Charleston Southern University
Curriculum Committee Annual
Report 2019-20

Membership of the Committee:

Dr. Jackie Fish	Vice President for Academic Affairs
Dr. Amy Albrecht	Biochemistry/Physical Sciences
Prof. Karen Arnold	School of Nursing
Ms. Amanda Baron	Registrar
Dr. Marc Embler	CAPS
Dr. Karen Fonkert	Mathematical Sciences
Mr. Joseph Fox	Library
Dr. Peter Jenkins	Biology
Dr. Amy King	Communication
Dr. John Kuykendall	History
Dr. Peter Link	Christian Studies
Dr. Gary Metts	Criminal Justice
Dr. David Perry	Chemistry
Dr. Anthony Smith	Education/Physical Education
Dr. Christina Sinisi	Psychology
Prof. Mark Sterbank	Music
Prof. Danielle Walters	Bridge Program
Prof. Linda Warren	Nursing
Dr. Annie Watson	Student Success and Academic Advising
Dr. Mark Williams	History
Dr. Scott Yarbrough, Chair	English/Academic Affairs
Dr. Jeffrey Yost	Business

Note regarding membership: After Dr. John Kuykendall became Dean of Humanities and Social Sciences in spring semester 2020 (and thus ex officio), Dr. Mark Williams took his place on the Curriculum Committee.

Note regarding meetings: In response to the COVID 19 crisis, CSU mandated a work-from-home order in middle March, 2020; and so the March meeting was held via e-mail, with the following procedures:

> "1) Each signed curricular submission will be counted as a motion by the committee member affiliated with the submitting department.
> 2) The second in each case is made by [chair] through distribution to the committee and deans (ex officio) via email.
> 3) We will have discussion (PLEASE REPLY-ALL TO THIS E-MAIL WITH ALL QUESTIONS, CONCERNS, CONSIDERATIONS).
> 4) [Chair will] call the vote. When voting, specific motion you are voting for: 2A, 2B, or the update to policy in # 3.
> 5) The Registrar will tally. At one above 50% of the membership, the motion passes. Deans are welcome to participate and are ex officio."

The April meeting was held by Zoom; an additional May e-mail review was held for three classes and to correct misunderstandings on an earlier approval. In all the committee conducted five face to face meetings, one remote meeting via Zoom, and two e-mail meetings in AY 2019-20.

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 examines and approves the action.
- The Registrar then examines the curricular action for possible impacts and signs the request.
- If the request is a Level One action, 2 copies are presented to the Registrar more than 1

week before the next meeting.

- If the request is a Level Two action, 2 print copies are presented to the Registrar more than 1 week before the next meeting; additionally, a scanned or digital copy is e-mailed to the chair 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 level 1 report and all level 2 actions submitted for the meeting.
- When the addition of a new course or new program (or revisions to previously existing ones) will have an impact on either Administrative Services (for example, a course will always be taught in a computer lab, or extensive amounts of computer resources will be required) or the Library (for example, a course might require the acquisition of an extensive series of texts and films, or a database), the Chair or Dean is required to notify the head of Administrative Services and the Director of the Library as part of the curricular process. This notification and the response to the department from Administrative Services &/or the Director of the Library should be submitted with the curriculum request to the Curriculum Committee.
- The following deadlines are observed:
    - 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 APPROVED BY THE CURRICULUM COMMITTEE

LEVEL 1 ACTIONS

I: CATALOG CHANGES AND COURSE REVISIONS

COMMUNICATION:

- COMM 120. Social Media. Delete pre-req of COMM 115 or Permission and change to no pre-reqs required. COMM 115 is not really required to understand course and this may increase enrollment.
- COMM 450. Communication Research and Professional Development: change title to "Communication Professional Development" and revise description to reflect it is the Communication Studies capstone course; change pre-reqs to add COMM 370, COMM 380, and senior status to current prereq of COMM 385.
- COMM 469/470. Communication Internship. Revise description and pre-reqs to mirror CSU internship policy.

CHRISTIAN STUDIES:

- CHST 353. Student Ministry Programing. Course outcomes revised and title revised to "Ministry Programing" to include programing for family and children's ministries.
- Pre-Req changes across multiple courses to enable transfer students and minors to take classes without having to take extra upper division courses beyond their abilities; see inserted graphic below.

Current Pre-Req	Course Number and Name	Proposed Pre-Req
	• CHST 200 - Christian Discipleship	111 or 112
	• CHST 207 - Christian Classics	111 or 112
131 & 132	• CHST 211 - Intermediate Koine Greek	132
121 & 122	• CHST 213 - Intermediate Biblical Hebrew	122
	• CHST 222 - Introduction to Christian Ministry	111 or 112
	• CHST 225 - Women's Ministry	111 or 112
	• CHST 230 - Introduction to Student Ministry	111 or 112
111 or 112	• CHST 239 - Introduction to Church Planting	111 or 112
111 or 112	• CHST 240 - The Christian Worldview and Its Alternatives	111 or 112
	• CHST 301 - Introduction to Christian Leadership	111 & 112
	• CHST 303 - Church History Survey I	111 & 112
	• CHST 304 - Church History Survey II	111 & 112
	• CHST 315 - Christian Missions	111 & 112
	• CHST 323 - Philosophy of Religion	111 & 112
111 or 112	• CHST 325 - Systematic Theology I	200
111 or 112	• CHST 326 - Systematic Theology II	200
239	• CHST 339 - Methods and Strategies in Church Planting	239 or 315
	• CHST 349 - Special Topics in Christian Missions & Church Planting	239 or 315
230	• CHST 351 - Contemporary Student Problems and Issues	111 & 112
	• CHST 352 - Ministry to Children and Family	111 & 112
230	• CHST 353 - Student Ministry Programming	111 & 112
	• CHST 355 - Special Topics:Women's Ministry	111 & 112
111 or 112	• CHST 400 - Missions Area Study	239 or 315
301	• CHST 405 - Change and Conflict Management in Christian Ministry	111 & 112 & (301 or 222 or 230)
111 or 112	• CHST 407 - Christian Apologetics	111 & 112 & (140 or 240 or HNRS 202)
111 or 112	• CHST 412 - Christian Doctrine Study	325 or 326
111 or 112	• CHST 413 - Historical Theology Study	200 & (303 or 304)
111 or 112	• CHST 423 - Christian Ethics	111, 112 & 240
111, 112 & 310	• CHST 424 - Biblical Teaching and Preaching	310
111	• CHST 431 - Old Testament Book Study	310
112	• CHST 432 - New Testament Book Study	310
230	• CHST 450 - Student Ministry in Theory and Practice	111, 112 &(222 or 230)

- CHST 405. Change and Conflict Management in Christian Ministry. Revise course to make it an ELR class by giving students "experience at diagnosing problems and developing viable plans to guide churches through the difficult process of change."

