare for NCLEX-RN and to align with the number of credits in NURS 429 Capstone.
- NURS 432 Adult Health IV Immersion – change from 5 credits (1-0-4) to 4 credits (1-0-3).  
The 4 credits align with other nursing schools in South Carolina. The decrease in 1 credit hour offsets an increase in NURS 430, resulting in no change for total credit requirements.

### PSYCHOLOGY

- PSYC 326 Neurodevelopmental Disabilities  
Change from 1-hour special topics course to 3-hour regular course.  
Prerequisites: PSYC 110 and 9 additional credit hours in psychology  
Description: An introduction to the disabilities with a known genetic cause, with an unknown genetic cause and environmentally induced causes. This class will discuss each disability considering cognition, emotional, social, and behavioral concerns. One class a week will focus on lecture

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\*Catalog changes made as the result of more substantive changes are addressed in other sections.

material and the second class will be a lab setting where class members work with individuals with disabilities teaching social skills.

Approved elective for psychology majors and minors.

- PSYC 375 Introduction to Human Services  
Change from sociology to psychology parent.
- PSYC 420 Principles of Learning  
Change title from Principles of Learning to Behavior Modification.

### THEATRE

- THEA 321 Acting
- THEA 322 Directing
- THEA 323 Acting for the Camera
- THEA 325 Acting the Song  
Add prerequisite THEA 221.
- THEA 312 History of the Theatre
- THEA 313 Voice and Text
- THEA 469 Theatre Production Internship  
Add prerequisite COMM 250 or BUSI 204 or CHST 424.

## **II: NEW COURSE APPROVAL:**

### BUSINESS

- BUSI 225 Introduction to Entrepreneurship and Innovations (3 credits)  
Prerequisites: none  
Description: This course will provide a basic, introductory understanding of ideation, innovation, new product launch, and entrepreneurship. This 3-hour course will have no prerequisites and thus be available to any student on campus as a general elective or as part of the Minor in Entrepreneurship.  
Part of BBA Entrepreneurship and Entrepreneurship minor (new).

### CHRISTIAN STUDIES

- CHST 212 Philosophy of Science (3 credits)  
Prerequisites: ENGL 112 and CHST 140  
Description: This course will survey the history of science and then inspect its foundations and the methods science uses to understand nature. It will address falsifiability as a central tenet of science, the resolution of competing theories, and both the authority and limitations of science. The course will also examine the tension that often exists between placing epistemological authority in a method and its results vs. a supreme being. To this end, contemporary topics in cosmology, abiogenesis, and evolutionary theory will be discussed as they relate to the Christian faith.  
Part of Philosophy minor (new).  
Cross listed with HNRS 212: **HNRS 212 only has ENGL 112 as a prerequisite. Question concerning cross-listing with honors courses. Tabled by Committee; see Level II report.**  
After much discussion, the Committee decided to move approving CHST 212 from the Level I report to a Level II request to be considered at the next meeting. This Level II request was tabled by Dr. Metts and seconded by Dr. Hiott. All approved.
- CHST 415 Topics in Philosophy (3 credits)  
Prerequisites: CHST 140  
Description: This is a rotating topics course providing an in-depth introduction to a particular topic of philosophical significance. The topics of focus may include Religious Epistemology, the Problem of Evil, the Problem of Divine Hiddenness, Metaphysics, Epistemology, or Philosophical Anthropology, among others.  
Part of Philosophy minor (new).

## EDUCATION

- EDUC 336 Teaching Math in Early Childhood (3 credits)

Prerequisite: EDUC 201

Within this course Child Development majors will be introduced to early childhood mathematics instruction. The course focuses on South Carolina Early Learning Standards and South Carolina Kindergarten Mathematics standards. Within this course candidates will learn effective planning and instructional strategies to support early learning in mathematics. A ten-hour practicum is required. This course is intended for undergraduate child development majors who are seeking a non-licensure degree.

