

Academic Affairs Committee Minutes  
Tuesday, April 5, 2011  
10 a.m., Edwards 164

Attendees:

Jim Solazzo, Chair, Science	Michael Collins, Vice-Chair, Business
Nancy Ratcliff, Education	Cathy Goodwin, Kimbel Library
Jen Boyle, Humanities	Brent Lewis, Science
Barbara Buckner, Associate Provost	Dan Lawless, University Registrar
Cathy Jones for Renarta Tompkins, Education	
Richard Aidoo for Min Ye, Humanities	

Guests:

Dennis Earl, Humanities	Nelljean Rice, University College
Brianne Parker, University College	Ken Martin, Humanities
Philip Whalen, Honors Program	

Absent:

Ken Small, Business

A. Call to Order

1. Approval of meeting minutes from March 8, 2011.

B. Chair Report – None

C. Vice-Chair Report – None

D. New Business

1. Removal of Honors 101 from the Core Curriculum

1. HONR 101 Honors Seminar

**Proposal for changes in an undergraduate course**

**Proposed revisions:** Removal of course from the core. **Justification:** The Honors Program would like to remove HONR 101 from the Core (Goal 5B) in order to have more flexibility designing introductory honors seminars for first semester students. HONR 101 is taken by honors students in lieu of UNIV 110. **Impact on existing academic programs:** None **Semester change is to be effective:** Fall 2011.

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

## 2. Form C - New Courses

### Department of History

#### 1. HIST 312                      Patterns in World History

##### **Proposal for a new undergraduate course**

**Credit hours:** 3 **Pre-requisites:** None **Co-requisites:** None. **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** HIST 312 Patterns in World History. (3) This course examines how people, political regimes and mobile capital created the modern world. Students will study the interactions between Europeans, Asians, Africans, Pacific Islanders and Americans from early-modern oceanic voyages through the ages of revolution, modernization, nationalism, and decolonization. **Justification:** Provides an elective course for history and humanities majors in particular and undergraduates in general. **Impact on existing academic programs:** Helps the History Department provide the global coverage desired in the department's mission statement. **Date change is to be effective:** Fall 2011 **Semesters offered:** Every other fall semester.

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

### Department of Computer Science

#### 1. CSCI 473                      Introduction to Parallel Systems

##### **Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** CSCI 220 **Co requisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** This course introduces parallel computer architectures and their programming. It includes an introduction to MPI and OpenMP and a number of engineering problems, including numerical simulations. It also provides an Introduction to performance evaluation and modeling as well as scalability analysis. **Justification:** The prevalence of both multi-core computer systems as well as the wide-spread use of high-performance computational clusters has given rise to a field where traditional sequential programming is not sufficient to effectively utilize these architectures. As a result, parallel programming has become much more commonplace, and has become a requirement in many sub-areas of computer science. Additionally we have established a relationship with Clemson University that has allowed this course to be team-taught in the past. We believe that continuing this relationship to its natural conclusion is in our best interest both as a department as well as a university. This course will allow our students to be competitive in an area of computer science that is completely under-represented in the department at this time. **Impact on existing academic programs:** None. **Method of delivery:** Classroom; Other - Clemson has lent us a prototype grid-classroom device that allows for real-time team teaching of this course. Previously content was delivered from both institutions to students at both institutions during lecture. Although this method of delivery is not a requirement, it was relatively successful in a previous semester. **Date change is to be effective:** Fall 2011 **Semesters offered:** Spring every year.

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

2. CSCI 101 Introduction to the Internet and World-Wide Web

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** None **Co requisites:** None. **Course restrictions:** None. This course may be used as in elective. **Proposed catalog description:** This course will provide an introduction to the Internet and the World-Wide Web. Topics include the Internet interface, Web 2.0, basics of networking, introduction to HTML and webpage development, locating information on the WWW, social networking, privacy and digital security. **Justification:** The widespread use of the Internet and World-Wide Web have prompted us to offer this introductory course into some of the technical aspects of the Internet, as well as Internet social policy, for all students in the University. **Impact on existing academic programs:** None. **Method of delivery:** Classroom; Distance Learning. **Date change is to be effective:** Spring 2011 **Semesters offered:** F, S, SSI, SS2