COMPUTER SCIENCE:

- CSCI 330. Computer Architecture. Add MATH 330 as pre-req to help students better pass the course.
- CSCI 452, Network Penetration, Testing and Ethical Hacking: Remove old prerequisites of CSGI 315 or 325; the new prerequisite will be CSCI 330 and CSCI 332. "The course content requires an understanding of concepts that are also taught in CSCI 330 and CSCI 332. By making CSCI 330 and 332 the prerequisites, the instructor can spend more time on the course topics. Additionally, the current prerequisite of CSCI 315 or CSCI 325 is redundant since CSCI 315 has a prerequisite of CSCI 325. No content from CSCI 325 is directly relevant, so the prerequisite should be removed."

EDUCATION:

- EDUC 191 and 194 (Soph and Jr. Teaching Fellows seminar, P/F courses): revise from ½ credit hour to 1 credit hour per course.
- EDUC 201, EDUC 219, EDUC 221, EDUC 300, EDUC 340, EDUC 390, EDUC 405, HPES 404, SPED 361: Revise volunteer hours and practicum hours per course to better enable students to matriculate through program.

ENGLISH:

- ENGL 469: Internship in English. Change credit hours from 3 to variable 1-3. Allows greater flexibility in student internships.
- ENGL 470: Internship in English. Change credit hours from 3 to variable 1-3. Allows greater flexibility in student internships.

NURSING:

- Revise course outcomes as noted in table below:

Level I Courses	**SLOs requesting change to the highlighted Bloom's Taxonomy Verb appropriate to the Level in the Program**
NURS 203: Health Assessment	1. ~~Conduct~~ Demonstrate a comprehensive health history including a genogram on an adult patient 2. ~~Perform~~ Demonstrate a physical examination of an adult patient using a body systems approach. 3. Summarize and accurately record the history and physical examination findings. 4. ~~Adapt~~ Select and demonstrate physical examination techniques to meet the physical, psychological, developmental, and cultural needs of the patient. 5. ~~Explore~~ Explain ethical principles related to health assessment, documentation, and patient interaction 6. ~~Apply~~ Demonstrate the use of critical thinking skills to assess the health status of the adult patient.
NURS 215: Fundamentals	. ~~Apply~~ Demonstrate knowledge of humanities, biological, psychosocial and behavioral sciences as a foundation for assessing and planning nursing care for adult clients. . ~~Implement~~ Relate how the nursing process is a framework in the provision of professional nursing care by identifying priority nursing problems, outcomes, and interventions to meet specific health needs of the adult client . ~~Integrate~~ Show how informatics and technology are essential in the nursing care of the adult patient . Define a plan of care for an adult patient that shows input from the patient, instructor and interdisciplinary team.
NURS 221: Pharm I	~~1. Describe~~ Explain evidence based practice standards that are related to the nurse's role with medication administration ~~2. Discuss~~ Explain mechanisms to promote quality and safety with medication administration including legal implications, federal and state regulations, and strategies to prevent medication errors
NURS 222 Pharm II	1. ~~Explain~~ Examine the basis for placing drugs into therapeutic and pharmacologic classifications 2. ~~Describe~~ Examine the nurse's role in the pharmacologic management of patients receiving drugs to treat various disorders of the body systems 3. For each of the drug classes discussed, ~~know~~ utilize a prototype drug and its mechanism of action, primary action(s), and important adverse effects. 4. ~~Use~~ Make use of the nursing process to plan care for the patient receiving therapy with each of the drug classifications discussed

	5. ~~Integrate~~ Select evidence-based practice and current literature and apply findings to the nurse's role when using drug therapy for patients throughout the lifespan. 6. ~~Integrate~~ Select informatics as a clinical reference tool for use when ensuring safety and competence with medication administration to patients throughout the lifespan.
NURS 223 Pharm III (ABSN Option)	1. ~~Describe~~ Explain the nurse's role in the pharmacologic management of patients receiving drugs to treat various disorders of the body systems with regard to medication orders, prescription, preparation, dispensing, delivery, administration, and monitoring of pharmacologic agents 2. ~~Use~~ Demonstrate the nursing process to plan care for the patient receiving therapy with each of the drug classifications discussed while adhering to regulatory and safety standards for medication administration 3. ~~Investigate~~ Interpret evidence based practice and current literature and apply findings to the nurse's role with drug therapy and medication administration for patients throughout the lifespan 4. ~~Integrate~~ Relate informatics as a clinical reference tool for ensuring safety and competence with medication administration to patients throughout the lifespan 5. ~~Perform~~ Demonstrate accurate dosage calculation for oral and parenteral medications, intravenous infusions and medications, and pediatric dosages
NURS 231: AH I	Explain ~~Understand~~ pathophysiology and clinical presentation of selected chronic health conditions occurring in the adult population. Show ~~Apply~~ knowledge of nursing theory and evidence-based practice to develop a plan of care for a patient presenting with a variety of chronic health conditions. Demonstrate ~~Utilize~~ clinical reasoning and critical thinking skills to implement a nursing plan of care that ensures patient safety and optimal clinical outcomes. Show ~~Deliver~~ safe and quality nursing care using critical thinking and evidence-based practice while incorporating knowledge of nursing theory and skills. ~~Explain~~ Demonstrate collaboration with the interdisciplinary team to evaluate patient progress. ~~Show the ability to use~~ Show how informatics and technology are essential in planning and providing care to the Adult patient

