Consent Agenda
Faculty Senate Agenda
April 9, 2010

Approved by Graduate Council Coastal Carolina University
03 March 2010 11:30AM

Spadoni College of Education

A. Request for Change in a Course GRADUATE LEVEL

Suggested Change: Change the course number EDEE 600 Advanced Study of Early and Elementary Curriculum and Programs to EDEE 650 to better reflect the course’s placement in the specialization. Rationale: The course will be the culminating course in the specialization making the higher number more logical. Likewise, prerequisites for the course will be added. These are EDUC 607, EDUC 628, EDUC 630 and EDUC 685; EDIT 604, EDLL 601, EDEE 610 and EDEE 615, and EDSP 605. The catalog description will also be changed. The recommended change:

From: EDEE 600 (current description)
EDEE 600 Advanced Study of Early and Elementary Curricula and Programs. (3) This course will include an emphasis on the dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings.

To: EDEE 650 (proposed description)
EDEE 650 Advanced Study of Early and Elementary Curricula and Programs. (Prereq: EDUC 607, EDUC 628, EDUC 630, EDUC 685, EDIT 604, EDLL 601, EDEE 610, EDEE 615, and EDSP 605). This course includes the culminating experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The course emphasizes dominant practices, methodologies, and current research that influence curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

B. Request for Change in a Course GRADUATE LEVEL

Suggested Change: The following course description and prerequisite change is recommended:

Rationale: A more logical fit in the Early and Elementary Grades Specialization in the M.Ed. in Learning and Teaching is to change the culminating course experience from EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom to EDEE 650 Advanced Study of Early and Elementary Curriculum and Programs (currently 600 – see proposed change “A.” above). The reconfiguration of EDEE 615 also necessitates changes

From: EDEE 615 (current description)
EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom. (3) (Prereq: EDLL 601, EDEE 600, EDEE 606 and EDEE 610) This course will include the culminating experience for the specialization Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

To: EDEE 615 (proposed description)
EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom. (3) (Prereq: EDUC 607 and EDUC 685) The focus in this course will be on developing appropriate differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences.

C. Request for Change in a Course GRADUATE LEVEL
Suggested Change: The following course prerequisite change is recommended:
Rationale: EDEE 610 requires that graduate students complete a research project. As a result, EDUC 607 – Research for Today’s Schools should be completed prior to EDEE 610.

From: EDEE 610 (current description)
EDEE 610 Advanced Study of Methods of Teaching Mathematics and Science in the Early Childhood and Elementary Grades. (3) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.

To: EDEE 610 (proposed description)
EDEE 610 Advanced Study of Methods of Teaching Mathematics and Science in the Early Childhood and Elementary Grades. (3) (Prereq; EDUC 607) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.

D. Request for Change in a Course GRADUATE LEVEL
Suggested Change: Request to change course prefix from EDUC to EDSP
Rationale: Faculty in the special education program request that EDUC 692 Foundations and Services for Exceptional Learners be identified with the EDSP course prefix. There is no change in the course description. The rationale for the change is that the course was designed to be taught by someone with expertise in special education and the EDSP course prefix better represents this level of specialization. It also makes it more efficient for Department of Education certification analysts to recognize the course as meeting an add-on certification requirement in Special Education. If approved, the course and its description in the catalog will be as follows:
EDSP 692 Foundations and Services for Exceptional Learners. (3) This course presents an overview of exceptionalities of children and youth as well as curricular and
instructional modifications or accommodations that may be needed to meet their needs in the general education classroom. The philosophical and historical foundations of special education, current trends and issues in service delivery, federal and state laws, course cases, and regulations for special education programs are addressed.

E. Request for a New Course GRADUATE LEVEL
Proposed Course: EDSP 641 Comprehensive Assessment for Exceptional Learners (syllabus is attached to graduate curriculum forms)
Rationale: Faculty in the special education program request approval of EDSP 641 Comprehensive Assessment for Exceptional Learners. The course is being offered as a graduate contract course in a surrounding school district in the summer 2010 and may be requested for future offerings. The rationale for the course is that there is a national shortage of special educators and this course will add to the availability of required courses for add-on certification purposes; the course will be available to teachers enrolled in Project CREATE, a statewide grant that addresses the shortage of qualified special education teachers in South Carolina. If approved, the course and its description in the catalog will be as follows:

EDSP 641 Comprehensive Assessment for Exceptional Learners. (3) Prereq: Graduate admission, EDSP 692 or EDUC 692. This course covers the use and interpretation of formal and informal diagnostic tests and procedures calculated to determine instructional levels and procedures for exceptional learners. Content includes statistical and psychometric concepts in assessment including norm-referenced, criterion-referenced, and curriculum-based measurement, and information testing. Emphasis is on interpretation for instruction, eligibility determination, placement decision, and report writing.

Academic Affairs March 12, 2010 meeting.