Added to BS Child Development major.

## ENGLISH

- ENGL 422 Editing Publishing and The Literary Magazine (3 credits)

Prerequisites: ENGL 202, ENGL 203, or ENGL 204

Description: Editorial workshop focused on principles of editing, trends in publishing, and the production of literary magazines.

Part of Professional Writing minor (new).

## **III: SPECIAL/ADVANCED/ROTATING TOPICS COURSES:**

### PSYCHOLOGY

- PSYC 280 Substance Abuse (3 credits)

Description: An introduction to drugs, substance use disorders, and treatment. This course will discuss the history of drug use and development and major classes of drugs with their properties and mechanisms of action in the nervous system and human physiology. Students will also learn about treatment and prevention, while gaining an understanding of addiction, withdrawal, the stages of change, and predictors of substance abuse and recovery.

Approved elective for psychology majors and minors.

## **IV: PROGRAM REVISION:**

### BUSINESS

- BBA Entrepreneurship  
Remove MRKT 450 as required and add BUSI 225 (new course) as required.  
Remove BUSI 203, BUSI 438 as electives and add MRKT 450, MRKT 320 as electives.
- BBA Financial Management  
Remove MATH 209 as required and add MATH 110/111 as required.  
Add MATH 209 as an elective.
- BBA General Business  
Remove ECON 314, ECON 422, ECON 452, and BUSI 203 as electives.
- BBA Human Resource Management  
Remove MGMT 370 as an elective and add HRMT 322 (CAPS) as an elective.
- BBA Management  
Remove MGMT 370 as an elective and add HRMT 322 (CAPS) as an elective.
- Minor in Business Administration  
Remove BUSI 203 as an elective.

### CHRISTIAN STUDIES

- BA Christian Studies emphasis in Philosophy  
Remove 3 credit elective and replace with CHST 415 (new course)  
Students in this major may not minor in Philosophy (new minor).

### THEATER

- Minor in Theater  
Move THEA 321 to electives and make THEA 221 required.



# CURRICULUM COMMITTEE

## March Minutes Final

March 12, 2024

Present: Dr. Andrew Blauch, Dr. Marc Embler, Prof. Sarah Hathcock, Dr. Emory Hiott, Dr. Nicholas Holland (proxy for Prof. Mark Sterbank), Prof. Eric Kistler, Dr. John Kuykendall (proxy for Dr. Hannah Sullivan), Dr. Peter Link, Dr. Kerri Nelson, Dr. David Perry, Dr. Christina Sinisi, Mrs. Amanda Spratt, Dr. Annie Watson, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

Absent: Prof. Mark Sterbank and Dr. Hannah Sullivan

Ex-officio: Dr. Vicki Ball, Dr. Benjamin Phillips, Dr. Scott Yarbrough, and Dr. Michael Wilder

Guests: Dr. Ross Parker and Dr. Jonathan Watson

**1. Opening Prayer:** Dr. Peter Link opened the meeting with prayer.

**2. Approval of February Minutes:** Dr. Christina Sinisi motioned to approve the February Minutes. Dr. Zakrzewski seconded the motion. All approved.

**3. Discussion of R-40 Procedure:** The University Registrar, Mrs. Spratt, previously asked the committee in the February meeting to consider updating the policy to reflect the current practices in the committee approval of adding and removing majors and minors. Dr. Perry, Dr. Link, and Professor Mark Sterbank were appointed as a subcommittee for updating the policy, and they met with Dr. Blauch and Dr. Wilder for further discussion. Two questions were presented to the committee: 1. As stated in the policy, should the documentation for the addition or removal of majors/emphases/minors be submitted to the VPAA for approval and then progress to the President and Board of Trustees? 2. Should the order of signatures and approval remain the same according to the policy? After further discussion, the committee discussed having the order of submission and approval remain the same. The subcommittee will revise and present the updated version at the next CC meeting for a vote.