Level II Courses	

NURS 260: Lifespan	1. Examine ~~Describe~~ the major stages of human growth and development including age, cognitive ability, culture, spirituality/faith, individual preferences and behavioral expectations. 2. Identify ~~Discuss~~ ethical standards related to developmental research and developmental stages. 3. Examine ~~Describe~~ genetic variations that contribute to individuality throughout the lifespan. 4. Contrast ~~Differentiate~~ the major developmental theories across the life span, from birth to end of life. 5. Examine ~~Describe~~ individual changes in terms of cognitive abilities, biophysical development, psychosocial development, and sociocultural influences throughout the life span. 6. Utilize ~~Explore~~ selected theories and research findings in various group discussions and online exercises. 7. Integrate ~~Recognize~~ faith/spirituality in relation to personality and sociocultural development throughout the lifespan.
NURS 323 Maternity	~~1. Investigate and~~ Apply current evidenced based practice to the care of the childbearing family
NURS 331 Adult Health II	~~1. Understand~~ Identify pathophysiology and clinical presentation of selected acute medical – surgical conditions occurring in the adult population. 2. ~~Use~~ Utilize the nursing process as a framework to ensure patient safety and optimal clinical outcomes. 3. Examine how to collaborate with the interdisciplinary team to optimize clinical outcomes.
NURS 322 Psych/Mental Health	1. ~~Employ~~ Utilize the concepts of health promotion and prevention in providing care for culturally and developmentally diverse patients. 2. ~~Integrate~~ Select informatics and patient-care technology for use when providing nursing care to patients in psychiatric settings. 3. ~~Practice~~ Make use of the principles of group dynamics in nursing care provided to patients in psychiatric-mental health settings. 4. ~~Analyze~~ Examine the professional nurse's role in psychiatric-mental health settings. 5. ~~Apply~~ Model the principles of therapeutic communication, theories of psychiatric disorders and behaviors, and crisis intervention to insure a climate of safety and caring for patients and providers.
NURS 324: Pediatric Nursing	1. ~~Integrate~~ "Take part in" health promotion and patient teaching in the care of children and families related to health care trends in the pediatric population. 2. ~~Investigate~~ "examine" current literature with evidence-based pediatric care and apply findings to the nursing practice in the care of children and families.

	3. ~~Demonstrate~~ "model" responsibility and accountability using professional behavior and communication with peers, faculty, the healthcare team, patients, and families. 4. ~~Demonstrate~~ develop proficiency in activities related to elements of professional nursing roles: Provider of Care, Member of a Profession, and Coordinator of Care. 5. ~~Integrate~~ "make use of" informatics and technology when providing nursing care to children and their families.
NURS 325 Gerontology	1. ~~Determine~~ Identify physiologic, psychosocial and emotional changes that are common in the older adult. 2. ~~Investigate~~ Utilize evidenced based standards [applied] to the nursing care of the older adult.
Level III Courses	
NURS 405 Research	1. ~~Examine~~ Apply the steps of the research process to determine the validity and credibility of published work for safe adoption of evidence-based implementations in nursing practice. 2. ~~Describe~~ Compare various approaches to quantitative and qualitative research in healthcare for correct appraisal of research work. 3. Appraise ~~Conduct critiques of~~ published healthcare research using established criteria. 4. Compile ~~Examine the utilization of~~ research evidence ~~findings~~ in healthcare settings with the focus on improving the delivery of safe efficient care.
NUR 409 Community	None
NURS 431 AH III	1. ~~Analyze~~ Examine legal and ethical issues encountered during the provision of care for the critically adult patient. 2. ~~Integrate~~ Select informatics and technology for use when providing nursing care to the critically ill adult patient. 3. ~~Integrate~~ Select evidence-based practice and current literature and apply findings for use when providing nursing care for the critically ill adult patient.

NURS 404 Leadership/Mgt	1. Adapt ~~Synthesize~~ knowledge from the arts, sciences, and nursing to explore the philosophical and theoretical basis for professional nursing practice, including current nursing and health care issues related to nursing practice in culturally diverse, complex societal and organizational systems for patients across the lifespan. 2. Analyze ~~Examine~~ historical and contemporary forces that have shaped nursing education, practice, and research. 3. Evaluate ~~Analyze~~ the concepts of leadership, management, leadership style, organizational structure, mission, vision and values, adapting ~~applying~~ these to the role of the professional nurse in a variety of settings. 4. Evaluate ~~Analyze~~ major theories and concepts of behavior, leadership and management, integrating the political, social, economic, and religious forces that shape modern health care. 5. Evaluate and discuss ~~Analyze and apply~~ the processes and principles strategic to effective professional nursing leadership and management: nursing roles, communication, planning, organizing care, problem solving, decision making, fiscal management and cost analysis, delegation, collaboration, change, resource management, conflict resolution, information technology, self-care and collective bargaining. 6. Evaluate and discuss~~Analyze and apply~~ the processes of safety and quality improvement, using structure, process and outcome measures to include best evidence in nursing practice in the performance of professional practice and the leadership and management role. 7. Organize ~~Coordinate~~ care for selected or simulated diverse client population across the lifespan, analyzing ~~incorporating~~ the concepts, theories and processes of leadership, management and quality improvement to effectively implement and evaluate safety and quality care initiatives. 8. Compare ~~Explore~~ the functions of laws, standards, and codes in health care practice, while highlighting political strategies that may be effective in influencing health care policy at the local, state, and federal levels. 9. Appraise ~~Analyze~~ research findings related to current health care issues to determine their application to professional nursing practice. 10. Propose ~~Analyze~~ strategies based on ethical standards ~~and strategies~~ for identifying and resolving actual and simulated ethical dilemmas in professional nursing practice using selected theories of ethics. 11. Compare ~~Examine~~ culturally and spiritually influenced human responses across the lifespan to health, illness, and health care and devise strategies for addressing these responses in current health care delivery practices.

PHYSICS/AERONAUTICS:

- PHYS 150: Principles of Aviation. Change to AERN 150 to become part of the new Aeronautics department .

PSYCHOLOGY:

- PSYC 303. Research Methods II. Increase credit hours from 2 hours to 3 hours as dictated by work requirements of class.