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

Department of English

1. ENGL 486 Literary Studies in Health, Illness and Aging

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisite:** One literature class at the 200-level or above or permission of the instructor. **Co requisites:** None **Course restrictions:** None. This course may be used as an elective or cognate. **Proposed catalog description:** ENGL 486 Literary Studies in Health, Illness, and Aging. (3) (Prereq: one literature class at the 200-level or above or permission of instructor) This course will offer students an opportunity to read, think, and write about literary texts that engage with the implications of human embodiment. Readings and thematic focus will vary by semester, and may incorporate a range of geographical locations, historical periods, and literary genres. Through reading and discussion students will consider how categories like health and illness, youth and age, or ability and disability are depicted and sometimes challenged in literary texts, and will examine how illness or disability might affect the constitution of identity, enabling new kinds of stories and new ways of telling them. **Justification:** This course is being offered in support of the Medical Humanities Minor. There are currently no English courses offered for the new minor in Medical Humanities. **Impact on existing academic programs:** None. **Date change is to be effective:** Spring 2012 **Semesters offered:** Fall and Spring (Alternating)

**Committee action:** This proposal was denied. Per Registrar's Office, requested course number is not available. Registrar's Office has given the approval for course number 487. Proposal will be resubmitted as ENGL 487.

Department of Theatre

1. THEA 212 Music Skills for Actors

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** MUSC 171, MUSC 172 **Co-requisites:** None. **Course restrictions:** Restricted to B.F.A. Musical Theatre majors and by permission of the instructor. This course is required for a major. **Proposed catalog description:** THEA 212 Music Skills for Actors (2). This course is designed to build and refine your musicianship, the ability to hear, perceive, understand, learn, and perform music. Specific focus will be placed on the practical applications of both aural and visual music theory skills commonly seen in the world of

musical theatre. Basic and advanced rhythmic exercises, sight-singing, rhythmic, melodic and harmonic dictation, and tonal harmony will all be studied within the confines of musical theatre. **Justification:** According to the National Association of Schools of Theatre (NAST) Handbook under "Essential Competencies, Experiences, and Opportunities for the BFA in Musical Theatre it lists: Achievement of the highest possible level of performance as an actor-singer ... through development in basic musical skills including voice performance, musicianship, and music theory. Studies in Voice should continue throughout the degree program. Opportunities to develop a high level of skill in sight singing. This course helps to build those competencies. **Impact on existing academic programs:** Additions necessary for new BFA - Musical Theatre. **Date change is to be effective:** Fall 2011 **Semesters offered:** Fall **Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

## 2. THEA 254                      Rendering for the Theatre

### **Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 160, ARTS 111 **Co requisites:** THEA 353; ARTS 112 **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 254 - Rendering for the Theatre (3) Introduction to the variety of techniques used to render designs for the stage. Students will learn to communicate their ideas visually through exercises in advanced perspective drawing, painting, costume sketches and model making. **Justification:** According to the NAST Handbook the Essential Competencies, Experiences, and Opportunities for all Design and Technology majors includes: c. The ability to produce freehand drawings. d. Technical drawing: production drawing, mechanical drafting, and the adaptation of these techniques to scenic and technical drawing for theatre (floor plans, technical elevations, painters' elevations, perspective drawing for scene plates). Knowledge of computer-aided design (CAD) is recommended. h. Studies in the principles and application of two-dimensional and three-dimensional design aesthetics. i. Functional skills in design visualization, such as model-making and rendering in various media. **Impact on existing academic programs:** Course is a requirement of the new BFA in Theatre with an emphasis on Design and Technology. **Date change is to be effective:** Fall 2011 **Semesters offered:** Spring **Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