#### **4. Level Two Request:**

##### **CHRISTIAN STUDIES**

- Add new minor – Philosophy (15 credits)  
Required: HNRS 202 or CHST 140, CHST 323, CHST 423, POLI 413, CHST 415  
Not allowed for Christian Studies with an emphasis in Philosophy majors. Other Christian Studies majors will substitute CHST 407 Christian Apologetics for CHST 423 because they already take CHST 423 as part of their major program.

Dr. Perry motioned to approve this request. Dr. Sinisi seconded the motion. All approved.

#### **5. Level One Report (below):**

Dr. Hiott motioned to approve this request. Dr. Link seconded the motion. All approved.

**6. Liberal Arts Core CHST 111/112 Requirement:** The College of Christian Studies proposed a catalog addition stating, “Either Christian Studies 111 or Christian Studies 112 must be completed within the first two major terms at CSU (fall and spring semesters, not including transfer credit terms).” The General Education committee approved and forwarded this request to the Curriculum Committee for review and approval. This was discussed in depth amongst the committee. This policy will not be enforced with a penalty. Rather, it would be policed by the Christian Studies department with a warning that will be placed on the student’s account once they begin their third major term. Multiple departments requested an increase of sections with varying class days/times for students, specifically

freshmen, to have the opportunity to register for either course. Dr. Annie Watson motioned to approve this request. Dr. Link seconded the motion. All approved.

**7. R-23 Policy Graduation Requirements and Application:** Faculty Senate and Academic Council both approved for the entire faculty to vote on reducing the minimum hours required to graduate from 125 to 120. Several committee members expressed their opinions on this change. Dr. Perry compiled a list of other private universities in the state of SC to compare their requirements. Mrs. Spratt mentioned that students cannot withdraw from courses as needed because they are having to take 15 hours each semester to reach the 125 minimum. She also mentioned that the 125 minimum requires students to take 18 hours in at least one semester to graduate. Dr. Yarbrough reminded the committee that the successful Bridge student must take several more math and English classes that do not count towards the 125-graduation requirement. He believes that part-time students and online students will be impacted the most from this change. Dr. Blauch suggested that the effect on part-time students could cause the university's finances to be affected; however, it would not affect students who have minors or who do not need electives. A change from 125 to 120 hours does not affect majors or the LAC; however, it could unintentionally cause 1-hour elective courses to be cancelled. Dr. Link also suggested that the change could create pressure for fewer minors. Dr. Hiott believes that transfer students would benefit from this change. At the end of the discussion, Dr. Yarbrough reminded the committee that the majority vote wins in this committee and the full faculty vote requires two-thirds. Dr. Annie Watson motioned to approve the graduation requirement change from 125 hours to 120 hours. Dr. Emory Hiott seconded the motion. Twelve committee members voted to approve, and three committee members denied the motion. The majority vote wins, and the proposed change will be sent to the full faculty for a vote.

**8. Other Business?** Dr. Yarbrough reminded the committee that he is researching the Quality Enhancement Plan for the university to focus on student success and student learning. There being no other business, the meeting was adjourned.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar

# REPORT ON LEVEL 1 ACTIONS

March 12, 2024

## **I: CATALOG CHANGES AND COURSE REVISIONS\*:**

### CHRISTIAN STUDIES

- CHST 423 Christian Ethics  
Change prerequisites from CHST 111, 112, and 240 to CHST 111, 112, and either CHST 140 or 240.

## **II: COURSE DELETION:**

### PSYCHOLOGY

- Remove previously added PSYC 326 Neurodevelopmental Disabilities

## **III: PROGRAM REVISION:**

### ENGLISH

- BA English  
Add ENGL 422 Editing Publishing and The Literary Magazine to Group VI category.
- BA English with Writing Emphasis  
Add ENGL 422 Editing Publishing and The Literary Magazine to Writing Emphasis Electives.

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\*Catalog changes made as the result of more substantive changes are addressed in other sections.