PUBLIC HEALTH:

- Following Catalog changes made to meet CEPH accreditation standards and competencies.
    - HEAL 209 changed to HEAL 101. No pre. Title changed to "Introduction to Public Health." Revised description.
    - HEAL 201. Revised course description.
    - HEAL 315 changed to HEAL 205; title changed to Public Health Ethics and Research Methods. Description revised; pre-reqs same.
    - HEAL 212. Title revised to "Disease Pathology and Medical Terminology." Pre-reqs same; course description revised.
    - HEAL 305: Title revised from "Social Marketing for Public Health" to "Health Communications": Revised to more broadly encompass the discipline of health communication. Pre changed: to add HEAL 101.
    - HEAL 306: Title revised from "Health Economics" to "Healthcare Systems and the Economy': Revised to include an introduction to US and comparative healthcare systems; also provides foundational knowledge helpful for the MBA in Healthcare Management. Pre changed: to add HEAL 101 and 205.
    - HEAL 307: Title changed from "Epidemiologic Methods and Environmental Health" to "Epidemiology': Revised to remove the environmental health component (moved to HEAL 340) and include a more in-depth study of epidemiology. Pre changed: to add HEAL 101, 212, and 205.
    - HEAL 309: Revise course descriptions; Pre changed: to add HEAL 101 and 205.
    - HEAL 240: number changed to 330, title changed to Public Health Nutrition. Course description revised; Pre changed to HEAL 201.
    - HEAL 100: Revised to HEAL 331. Title revised: Population Health and Health Disparities. Pre-req changed: add HEAL 101.
    - HEAL 400: Revise course description. Pre: changed to HEAL 101 and JR/SR standing.
    - HEAL 410: Revise title to CHES Preparation; revise description; change Pre to HEAL 101, 309, and 420.
    - HEAL 310 revised to HEAL 415; title changed from "Public Health Advocacy" to "Health Policy and Advocacy": Revised to include information on the role of health policy; also provides foundational knowledge helpful for the MBA in Healthcare Management. Pre: add HEAL 101, 205, and 306.
    - HEAL 420: revise title to Health Program Planning and Evaluation. Credit hours reduced to 3 from 4.
    - HEAL 421: revise title to "Biostatistics"; description revised; pre: changed to MATH 105, HEAL 101, 205, and 307.
    - HEAL 469: revise credit hours from 4 to 3. Change Pre-reqs to HEAL 101, 400, and JR/SR standing.
- HEAL 421. Bio Statistics. Change credit hours for course from 4 hours to 3 hours due to removal of lab component. Program revision regarding hours change approved in previous meeting.

THEATER:

- THEA 296-299 and THEA 101-104: Theatre Production Workshop and Theatre Seminar. "THEA 296-299 (Workshop) is a 3 credit hour course that students add for credit for participation in a production. However, we do a show every semester (or more) that involves students (sometimes as many as 50) that might not be getting any credit for a course. Creating a zero (0) credit version will show the class enrollment in THEA 296-299 more along the lines of 20 or 30 in a show rather than only the 5 or 6 that might have room in their schedules to add 3 credit hours."

- THEA 101 (Theatre Seminar) is the one-credit hour version of THEA 296.

II: NEW COURSE APPROVAL

CHRISTIAN STUDIES:

- CHST 355. Rotating Topics: Girls' Ministry. (3). Pre: CHST 111 & 112. "This course is a study of the biblical and practical perspectives of ministry to adolescent girls…."
- CHST 413. Historical Theology: Patristics. (3). Pre: CHST 200 and either 325 or 326. "An in-depth introduction to the historical and theological development of the early church during the Patristic era…".
- GNED 200: Leader as Follower. (3). Pre: None. "This course will investigate the formation of leaders as followers of Christ from biblical, historical, theological, and practical perspectives." To be cross-listed with CHST 200. Rationale: "To allow CHST 200 Christian Discipleship to be cross-listed as GNED 200 Leader as Follower for the purposes of the minor in Leadership Studies."

EDUCATION:

- EDUC 342. "Relationship Building and Classroom Management in the Middle Grades." (3). Pre: Admission to COE; EDUC 340, 341. "This course is designed to focus on strategies for building teacher-student relationships and to examine a variety of approaches for effective classroom management in a middle grades classroom..."

FOREIGN LANGUAGES:

- SPAN 113: Spanish for Medical Professionals I. (3). Pre: None: Co: SPAN 110-L. "This course is designed to improve the ability of future medical professionals to effectively communicate with Spanish-speaking patients and/or employees. *Daily* online laboratory/workbook/homework requirement plus a mandatory weekly one hour laboratory course."

GEOLOGY:

- GEOL 105: Introduction to Marine Science. (4). Pre: None. "This course provides an introduction to the physical structure, the organisms, and the processes of the marine environment, highlighting the amazing work within God's creation. The geologic processes that have shaped the ocean basins, the chemical and physical properties of oceans, their habitats, and the complex biological interactions within will be examined. We will survey he structure, adaptations, and lifestyles of organisms found throughout the range of habitats in the diverse oceanic environment. Additionally, the ecological relationships of marine life and the physical ocean will be examined to illuminate the processes affecting marine communities, in their dynamics. At the completion of this course, students will be able to describe and outline the key regions and characteristics of the marine environment and the organisms found within."

HISTORY/POLITICAL SCIENCE:

- POLI 402: The Supreme Court. (3). Pre: POLI 201. " This course is a detailed study of the United States Supreme Court covering topics including the Court's history, constitutional roots, judicial power, the nomination and approval of justices, the internal workings of the Court, the influences on and writing of justice opinions, and the impact of the Court's decisions on American society." *Note: this completes the Pre-Law interdisciplinary major approved previously pending this course.*

HONORS PROGRAM:

- HNRS 214: Topics in Politics and Culture. (3). Pre: Honors program students only. This course is a study of the interaction between politics and culture and how political processes are supported, shaped, and challenged by the culture of the society in which they exist, both domestically and internationally. The cultural focus will vary each semester.
  Example: This iteration of the course will focus on digital cultural and its impact on politics.