## 3. THEA 460                      Acting IV Studio

### **Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 450 – Acting IV **Co requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 460 Acting IV Studio (3). This course is a studio based course that explores the physical and vocal demands of period acting. Classical poet/dramatists such as Shakespeare, Moliere, Shaw and the Greeks, will be studied. Historical research will be expected along with text analyses, scoring of text and critical evaluation of a specific classical playwright's work. This course combines extensive table work with exploration of the physical and vocal demands of period acting as well as the historical context of each text will be addressed. Table work will be followed by rehearsal and performance of classical scenes, sonnets, songs and soliloquies for a Spring Showcase. **PREREQUISITES:** THEA 450 - Acting IV. **Justification:** NAST guidelines require that studies in the major area, including acting (speech, voice, and movement), participation in full-length plays performed before an audience, and independent study should comprise 30-40% of the total program. This class helps us to achieve that for the BFA in Theatre with an

emphasis in Acting. **Impact on existing academic programs:** None. **Date change is to be effective:** Spring 2011 **Semesters offered:** Spring

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

4. THEA 472 Movement for the Actor II

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 372 – Movement for the Actor **Co requisites:** None.

**Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 472 Movement for the Actor II (3). This course is a rigorous studio based course that explores, in depth, an established study of actor training that employs a physical approach to realizing theatrical work. This advanced course will build upon the precepts and exercises employed in Movement I and will culminate in a performance using the garnered techniques. **PREREQUISITES:** THEA 372 - Movement for the Actor **Justification:** According to the NAST Handbook under essential competencies an actor must achieve a flexible, relaxed, and controlled body trained in basic stage movement disciplines, including dance and mime; demonstrated ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relationships. This class helps us to achieve this essential competency. **Impact on existing academic programs:** None **Date change is to be effective:** Spring 2011 **Semesters offered:** Spring

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

5. THEA 462 Dramatic Theory and Criticism

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 160; ENGL 425 **Co requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 462 Dramatic Theory and Criticism (3). An examination of the major theoretical treatises regarding theatre and performance arts from Aristotle to the present. **Justification:** According to the NAST Handbook students must acquire: (1) The ability to analyze plays perceptively and to evaluate them critically. (2) An understanding of the common elements and vocabulary of theatre and of the interaction of these elements, and be able to employ this knowledge in analysis, including analyses of their productions. (3) The ability to place works of theatre in historical and stylistic contexts and have some understanding of the cultural milieu in which they were created. (4) The ability to develop and defend informed judgments about theatre. We believe the addition of this course would help achieve these outcomes. **Impact on existing academic programs:** None. **Date change is to be effective:** Fall 2011 **Semesters offered:** Fall

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

6. THEA 360 Acting III Studio

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 350 – Acting III **Co requisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 360 Acting III Studio (3). This course is a studio-based course in acting techniques and styles that explores alternatives to realism. The course investigates the demands of specific playwrights' works that create a non-realistic world-view such works by Bertolt Brecht to Sarah Kane. Written

work may include character analyses, research papers, and critical review of outside performances. Students will progress toward integrating learned acting techniques through rehearsal of a selected piece, which are formally presented in a Spring Scene Showcase.

**PREREQUISITES:** THEA 350 - Acting III. **Justification:** According to the NAST Handbook studies in the major area, including acting (speech, voice, and movement), participation in full-length plays performed before an audience, and independent study should comprise 30-40% of the total program. **Impact on existing academic programs:** None. **Date change is to be effective:** Fall 2011 **Semesters offered:** Spring

**Committee action:** This proposal was denied. Per Registrar's Office, requested course number is not available. Registrar's Office has given the approval for course number 362. Proposal will be resubmitted as THEA 360.

7. THEA 160 Acting Studio I

**Proposal for new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 150 **Co requisites:** None **Course restrictions:** None. This course is required for a major. **Proposed catalog descriptions:** THEA 150 Acting I Studio (3). Acting I Studio is a studio based course that builds upon the learned vocabulary in Acting I by applying the acting training to selected monologues. Students will investigate the actor's work in research, preparation for rehearsal and application of techniques to a series of monologues. Students work will be showcased in a Spring Monologue Showcase. **Justification:** With the addition of the B.F.A. in Musical Theatre and Theatre with emphases in Acting and Physical theatre it is necessary to add levels of Acting. These programs are considered professional programs and as such our accrediting body requires that all students in these areas have the ability to study in performance based classes each semester. **Impact on existing academic programs:** The students enrolled in the B.A. in Dramatic Arts will be able to take this class as an elective. However, there should be no profound impact on the program. **Date change is to be effective:** Fall 2011 **Semesters offered:** Spring