# CURRICULUM COMMITTEE

## April Minutes Final

April 9, 2024

Present: Dr. Andrew Blanch, Dr. Marc Embler, Prof. Sarah Hathcock, Dr. Emory Hiott, Prof. Eric Kistler, Dr. Peter Link, Dr. Kerri Nelson, Dr. David Perry, Dr. Christina Sinisi, Mrs. Amanda Spratt, Prof. Mark Sterbank, Dr. Hannah Sullivan, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

Absent: Dr. Annie Watson

Ex-officio: Dr. Vicki Ball, Dr. John Kuykendall, Dr. Gary Metts, Dr. Benjamin Phillips, and Dr. Scott Yarbrough

**1. Opening Prayer:** Dr. Yarbrough opened the meeting with prayer.

**2. Approval of March Minutes:**

Minor modifications were suggested for the March minutes. Dr. Perry motioned to approve the amended minutes. Dr. Peter Link seconded the motion. All approved.

**3. Final Program Approvals:**

It was announced to the committee that the following new programs have been approved by the president and board of trustees. The curriculum committee previously approved The Business and English minors in February, and the Christian Studies minor in March.

- Christian Studies – Philosophy minor
- Business – Entrepreneurship minor
- English – Professional Writing minor

**4. Level Two Request:**

SOCIOLOGY

- Remove major – BS Sociology
- Remove major – BS Sociology with a Human Services Emphasis

Due to low enrollment, the Department of Criminal Justice and Sociology will remove the majors and keep the Sociology minor which has a high demand and sustainability. Teach-out plans are in place for the remaining students majoring in Sociology. It was discussed that the Sociology program has atrophied over the past few years as it has been difficult to find faculty members and adjuncts fit for the program and university. While the major will be removed, the discipline will remain. The president, the provost, and Board of Trustees have approved this request.

Dr. Hiott motioned to approve the request for the removal of BS Sociology. Dr. Metts seconded the motion. Four votes dissented and the request was approved with a vote of 10 to 4.

Dr. Perry motioned to approve the request for the removal of BS Sociology with a Human Services Emphasis. Dr. Hathcock seconded the motion. One vote dissented and the request was approved with a vote of 13 to 1.

**5. Level One Report (below):**

Dr. Link motioned to approve this request. Dr. Hiott seconded the motion. All approved.

**6. R-40 Procedure for the Addition or Removal of Majors, Minors, or Emphases to Undergraduate Curriculum:**

The subcommittee presented the proposed policy revision for a discussion and vote by the committee. It was requested that the policy include more information regarding the details for the removal of majors, minors, and emphases because the original revision mainly pertained to the addition. However, after some discussion, it was decided that the adjustment will be made on the curriculum form, "Course Changes, Additions, and Deletions," instead.

The revised policy also clarifies the order of process for approval of additions and removals. The order of approval will be as follows: the department chair or director, the dean, the provost, and the curriculum committee. The provost will receive the paperwork before the curriculum committee to consider the financial implications for the additions or removals. If the provost and committee approve, the provost will present the proposal to the president, and finally, the Board of Trustees. Minor adjustments were made to the revised R-40 Policy during the meeting.

Dr. Hiott motioned to approve the amended version of the revised R-40 Policy. Dr. Sinisi seconded the motion. All approved.

#### **7. Other Business?**

The committee was reminded that this was the last meeting for the 2023-2024 school year. Necessary Level 1 requests can be sent for e-votes until the 2024-2025 school year begins in August. There being no other business, the meeting was adjourned.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar

# REPORT ON LEVEL 1 ACTIONS

April 9, 2024

## I: CATALOG CHANGES AND COURSE REVISIONS\*:

### EDUCATION

Modifying course description to match changes in SC Department of Education standards (replace ADEPT with SCTS 4.0).

- EDUC 421 Methods for Classroom Management and Effective Instruction in the Elementary School

Modifying corequisites and prerequisites for Early Childhood and Elementary majors for more streamlined approach. New prerequisites listed below.