MUSIC:

- MUSI 173: Jazz Appreciation. (3) A nontechnical study of musical examples designed to acquaint the student with jazz music through the study of the broad movements in the art from the turn of the 20th century to the present. Historical and cultural context of the music and key figures will also be explored as they relate to music, people, and regions to include music from America, the Western Europe, Asia, India, Africa, and Latin America. This course does not count toward requirements for music majors and minors. *Note: this course will count in the LAC under Arts and Aesthetics.*

NURSING:

- NURS 327: Psychiatric-Mental Health Nursing for ABSN. (4 (3-0-1)). Pre: NURS 202, 203, 218, 223, and Co: NURS 231. "Using a theoretical orientation, this course focuses on the dynamics of human behavior to care for culturally diverse patients receiving psychiatric-mental health care in hospital and community settings. Care is focused on common mental health problems with emphasis on therapeutic interventions and modalities designed to promote, maintain, and restore health. The concepts of group dynamics and milieu management are addressed. The nurse's role as a collaborative member of the health care team is emphasized. This course cannot be challenged."

PHYSICS/AERONAUTICS:

- AERN 160: Introduction to Pilot Training (3). This course provides foundational instruction necessary to prepare students for their written Federal Aviation Administration (FAA) Private Pilot's License (PPL) exam and provide a sufficient understanding of flight training and the principles of flight to commence with initial flight training to satisfy PPL practical requirements. It is highly recommended that students engage in ground and flight training while taking this course, though it will not be required or graded. Upon completion of this course with an overall grade of "B" or better and a final exam score of 85% or greater, students will receive an FAA Certified Flight Instructor endorsement, necessary to take the FAA PPL

PUBLIC HEALTH:

- HEAL 308: Global Health. (3). Pre: HEAL 101, 205, and 212. Added to core to introduce students to the discipline of global health as well as population and family health.
- HEAL 312: Public Health from a Christian Worldview. (3). Pre: HEAL 101.
- HEAL 316: Infectious Disease Control. (3). Pre: HEAL 101 and 307.
- HEAL 340: Environmental Health. (3). Pre: HEAL 101, 205, 212. Added to the curriculum (moved content from 307) to include a more in-depth study of environmental health.
- HEAL 406: Current Issues in Public Health. (3). Pre: HEAL 101.
- HEAL 408: Emergency Preparedness. (3). Pre: HEAL 101, 205, 212, and 340. Added to the curriculum to include a more in-depth study of natural and manmade disasters and the field of emergency preparedness.
- HEAL 425: Public Health Leadership and Administration. (3). Pre: HEAL 101, 205, 306, and 415. Added to the curriculum to provides students with theory and foundation on the field of healthcare administration; also provides foundational knowledge helpful for the MBA in Healthcare Management

III: SPECIAL/ADVANCED/ROTATING TOPICS COURSES

BUSINESS:

- BUSI 480. Advanced Topics—International Business Exploration. (3). Pre: None. This course "is an exploration of international management issues or other special topics related to the specific destination of the study tour. The course will include travel to a foreign country to observe business practices and examine indigenous management problems…"

FOREIGN LANGUAGES:

- SPAN 480. Advanced Topics: Latin American Politics and Culture. (3). Pre: SPAN 202. "[An] invitation to reflect on the political trends and patterns of Latin America parting from World War II until today. We will explore the dimensions and implications of it in the people and culture of each unique region of this fast continent."

PSYCHOLOGY:

- PSYC 210: Psychological Disorders in Depth (Rotating Topics): Attachment Theory and Attachment Disorders. (1). Pre: PSYC 110. "[Introduction] to the foundational principles of attachment theory through the lifespan…"

IV: COURSE DELETIONS

BUSINESS:

- ECON 331: Economics Development. There has been a lack of demand for this Economics elective and a lack of faculty qualified to teach the class.
- ECON 412: Labor Economics. There has been a lack of demand for this Economics elective and a lack of faculty qualified to teach the class.

COMMUNICATION:

- COMM 212: Phonetics. Not essential to the major and in a survey of over 120 programs, this course was not offered and is perhaps outdated. Skills learned do not apply to the field of Communication.
- COMM 342: Semantics. Not essential to the major and in a survey of over 120 programs, this course was not offered and is perhaps outdated. Skills learned do not apply to the field of Communication.
- COMM 383: Human Language Development. Not essential to the major and in a survey of over 120 programs, this course was not offered and is perhaps outdated. Skills learned do not apply to the field of Communication.
- COMM 401: Linguistics. Not essential to the major and in a survey of over 120 programs, this course was not offered and is perhaps outdated. Skills learned do not apply to the field of Communication.

PUBLIC HEALTH:

- HEAL 320: Assessment and Planning Methods in Health Education and Promotion. Covered in other areas sufficiently.
- HEAL 421 L. Introduction to Biostatistics Lab. Parent course revised to be 3 hours.

V: PROGRAM REVISION

CAPS:

- Clarification of Professional Studies BS approved in March electronic Meeting: the previous submission implied that the student needed to take 15 hours from only ECBA prefixed classes and ECBA 200. It should read:
    - ECBA 200 and
    - Choose five (15 hours) 300/400 level courses from the following CAPS programs:
        - Healthcare Administration (BS Degree)
        - Hospitality and Tourism (BS Degree)
        - Human Resources (BS Degree)
        - Organizational Management (BS Degree)
        - Project Management (BS degree)
        - Supply Chain Management (BS Degree)
    - Overall major requirements: 30 hours; overall program requirements: 125 credit hours.