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

8. THEA 245 Introduction to Physical Theatre

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisite:** THEA 250 **Corequisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 245 Introduction to Physical Theatre (3). Introduction to Physical Theatre is a studio based course that expands upon the foundations learned in Acting I, Acting I: Studio, Acting II and Acting II: Studio. Students are provided with an opportunity to develop sensitivity, intelligence and strength as physical theatre performers through ongoing practice and exposure to a variety of physical theatre and movement techniques. Students will learn to use compositional tools, develop physically inspired characters and interact with environmental elements through performer-created projects. **Justification:** None given. **Impact on existing academic programs:** This course is a requirement for the B.F.A. in Physical Theatre. Students who are in the other B.F.A. programs, as well as the B.A. in Dramatic Arts will be allowed to take the class provided they have met the prerequisites. Impact on existing programs will be minimal. **Date change is to be effective:** Fall 2011 **Semesters offered:** Spring

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

9. THEA 255 Computer Aided Drafting and Design

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** None. **Co requisites:** THEA 155 or THEA 154 **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 255 Computer Aided Design and Drafting (3). An introduction to drafting on the computer. Students will learn how to use basic computer drafting commands to input information, organize, layout of 2D and 3D drafting, with an emphasis on drafting for the theater and entertainment industries. **Justification:** The B.F.A. in Theatre with and emphasis in Design and Technology requires at least one course in technical Drawing. As stated from the NAST Handbook, students should develop proficiency in, "Technical drawing: production drawing, mechanical drafting, and the adaptation of these techniques to scenic and technical drawing for theatre (floor plans, technical elevations, painters' elevations, perspective drawing for scene plates). Knowledge of computer-aided design (CAD) is recommended." **Impact on existing academic programs:** None. **Date change is to be effective:** Fall 2011 **Semesters offered:** Fall **Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

10. THEA 260 Acting II Studio

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 250 **Co requisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed catalog description:** THEA 260 Acting II Studio (3). This course is a studio based course that explores the transformative nature of character development. The integration of character-specific movement, vocal work and personalization are given special attention. Students progress toward integration the analytical and intuitive components of acting through the rehearsal of selected scenes, which are formally presented in a Spring Scene Showcase. **Justification:** With the addition of the B.F.A. in Theatre with emphases in Acting and Physical Theatre and the B.F.A. in Musical Theatre it became necessary to expand our offerings in the arena of Acting. Each professional program, according to NAST guidelines, must offer an opportunity to study performance each semester. This class fulfills that need. **Impact on existing academic programs:** There will be no impact on existing programs, only new programs. **Date change is to be effective:** Fall 2011 **Semesters offered:** Spring **Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

11. THEA 497 Theatre Design and Technology Capstone

**Proposal for a new undergraduate course**

**Credit hours:** 3 **Prerequisites:** THEA 458 **Co requisites:** None. **Course restrictions:** None. This course is required for a major. **Proposed course description:** THEA 497 Theatre Design and Technology Capstone (3). Each student will plan and execute one significant project in the area of theatre design and technology which demonstrates a significant proficiency in one or more theatrical elements. Supervised by a member of the theatre faculty the project will incorporate research documentation and a public exhibition. **Justification:** With the advent of the BFA program in Theatre Design and Technology we felt it necessary to develop classes specific to each discipline. There are already capstone classes available for Acting and for Musical Theatre. This course better reflects the needs of the Design and Technology students. **Impact on existing academic programs:** I see no impact on any existing program. **Date change is to be effective:** Fall 2011 **Semesters offered:** Fall and Spring