- EDUC 310 Early Childhood Content, Curriculum and Assessment  
Prerequisite: Admission to the College of Education. Child Development Major: EDUC 390 (Grade C or better). Early Childhood: EDUC 332 (Grade C or better). Corequisite: EDUC 420.
- EDUC 332 Instructional Strategies/Reading  
Prerequisites: Admittance to College of Education. Elementary Majors Corequisite: EDUC 412. Early Childhood Majors Corequisite: EDUC 412, EDUC 390.
- EDUC 380 Strategies for Planning Curriculum and Assessment  
Prerequisites: Admission to the College of Education Program and completion of EDUC 332 (Grade C or better). Corequisite: EDUC 421.
- EDUC 390 Early Childhood Practicum  
Prerequisites: Admission to the College of Education Program or Child Development major. Early Childhood Majors Corequisites: EDUC 412 and EDUC 332.
- EDUC 412 Teaching Social Studies in Early Childhood and Elementary Schools  
Prerequisites: Admission to the College of Education. Corequisite: EDUC 332.
- EDUC 413 Teaching Science in Early Childhood and Elementary Schools  
Prerequisites: Admission to the College of Education and EDUC 332 (Grade C or better). Corequisite: EDUC 423.
- EDUC 420 Methods and Materials for Early Childhood Classroom  
Prerequisites: Admission to the College of Education. Early Childhood Majors: EDUC 332 (Grade C or better). Child Development Majors: EDUC 390 (Grade C or better). Corequisite: EDUC 310.
- EDUC 423 Assessment Strategies/Reading  
Prerequisites: Admission to the College of Education Program and EDUC 332 (Grade C or better). Corequisites: EDUC 413.

### COMPUTER SCIENCE

- Change prerequisites – CSCI 433 Network Security  
Add CSCI 301 as a prerequisite.  
Prerequisites: CSCI 301 with a C or better and CSCI 332 with a C or better.

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\*Catalog changes made as the result of more substantive changes are addressed in other sections.

## **II: NEW COURSE APPROVAL:**

### **MUSIC**

- MUSI 121-64 Chapel Worship Ensemble (0 or 1 credit)  
Prerequisites: none.  
Description: This course provides the student with the opportunity to lead musical worship for the purpose of serving the CSU student body, staff, and faculty in the Chapel service. Students will learn to prepare and lead effective rehearsals, to develop a balanced sound between voices and instruments, and to achieve a unified blend in combined vocal parts. An audition-interview is required. Permission from an instructor is required to enroll.  
The Chapel Worship Ensemble class will serve as a support role to Campus Ministry's weekly chapel event.

## **III: SPECIAL/ADVANCED/ROTATING TOPICS COURSES:**

### **ENGLISH**

- ENGL 180 Composition with Introduction to Literature Creative Renditions of the Life of Christ (3 credits)  
Prerequisites: ENGL 111.  
Description: This continuation of ENGL 111 explores what it means to represent Jesus Christ in fiction, poetry, and drama. Students learn how to analyze, interpret, and evaluate literature by engaging with a variety of fictionalized and artistic representations of Jesus, both historic and modern. Course writing projects develop important skills in analysis, composition, and research. (Substitutes for ENGL 112).  
The department wants to offer a special topics course version of ENGL 112 that focuses on reading, analyzing, and writing about texts that center Jesus Christ. Students may take both ENGL 112 and this course for credit.
- ENGL 480 John Milton (3 credits)  
Prerequisites: ENGL 203.  
Description: This class examines Paradise Lost and Milton's other major and minor works. The class helps students develop a better understanding and appreciation of Milton's works as well as their historical and cultural context.  
This new advanced topics course has been created in response to expressed student interest for an in-depth examination of the works of John Milton. Will count as a general elective. Anticipated enrollment is one student.