CAPS:

- Clarification of Professional Studies BS approved in March and April electronic Meeting: This revision specifies that students must have a "secondary emphasis" equating to 12 hours of approved electives for the new BS in Professional Studies degree (rather than the previous "12 hours of electives)
    - ECBA 200 and
    - Choose five (15 hours) 300/400 level courses from the following CAPS programs:
        - Healthcare Administration
        - Hospitality and Tourism
        - Human Resources
        - Organizational Management
        - Project Management
        - Supply Chain Management
    - Choose four courses (12 hours) from the following:
        - Behavioral Sciences
        - Healthcare Administration
        - Hospitality and Tourism
        - Human Resources
        - Organizational Management
        - Project Management
        - Supply Chain Management

COMMUNICATION:

- Public Relations Minor: Add COMM 120, Social Media, to the Public Relations minor; delete COMM 355, Christian Communication.
- Communication Studies Minor: Add COMM 120 to the required 15 hours of Minor Requirements; shift COMM 250 to the list of courses available for the 3 hour elective.
- Communication Studies Major: Delete ENGL 250 from the list of electives; move COMM 250 to the electives list; add COMM 120 to the list of required courses; the major remains 39 hours in all.

COMPUTER SCIENCE:

- Change to Minor in Cyber-Security. Instead of requiring CSCI 452 (Network Penetration Testing and Ethical Hacking) allow either 452 *or* CSCI 433, Network Security. No hours changed.
- Applied Computing: Cybersecurity Track. "The minor currently requires students to complete CSCI 433 or 452. However, these classes have an additional prerequisite beyond those required by the minor (OSCI 325). To fix this, we propose removing the current requirements to complete CSCI 332 and CSCI 452 or 433. These 8 hours of the minor will be replaced with CSCI 352 and its prerequisite CSCI 301.

EDUCATION:

- Middle Grades Education: Update program to align with CAEP via remove GEOL 103 from requirements.

HONORS PROGRAM:

- Add as Honors Elective Course: HNRS 214: Honors Topics in Politics and Culture.

KINESIOLOGY/ATHLETIC TRAINING:

- 3+2 Athletic Training Program: "Based on the new CAATE accreditation standards we have made adjustments in the Master of Athletic Training program which will affect the courses that 3+2 students will take during the professional phase of the degree program. The overall 22-credit hour "cross-over" will not change but the courses fulfilling the 22-credit hours will change."
- ATPP 530, Psychosocial Aspects of Injury Management (3), deleted from the required 22 credit hours;
- ATPP 515-Medical Terminology and Patient Care Documentation (2 credit hours) added

- ATPP 500 increased by 1 credit hour (*these changes made in Graduate Council)*

PSYCHOLOGY:

- Require PSYC 115, Critical Thinking and Writing in Psychology (1), for all Psychology majors. This does add 1 credit hour to the major, bringing it to 42 hours; this 1 hour change was deemed to not require Level 2 approval.

LEVEL 2 ACTIONS

BUSINESS:

I: Add New Program: BBA in Global Marketplace Engagement

- The Global Marketplace Engagement degree in business prepares students to enter the marketplace trained for ministry by blending marketplace skills (a BBA) with preparation for ministry through biblical training. The degree includes a required internship that involves both business and ministry settings.
- Creates new major for students seeking a business degree that can be used in international ministries. [Adds] nine hours of business-specific courses to the 24 hours of ministry-related courses in the major.
- Curriculum: see attached. Highlights:
    - 39 hours Business core above LAC
    - 33 hours "Cross Cultural" Business above LAC

II: Add New Program: BBA with Major in Economics

- Move program from the Bachelor of Science to the Bachelor of Business Administration degree for simplification of scheduling, advising and measurement of SLO.
- BBA core: 39 hours
- BBA in Economics Requirements (Eight 3-hour courses, 24 hours)
    - ECON 311 - Money and Banking or ECON 422 - Intermediate Macroeconomic Theory
    - ECON 314 - International Trade
    - ECON 421 - Intermediate Microeconomic Theory or ECON 452 - Managerial Economics
    - MGMT 330 - Intro to Management Science
    - Economics Elective
    - Economics Elective
    - Economics Elective
    - ECON 469 - Business Internship or other ELR course
    - General Economics Electives (9 hours)
        - ECON 315 - History of Economic Thought (3 hours)
        - ECON 326 - Public Policy (3 hours)
        - ECON 414 - Public Finance (3 hours)
        - ECON 421 - Intermediate Microeconomic Theory (3 hours)
        - ECON 422 – Intermediate Macroeconomic Theory (3 hours)
        - ECON 451 - Comparative Economic Systems (3 hours)
        - ECON 452 - Managerial Economics (3 hours)
        - ECON 473 - Economics Senior Project (3 hours)

III: Remove Program: **BS in Economics**

- Delete the BS in Economics due to the creation of the BBA in Economics.

IV: Add New program—Minor in Leadership. 15 hours.

- Foundational Courses:
    - CHST 200 (3) – Discipleship (*Cross listed as GNED 200 – The Leader as Follower)
    - CHST 301 (3) – Introduction to Christian Leadership
    - MGMT 320 (3)– Organizational Behavior
- Electives:
    - MGMT 411 (3) – Org. Change and Development or
    - CHST 405 (3) – Change and Conflict Management in Christian Ministry
- Capstone:
    - MGMT 395 (3) – Leadership

CAPS:

I: Add new program: BS in Professional Studies

BS in Professional Studies (interdisciplinary online degree)

- 125 hours overall program
- Students must have a "secondary emphasis" equating to 12 hours of approved electives for the new BS in Professional Studies degree.
- LAC and 60 hours of general electives
- ECBA 200
- Choose five (15 hours) 300/400 level courses from the following CAPS programs:
    - Healthcare Administration
    - Hospitality and Tourism
    - Human Resources
    - Organizational Management
    - Project Management
    - Supply Chain Management
- Choose four (12 hours) from the following:
    - Behavioral Sciences
    - Healthcare Administration
    - Hospitality and Tourism
    - Human Resources
    - Organizational Management
    - Project Management
    - Supply Chain Management

Overall major requirements: 30 hours; overall program requirements: 125 credit hours.