**Committee action:** Proposal is approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

### **3. Form B – Changes to an undergraduate program**

#### Department of Politics / Geography

##### 1. International Studies Minor

##### **Proposal for changes in an undergraduate program**

**Proposed changes: Addition of courses to program:** LATS 399, POLI 346, POLI 347, POLI 348, POLI 334, POLI 335, POLI 336, POLI 355, POLI 327, POLI 328, POLI 329, POLI 330, POLI 331, POLI 333, POLI 425, POLI 410 **Other:** The courses from the original minor have not been removed, but rather re-organized to better reflect the state of global studies as a discipline/area of study, and the expertise of the Politics Department, given our recent new hires in Asia, the Middle East, and Africa. The above-listed added courses would have been applicable under the current minor's elective category, but are now clearly placed within area tracks of the new minor. The revised minor is attached and the name will be changed from International Studies to Global Studies. **Proposed catalog description:** The Global Studies Minor offers students a rigorous and multifaceted approach to examine global issues, emphasizing the interactions and interconnections among the various global actors, peoples and their societies. The Global Studies Minor provides a well-rounded instruction, which will help prepare students for a variety of careers in international affairs or allow for specialization in a specific region of interest. It will also prepare students for further graduate study in international studies, international business, peace and world order studies, area studies, and the emergent global civil society. **Justification:** This minor change reflects the current state of global studies in the U.S. and abroad, as well as the departmental areas of focus in Africa, Asia, the Middle East, and Latin America. The intention is to combine broad global thematic learning in the areas of international organization, international political economy, security, and globalization, with area-specific study. **Impact on existing academic programs:** This minor will only enhance all existing academic programs. **Date change is to be effective:** Fall 2011

**Committee action:** Proposal was approved as written and will be submitted to Faculty Senate for the May, 2011, meeting.

##### **4. Distance Learning Policies**

### **Ad Hoc Distance Learning Committee Policy Statement**

#### **Coastal Carolina University**

##### **MISSION**

Recognizing that distance learning is part of the mission of Coastal Carolina University as excerpted below:

*"To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods."*

Coastal Carolina University will design and implement new distance learning opportunities aligned to its mission and strategic plan, as well as maintain and advance existing distance learning courses and programs. Toward these ends, the university is committed to the following goals:

1. Providing students and faculty with adequate services and resources that support distance learning.
2. Implementing authentication technologies and processes to maximize academic integrity.
3. Evaluating the effectiveness of distance learning programming to ensure continuous improvement.

**Definition:** Distance education or distance learning refers to the interaction of students and instructors separated by time and/or place in educational processes that leverage instructional technologies and strategies to maximize learning.

A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.<sup>i</sup>

## **POLICIES**

### **I. Curriculum and Instruction**

**I.1** Distance Learning instructors are responsible for the integrity of all content used in distance learning course materials, including accuracy, currency, and compliance with copyright laws.

**I.2** Distance Learning instructors hold intellectual property rights on all materials that they create, unless otherwise contracted by the university.

**I.3** The development of new distance learning courses and/or programs should follow the same procedures of academic review as other courses at the university.

**I.4** Distance learning courses should not exceed enrollment caps in comparable face-to-face course sections.<sup>ii</sup>

Courses offered in multiple formats must have consistent course descriptions and student learning outcomes.

**I.5** To protect student identities and maintain academic confidentiality, distance learning course materials, communications, and assessments should be delivered within online systems that use a secure login and pass code, such as Blackboard.

**I.6** To maximize academic integrity, instructors are expected to implement reliable measures of verifying student identification during course assessments.<sup>iii</sup>

**I.7** Distance learning course syllabi should reflect that the distance learning course is comparable to a course delivered using more traditional face-to-face instruction to include student time involvement to successfully complete the course, text and readings, student learning outcomes, instructional activities, and assessments used for determining student grades.

**I.8** Course suitability for distance learning delivery is the responsibility of the academic unit where the course is housed. The academic unit, through unit faculty and unit leadership, must determine suitability to include comparability of the distance learning course to courses taught through face-to-face instruction and length of time needed for high quality instruction to take place.

## **II. Distance Learning Instructors**

**II.1** College Deans must approve instructor eligibility for teaching distance learning courses. Criteria for eligibility may include completion of university sponsored distance learning training workshops or prior experiences.

**II.2** Training in technology tools and teaching strategies will be continually offered to provide instructors professional development and ensure best practices in distance learning. Instructors are encouraged to work with the TEAL Center when developing their first online course.