## **IV: PROGRAM REVISION:**

### **HISTORY/POLITICAL SCIENCE**

- Add electives – BA Pre-Law and Legal Studies  
Major Studies category: Change CHST 423 Christian Ethics to CHST 423 Christian Ethics or CRIM 403 Ethical Issues in Criminal Justice or BUSI 481 Business Ethics.  
Legal Studies category: Add BUSI 336 Legal Environment of Business, CRIM 246 Constitutional/Legal Issues for Law Enforcement, and POLI 469 Internship in Political Science.  
Critical Thinking, Reading, and Reasoning category: Add ECON 212 Principles of Macroeconomics, HIST 375 The Young Republic, POLI 313 Parties and Interest Groups, and POLI 419 The American Presidency.  
Legal Studies major is interdisciplinary in nature, which sometimes creates difficulties in coordinating course offerings between several departments. The addition of electives will simplify advising and promote more efficient student progress through the curriculum, thus supporting retention and graduation.

# CURRICULUM COMMITTEE

## April Email Meeting

April 24, 2024

Responding: Dr. Andrew Blauch, Dr. Marc Embler, Prof. Sarah Hathcock, Dr. Emory Hiott, Prof. Eric Kistler, Dr. Peter Link, Dr. Kerri Nelson, Dr. David Perry, Dr. Christina Sinisi, Mrs. Amanda Spratt, Prof. Mark Sterbank, Dr. Hannah Sullivan, Dr. Annie Watson, Dr. Mark Williams, and Dr. Jennifer Zakrzewski

E-mail actions also distributed to: Dr. Todd Ashby, Dr. Vicki Ball, Dr. Julie Fernandez, Dr. John Kuykendall, Dr. Gary Metts, Dr. David Palmer, Dr. Benjamin Phillips, Dr. Gabrielle Poole, Dr. Michael Shipe, Dr. Kari Siko, Dr. Michael Wilder, and Dr. Scott Yarbrough

The April 24<sup>th</sup> meeting was conducted electronically via e-mail communications.

### **1. Approval of April 9<sup>th</sup> Minutes:**

Prof. Sterbank motioned to approve the amended minutes. Dr. Metts seconded the motion. All approved.

### **2. Level One Report (Below):**

Prof. Sterbank motioned to approve this request. Dr. Metts seconded the motion. All approved.

### **3. Other Business?**

There being no other business, the meeting was adjourned.

Respectfully,  
Shala Peterson  
Executive Assistant to the University Registrar



## REPORT ON LEVEL 1 ACTIONS

April 24, 2024

### I: NEW COURSE APPROVAL:

- EDUC 215 Lesson Planning for the Classroom (1 credit)

Prerequisites: EDUC 201 with a C or better.

Description: This course will provide students with the opportunity to navigate the components of the CSU Lesson Plan Template. Students will examine the template, the corresponding rubric criteria, and student-created examples to comprehend the purpose of each component. Specific emphasis will be placed on writing practice lesson plans based on the South Carolina PK-12 College- and Career-Ready Standards to understand how to write lesson plans that adapt to diverse learners' needs, construct appropriate objectives based on the PK-12 content standards, and appropriately align assessments, instructional strategies, and materials to the objectives. Various lesson plan structures for STEM and PE majors, such as the 5E model, are examined. Connections between the South Carolina Educator Standards and the CSU Lesson Plan Template are introduced. This course cannot be challenged.

Course Rationale: Lesson planning is a foundational skill for every educator. The CSU Lesson Plan Template 2.0 was designed to assist candidates in understanding the best practices an educator considers when designing lessons and addresses many of the evaluation criteria on the South Carolina Educator Standards. In addition, as the candidates use the South Carolina PK-12 College- and Career-Ready Standards to practice the sections of the lesson plan template, they continue to develop their understanding of the content knowledge they will be expected to teach. Thus, this course prepares candidates for lessons they will design in future coursework and the criteria expected of them in their future careers.