CHRISTIAN STUDIES:

I: Program Addition Christian Studies: Minor in Theological Hebrew

Minor in Theological Hebrew			
CS Core			**12 Hrs**
	CHST 200	C Discipleship	3
	CHST 310	Hermeneutics	3
	CHST 325	Sys Theology 1	3
	CHST 326	Sys Theology 2	3
CS Specialty			**6 Hrs**
	CHST 121	Introductory Biblical Hebrew 1	3
	CHST 122	Introductory Biblical Hebrew 2	3

II: Program Addition Christian Studies: Minor in Theological Greek

Minor in Theological Greek			
CS Core			**12 Hrs**
	CHST 200	C Discipleship	3
	CHST 310	Hermeneutics	3
	CHST 325	Sys Theology 1	3
	CHST 326	Sys Theology 2	3
CS Specialty			**6 Hrs**
	CHST 131	Elementary Koine Greek 1	3
	CHST 132	Elementary Koine Greek 2	3

III: Program Addition Christian Studies: Minor in Student Ministry

Minor in Student Ministry			
CS Core			**12 Hrs**
	CHST 200	C Discipleship	3
	CHST 310	Hermeneutics	3
	CHST 325	Sys Theology 1	3
	CHST 326	Sys Theology 2	3
CS Specialty			**6 Hrs**
	CHST 230	Intro to Student Ministry	3
	CHST 351 or 353	Conetemporary Student Problems and Issues or Ministry Programming	3

IV: Program Addition Christian Studies: Minor in Family and Children's Ministry

Minor in Family and Children's Ministry			
CS Core			**12 Hrs**
	CHST 200	C Discipleship	3
	CHST 310	Hermeneutics	3
	CHST 325	Sys Theology 1	3
	CHST 326	Sys Theology 2	3
CS Specialty			**6 Hrs**
	CHST 222 or 230	Intro to Ministryor Intro to Stduent Ministry	3
	CHST 352	Ministry to Children and Family	3

V: Program Addition Christian Studies: BA in Family and Children's Ministry

BA in Family and Children's Ministry			
CS Core			**30 Hrs**
	CHST 200	C Discipleship	3
	CHST 222/230	Intro to C Ministry/ S Ministry	3
	CHST 240	C Worldview	3
	CHST 303	Church History 1	3
	CHST 304	Church History 2	3
	CHST 310	Hermeneutics	3
	CHST 325	Sys Theology 1	3
	CHST 326	Sys Theology 2	3
	CHST 423	C Ethics	3
	CHST 431/432	OT/ NT Book Study	3
CS Specialty			**12 Hrs**
	PSYC 221	Child Psychology	3
	CHST 314	Chrstian Counseling	3
	CHST 352	Ministry to Children and Family	3
	CHST 353	Minstry Programming	3
Minor			**18-21 Hrs**
Liberal Arts Core			**47 Hrs**
Req	CHST 111	OT Survey	3
Req	CHST 112	NT Survey	3
Opt	CHST 121/131	Intro Bib Hebrew 1/ Elem Koine Greek 1	3
Opt	CHST 122/132	Intro Bib Hebrew 2/ Elem Koine Greek 2	3
Opt	CHST 140	Intro to Philosophy	3
Req	CHST 424	Biblical Teaching and Preaching	3
General Electives			**15-18 Hrs**

COMMUNICATION:

I: Program Deletion: Family and Communication minor:

- "In an examination of 121 other communication degrees, only 12% offer Family Communication classes…. The Family Communication minor is simply not an area of interest in the communication landscape."
- 8 current students will be allowed to progress.

II: Communication Program Deletion: Sports Communication minor:

- Department cannot offer sufficient classes in the subdiscipline
- Only 1 student with the minor

COMPUTER SCIENCE:

I: Add New Program: BT in Cybersecurity.

The Bachelor of Technology in Cybersecurity will closely mirror the Bachelor of Technology in Computer Science. Students will be required to take 125 total hours, complete the LAC, and 18 hours of CS coursework, 5 of those at the 300 level or above. In this new program, however, these courses will be in Cybersecurity a subset of the options for the BT in CSCI. Courses include:

- CSCI 235 Procedural Programming
- CSCI 332 Applied Networking
- CSCI 301 Scripting Languages -or- CSCI 352 Cyber Defense
- CSCI 405 Principles and Practices of Cybersecurity
- CSCI 433 Network Security
- CSCI 496 Senior Portfolio

EDUCATION:

I: Program Revision: Middle Grades Education

Remove PSYC 222 as requirement

- Add EDUC 342--Relationship Building and Classroom Management in Middle Grades (see level 1 report)
- Add EDUC 405—School, Parent, and Community

Increases major studies from 42 hours to 45 hours

INTERDISCIPLINARY STUDIES:

I: Program Revision: Interdisciplinary Majors—Humanities and Fine Arts, Social and Human Sciences, and Natural Science.

Programs revised to allow these majors to minor in various disciplines, changing the current requirement that they must minor in the interdisciplinary minors in the other interdisciplinary areas. Courses cannot count toward these majors and also toward chosen minors.

PSYCHOLOGY:

I: Add New Program: BA of Psychology online

- PSYC 110 (3 hours)
- PSYC 115 (1 hour)
- PSYC 221, 222 OR 322 (3 hours)
- PSYC 230 (3 hours)
- PSYC 250 (3 hours)
- PSYC 275 (3 hours)
- PSYC 301 (4 hours)
- PSYC 302 (4 hours)
- PSYC 340 (3 hours)
- PSYC 380 (3 hours)
- PSYC 410 (3 hours)
- PSYC 420 (3 hours)
- PSYC 469 (3 hours)
- PSYC 475 (3 hours)

42 hours for major; minor is required.

PRE-LAW INTERDISCIPLINARY MAJOR:

I: Program Addition: BA in Pre-Law and Legal Studies

- "This is a pre-professional, interdisciplinary program that emphasizes critical thinking, reading, and writing, as well as logic and legal studies specifically geared toward cultivating skills needed for students who wish to pursue law school and legal careers." No minor required.
- Major Studies (34 hours)
    - CRIM 210 - Introduction to Criminal Justice (3 hours)
    - HIST 212-American History II (3 hours)
    - POLI 201 - American National Government (3 hours)
    - POLI 402 - The U.S. Supreme Court (3 hours)
    - POLI 421 - Constitutional Law I (3 hours) or
    - POLI 422 - Constitutional Law II (3 hours)
    - COMM 250 - Interpersonal Communication (3 hours)
    - THEA 313 - Voice and Text (3 hours)
    - ENGL 250 - Workplace and Technical Writing (3 hours)
    - ENGL 333 - Advance Composition and Rhetoric (3 hours)
    - CHST 310 — Hermeneutics (hours)
    - CHST 423 — Christian Ethics (hours)
    - POLl 499 — Senior Capstone Course (i hour)
- Major Electives (36 hours)