**II.3** Instructors may be eligible for remuneration and/or load reduction for the development of new distance learning courses in cases of significant institutional need, such as new academic programs. Such remuneration does not preclude ownership of the course content, unless otherwise stated in contractual arrangements.

**II.4** Materials that instructors develop within distance learning environments will be eligible for review for tenure and promotion purposes.

**II.5** Instructors teaching distance learning courses will be evaluated by students using instruments that include items relevant to the distance learning modality.

## **III. INSTITUTIONAL EFFECTIVENESS**

**III.1** Course and program offerings in a distance learning format will be identified clearly in the course catalog and during registration periods.

**III.2** Students have access to advising services in an on-line format, such as Web-advisor e-advising, advisor e-mail and phone for program development toward graduation and other requirements.

**III.3** ITS-Student Computing Services is dedicated to providing a variety of support services to the students, including distance learning students, of Coastal Carolina University per the following guidelines: <http://www.coastal.edu/scs>.

**III.4** Students in distance learning programs will be provided with appropriate library and research resources that assist in program completion as specified at: <http://www.coastal.edu/library/subindex.html?page=pageContent/distanceeducation/index.html>.

**III.5** Students in distance learning programs will be provided with appropriate support services such as phone consultations through Counseling Services, an after-hours consulting nurse program through Student Health Services and an online search mechanism for off-campus students looking for area housing.

#### **IV. LEARNING RESOURCES**

**IV.1** Distance Learning courses and programs must align to the university mission and strategic plan, including relevant college and departmental criteria, as well as undergo systematic assessment and evaluation for continuous improvement.

**IV.2** The university will provide appropriate distance learning resources for students and instructors that reflect the unique needs of different programs and research agendas.

**IV.3** A standing distance learning committee with a representative from each college will review distance learning resources and policies annually to provide feedback to the administration.

**IV.4** Coastal Carolina University will coordinate with state, national, and international constituents on distance learning initiatives.

#### **VI. FACILITIES AND FINANCES**

**VI.1** Coastal Carolina University will commit appropriate finances for the development, implementation, management and maintenance of distance learning programming and related materials and resources.

**VI.2** The university will develop a budget based on technology funds and other institutional processes.

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**Policy Title:** Faculty Qualifications for Online learning  
**Revised:** March, 2011  
**Policy Number:**

**Responsible Office:** Provost

**Summary:** To ensure that Coastal Carolina University faculty develop effective online courses, faculty participating in distance learning or hybrid learning must meet certain criteria in addition to academic qualifications. These criteria include knowledge of the delivery format of the University's course management system (currently Blackboard) and basic principles of instructional design for online courses.

**Policy:**

Faculty participating in distance learning or hybrid courses must demonstrate knowledge of the functions of the University's course management system and online instructional design principles through either prior experience or attendance at workshops. Faculty members who have had prior experience in teaching distance learning courses are expected to verify the success of this experience by submitting course information, e.g., course syllabi, course evaluations, etc., to their department chair. Unless exempted by their department chair, faculty members who have never taught online must attend A) Blackboard and B) instructional design training provided by the TEAL (Technology in Education to Advance Learning) Center. The TEAL Center will provide the department chair workshop completion information in the form of certificates of successful workshop completion. The department chair will then determine the faculty member's readiness to teach a distance learning or hybrid course.

A) Blackboard training will be provided through workshops and will be available in an online format. Training in Blackboard includes (1) Beginning Blackboard which includes BB navigation and managing course materials, (2) using Blackboard to provide feedback using audio, digital or written comments, (3) developing assignments and using assessment tools, including Respondus and SafeAssign, (4) using Blackboard communication tools, including discussion groups and chat, and (5) using Blackboard gradebook. Copyright compliance will be addressed throughout the workshops.

B) Training in instructional design includes (1) creating an effective distance learning syllabus. As identified in the Faculty Manual and with courses taught using a more traditional face-to-face approach, the syllabus must include, minimally, instructional objectives, student learning outcomes, grading procedures, and attendance policies, (2) course design for distance learning, and (3) assessing quality in a distance learning course.

Faculty are encouraged to work with the TEAL Center when designing their first distance learning course.

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(Compiled from Coastal Carolina University syllabi and other institutions)

**Coastal Carolina University**  
**[Insert College]**  
**[Insert Department]**

**Course Title, Number and Section Number:**

**Credit hours:**

**Course description:** [Catalog Course Description]

**Instructor Name:**

**Instructor Contact Information**

Office Location:

Office Hours: [*Specify traditional office hours or online (chat, IM, Skype, etc)*]

Office Phone:

Email:

Website:

IM:

Skype:

Twitter:

Communication Policy: [Detailed policy of how and when students should contact you. Explanation of how to contact you for emergencies. Turnaround time for emails, messages and grading.]

**Intended Audience:** [Who is expected to take or will be taking this course]

**Nature of the Course:** [Purpose of the Course and/or Instructor's Elaboration of the Course Description]

**Instructor's (Online) Teaching Philosophy:** [Explanation of how you teach and propose to teach this course.]

***\*\*Instructional Objectives [Required by CCU Faculty Handbook]***

***\*\*Student Learning Outcomes: [Required by CCU Faculty Handbook]***

**Course Resources and Materials**

1. Textbook: [Insert textbook citation]  
CCU's bookstore is located in Bill Baxley Hall, and the phone number is 843.349.2360. Textbooks may also be purchased from the website at (<http://www.coastal.bkstr.com>).
2. Blackboard Course Management System
3. Digital resources [if applicable, websites, Library databases, etc.]

**Instructional Activities:**

1. Readings
2. Homework
3. Papers
4. Threaded Discussion
5. PowerPoint Lectures
6. Blogs
7. Reflective Activities
8. Concept Mapping

## **Assessments and Evaluations**

1. Exams
2. Quizzes
3. Projects

### ***\*\*Grading Procedures [Required by CCU Faculty Handbook]***

1. Grading Scale
2. Attendance (if graded)
3. Late Work Policies/Make-up Work Policy
4. [Explanation of how each item in your course is graded]

## **Policies and Procedures**

1. Instructor's Expectations for Students
2. What Students Can Expect From the Instructor
3. Technology Requirements: [Detailed explanation of the technologies you will use and require for the course such as pdfs, use of MS Word, specific software for your course, plug-ins such as Flash Player, use of Blackboard]
4. Blackboard Support for Students
  - a. <http://www.coastal.edu/blackboard/> (Main Page)
  - b. [Getting Started with Blackboard](#)
  - c. [Blackboard Student Orientation and Tutorial](#)
  - d. [Blackboard for Students Resource Guide](#)
5. Technical Support from Student Computing Services.
  - a. Check the website for hours, locations and other services (<http://www.coastal.edu/scs>).
  - b. Student Computing Services Main Help Desk: 843.349.2908
  - c. Student Computing Services Tech Support Center: 843.349.2220
  - d. A list of on-campus HelpDesks and the Help Request Form can be found at this link: (<http://www.coastal.edu/scs/index.html?type=helpdesk>).
6. Library Services:
  - a. Kimbel Library Website (<http://www.coastal.edu/library>)
  - b. <http://www.coastal.edu/library/distanceed.html>
7. Learning Assistance Center
  - a. Website: <http://www.coastal.edu/lac>
  - b. Phone number: 843.349.6536 for information about services

8. Statement for Students Who Require Accommodations
  - a. Disability Services
    - i. Website: <http://www.coastal.edu/disabilityservices>
    - ii. Phone number: 843.349.6561
9. Counseling Services
  - a. Website: <http://www.coastal.edu/counseling>
  - b. Phone number: 843.349.2305
10. Code of Conduct with Netiquette [Expectations for student communication]
11. How Assignments, Activities, Assessments and Projects will be submitted
  - a. Taking a Quiz
  - b. Handing in homework
  - c. Submitting Assignments
  - d. Responding to Threaded Discussion

## Statement of Academic Honesty

Coastal Carolina University Code of Student Conduct establishes the rights and responsibilities of students attending the University. As such, expectations are established and students are held accountable for academic honesty and integrity.