- Legal Studies (18 hours from)
  - COMM 380 — Communication Law & Ethics (3 hours)
  - CRIM 361 — Criminal Law (3 hours)
  - CRIM 362 — Criminal Procedure (3 hours)
  - CRIM 376 — Judicial Systems and Practices (3 hours)
  - HIST 304 — American Legal History (3 hours)
  - POLl 417 — Congress (3 hours)
  - POLl 421 — Constitutional Law 1(3 hours)
  - POLl 422 — Constitutional Law 11(3 hours)
  - POLl 423 — International Law (3 hours) (Pre-req P0L1312)
- Critical Thinking, Reading, and Reasoning (18 hours from)
  - CHST 140 — Introduction to Philosophy (3hours)
  - CHST 207 — Christian Classics (3 hours)
  - CHST 240 — The Christian Woridview and Its Alternatives (3 hours)
  - CHST 323 — Philosophy of Religion (3 hours)
  - CHST 407 — Christian Apologetics (3 hours)
  - HIST 421 — US since 1945 (3 hours)
  - HIST 425 — Europe since 1914 (3 hours)
  - POLl 311 — Comparative Politics (3 hours)
  - POLl 413 — Western Political Thought (3 hours)
  - POLl 415 — Contemporary Political Thought (3 hours)

PUBLIC HEALTH:

I: Program Revision: BS in Public Health

Remove 18 credits of Public Health Electives; add following required classes: MATH 130, BIOL 226/L, BIOL 227/L, BIOL 161/L, BIOL 162/L, CHEM 121/3, CHEM 122/4, and PHYS 201/L.
2 credit Hours removed as well due to reduction of two 4 credit hour classes to 3 credit hour classes (HEAL 469 and HEAL 420).

II: Add new program: BA in Public Health:

HEAL 101: Introduction to Public Health (3)
HEAL 201: Dimensions of Personal Health and Wellness (3)
HEAL 205: Public Health Ethics and Research Methods (3}
HEAL 212: Disease Pathology and Medical Terminology (3)
HEAL 305: Health Communication (3) *prerequisites - HEAL 101*
HEAL 306: Healthcare Systems and the Economy (3} *prerequisites - HEAL 101, HEAL 205, MATH 105+*
HEAL 307: Epidemiology (3) *prerequisites - HEAL 101, HEAL 205, HEAL 212*
HEAL 308: Global Health (3) *prerequisites - HEAL 101, HEAL 205, HEAL 212*
HEAL 309: Theories of Health Behaviors (3) *prerequisites - HEAL 101, HEAL 205*
HEAL 330: Public Health Nutrition (3) *prerequisites - HEAL 201*
HEAL 331: Population Health and Health Disparities (3) *prerequisites - HEAL 101*
HEAL 340: Environmental Health (3) *prerequisites-HEAL 101, HEAL 205, HEAL 212*

HEAL 400: Internship Preparation (1) *prerequisites - HEAL 101, Junior or Senior standing*
HEAL 408: Emergency Preparedness (3) *prerequisites - HEAL 101, HEAL 205, HEAL 212, HEAL 340*
HEAL 415: Health Policy and Advocacy (3} *prerequisites - HEAL 101, HEAL 205, HEAL 306*
HEAL 420: Health Program Planning and Evaluation {3) *prerequisites - HEAL 101, HEAL 205, HEAL 309*
HEAL 421: Biostatistics (3) *prerequisites - HEAL 101, HEAL 205, HEAL 307, MATH 105+*
HEAL 425: Public Health Leadership and Administration (3) *prerequisites - HEAL 101, HEAL 205, HEAL 306, HEAL 415*
HEAL 469: Public Health Internship (3) *prerequisites - HEAL 101, HEAL 400, Junior or Senior standing*
Total: 55 credit hours

III: Program Revision: Public Health Minor

Revision required due to significant revisions of Public Health major

Current Public Health Minor	**New Public Health Minor**
HEAL 100 – Essentials of Health Education and Promotion	HEAL 331 – Population Health and Health Disparities (renamed and renumbered with the September curriculum changes)
HEAL 209 – Concepts of Community and Public Health	HEAL 101 – Introduction to Public Health (renamed and renumbered with the September curriculum changes)
HEAL 309 – Theories of Health Behaviors	No longer required course; elective option
9 hours of minor electives, 6 hours must be at the 300/400 level Students choose from any HEAL courses offered	12 hours of minor electives, 6 hours must be at the 300/400 level Students choose from any HEAL courses offered

OTHER ACTIONS BY THE COMMITTEE

January 2020 Meeting: Ms. Stephanie Levan attended and asked the Committee to remove the LAC Language Requirement for ESL foreign students. Dr. Sinisi motioned to approve removing the "For Speakers of Languages other than English in the Liberal Arts Core." Dr. Albrecht seconded the motion. The vote was evenly split- eight for approving the motion and eight for denying the motion. The motion did not carry. However, the Committee asked that Ms. Levan take the matter to General Education and to also consider developing a 1 hour substitute course (such as a specific new student seminar or first year experience course for ESL foreign students) at which point the Committee would revisit the issue.

February 2020 Meeting:
Ms. Baron notified the Committee Dr. Hite will be recommending to the Faculty Senate the Satisfactory Academic Progress standards be raised to require all students earn a minimum of a 2.0 regardless of their classification. Members were asked to discuss this with their colleagues.

April 2020 Meeting:
The Curriculum Committee voted to endorse the request to Senate that the SAP be raised to a minimum of 2.0. Note that a student may regain SAP in her or his semester average (eg, a student falls short of the SAP requirement of 2.0; although that student's overall GPA may not be a 2.0, if a student then earns better than a 2.0 in a given semester, SAP is met) if not the overall average.

Report Submitted by:

Dr. Scott D. Yarbrough, Associate VPAA for Compliance/Student Success and Chair
Ms. Amanda Baron, Registrar