**[IF YOU HAVE A SPECIFIC POLICY FOR ACADEMIC HONESTY, INSERT YOUR COURSE POLICY FOR ACADEMIC HONESTY/CHEATING/PLAGIARISM HERE]**

Excerpt from *Code of Student Conduct 2010-11*, Section III. Academic Integrity Code, pp. 4-5,  
<http://www.coastal.edu/conduct/documents/codeofconduct.pdf>

### A. Statement of Community Standards

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

### D. Prohibited Conduct

1. Plagiarism, cheating and all other forms of academic dishonesty
  - a. Examples of plagiarism include, but are not limited to, the following:
    - (i) borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student's paper);
    - (ii) submitting another person's work in place of his/her own;
    - (iii) allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;
    - (iv) submitting work without proper acknowledgment from commercial firms, websites, fraternity or sorority files or any other outside sources, whether purchased or not;
    - (v) allowing another person to substitute for them any part of a course for them, including quizzes, tests, and final examinations;
    - (vi) submitting any written assignments done with the assistance of another without the explicit permission of the instructor;
    - (vii) submitting work that was originally prepared for another class

- without the explicit permission of the instructor;
- (viii) knowingly aiding another student who is engaged in plagiarism.
- b. Examples of cheating include, but are not limited to, the following:
- (i) using unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination;
- (ii) knowingly aiding another student who is engaged in cheating.
2. Furnishing false information to any University official, faculty member or University office to obtain academic advantage.
3. Forging, altering or misusing any University document or record to obtain academic advantage.

### Attendance Policy [Required by CCU Faculty Manual]

#### **[IF YOU HAVE AN ATTENDANCE POLICY, INSERT YOUR COURSE REQUIREMENTS FOR ATTENDANCE HERE]**

##### **SAMPLE** *Distance Learning Course Attendance Policy*

Course attendance is an important aspect of success in any distance learning course. In this course, attendance and active participation is defined by the following:

- a) Check-in to Blackboard course room at least three (3) times per week
- b) Completing assigned quizzes
- c) Participating in threaded discussions
- d) Submitting and completing assignments
- e) *Attending synchronous chat rooms*
- f) Communication with the instructor

*From Class Attendance section Coastal Carolina University Catalog 2010-2011, p. 41*

[http://www.coastal.edu/catalog/2010\\_2011/2010-2011%20Catalog.pdf](http://www.coastal.edu/catalog/2010_2011/2010-2011%20Catalog.pdf)

#### **CLASS ATTENDANCE**

Students are obligated to attend class regularly. Absences, excused or not, do not absolve a student from the responsibility of completing all assigned work promptly. Students who miss assignments, announced quizzes, or other course work obligations due to excused absences will be allowed to make up the work in a manner deemed appropriate by the instructor. It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence.

Absences will be excused for documented cases of:

- a) incapacitating illness,
- b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),
- c) death of a close relative, and
- d) religious holidays. (A list of primary sacred times for world religions can be found online at [www.interfaithcalendar.org](http://www.interfaithcalendar.org).)

The instructor will determine whether other absences from class should be excused or unexcused. In the event of an impasse between the student and the instructor, the department chair and/or the dean of the college shall make the final decision as to whether an absence is to be considered excused. An instructor is permitted to impose a penalty, including assigning the grade of **F**, for unexcused absences in excess of 25% of the regularly scheduled class meetings. An instructor may require a more stringent class attendance policy. In such cases, the instructor will make this

additional attendance requirement known to his/her dean. All instructors should state their class attendance and grading policy in the course syllabus.

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<sup>i</sup> Southern Association of Colleges and Schools. (June 2010). Available at:  
<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>.

<sup>ii</sup> [Class Size and Interaction in Online Courses](#) Orellana, Anymir. Quarterly Review of Distance Education, v7 n3 p229-248 2006; [The Impact of Online Teaching on Faculty Load: Computing the Ideal Class Size for Online Courses](#) Tomei, Lawrence A.. Journal of Technology and Teacher Education, v14 n3 p531-541 Jul 2006.

<sup>iii</sup> Southern Association of Colleges and Schools. (June 2010). Available at:  
<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>.