University Academic Center

1. UNIV 105 Academic Improvement Hour
Proposal for a new undergraduate course
Credit hours: 0 Prerequisites: None Co-requisites: None
Course restrictions: None. This course may be used as an elective.
Proposed catalog description: This course is designed to provide students with the techniques to improve academic performance. Critical skills covered in this course include, but are not limited to, comprehension, reasoning, organization, planning, and effective communication. Justification: This program has been offered several times at Coastal Carolina University with 60-70 students participating. Sixty to sixty-eight percent of the participants increased their GPA by the end of the program, and 38-43% had increased their GPA to 2.0 or higher. This is a program that can be found at numerous universities including some of our aspirant and peer institutions. A few of these include Appalachian State University, Winthrop University, and College of Charleston. There has been a demand for this type of course or programming through several outlets on campus. One of these is the First-Year Experience and First-Year Academic Advising Center. Approximately 200 first-year students had either been placed on academic probation or had a GPA well below 2.0 at the end of the fall 2009 semester. This number is very
similar to that from Fall 2008 and Fall 2007. A demand has also come from the suspension appeals committee. Several students have been strongly encouraged to participate in this program as part of their agreement to re-center the university community. These students are, just as the first-year students, struggling to develop the skills that are necessary to be successful in college level courses. Impact on existing academic programs: The University Academic Center does not foresee any impact on other academic programs with the exception of the possible retention of participating students. No pre- or co-requisites are required, and as a zero credit course, this course will not impact credit hour limitations or tuitions and fees. Proposed starting date: June 2010 Method of delivery: Classroom.

College of Humanities and Fine Arts – Humanities Proposals

1. Political Science Degree

Proposed changes for an undergraduate program

Proposed changes: Deletion of courses from program: CSCI 105: Introduction to Computer Applications Justification: When CCU gained independence from the University of South Carolina in 1993, it was the university policy to include CSCI as a foundation course to assure students had a basic knowledge about computers. Given the popularity of computers among our students, this course is no longer necessary. Impact on existing academic programs: None.

College of Business

1. Request for changes in an undergraduate course:
   RTMA 480: Resort Management Training. Change prerequisite from RTMA 180, 280, 380 to RTMA 180 and 280.
   Proposed Course Description: Resort Management Training (1) (Prereq: 180, and 290) A six month internship experience in which the student will participate in compiling and analyzing management reports for a tourism service business. The course includes biweekly instruction from faculty and management in the areas of back-office accounting and supervision tourism service business.

College of Science

1. Request for changes in an undergraduate course:
   PHYS 212: Essentials of Physics II. Change of prerequisite(s) from PHYS 211 and MATH 161 with a C or better to PHYS 211/211L with a C or better.
   Proposed Catalog Description: Essentials of Physics II (3) Prereq: 211/211L with a C or better) A continuation of PHYS 211 for science majors. Topics covered include fluids, thermodynamics, wave motion, electricity, and magnetism. Three hours per week. FS

2. Request for a new undergraduate course:
   PHYS 214: Fundamentals of Physics II. (3) (Prereq: PHYS 213/213L with a C or better) (Co-req: PHYS 214L). A continuation of PHYS 213 for physics, engineering, and other interested science students. Topics covered include electricity, magnetism,
circuits, and relativity. Three hours per week. **Justification:** To serve the growing needs of the physics and proposed engineering programs while responding to the current needs of the biology, chemistry, math, marine science, and dual degree engineering programs, we propose these changes. PHYS 212 has been expanded to include a wider range of material allowing students who are not majoring in physics or liberal arts engineering to get an overall survey of essential physics. Currently, these students get two-thirds of essential physics. PHYS 211/212, and must elect to take a third semester, PHYS 213, to cover all the material. Under our proposal, they can get all of essential physics in two semesters, PHYS 211/212, while allowing physics and liberal arts engineering students a different sequence, PHYS 211/213/214, that the time to go into further depth. After a period of self-assessment, little difference was seen between the PHYS 211/212 sequence and the PHYS 201/202 sequence, so an effort at streamlining the introductory physics area is being made.

3. Request for a new undergraduate course:
PHYS 214L: Fundamentals of Physics II Laboratory. (1) (Co-req: PHYS 214). The laboratory will demonstrate the topics and principles presented in the lecture. **Justification:** To serve the growing needs of the physics and proposed engineering programs while responding to the current needs of the biology, chemistry, math, marine science, and dual degree engineering programs, we propose these changes. PHYS 212 has been expanded to include a wider range of material allowing students who are not majoring in physics or liberal arts engineering to get an overall survey of essential physics. Currently, these students get two-thirds of essential physics. PHYS 211/212, and must elect to take a third semester, PHYS 213, to cover all the material. Under our proposal, they can get all of essential physics in two semesters, PHYS 211/212, while allowing physics and liberal arts engineering students a different sequence, PHYS 211/213/214, that the time to go into further depth. After a period of self-assessment, little difference was seen between the PHYS 211/212 sequence and the PHYS 201/202 sequence, so an effort at streamlining the introductory physics area is being made.

The Calendar Committee Moves that the following calendar be accepted for Spring 2011 as per senate action in the March meeting.

**SPRING 2011**

**Thursday, January 6, 2011**

Regular Registration, drop/add, and on-site fee payment for Regular Spring

through Friday, January 7, 2011

Spring I, Spring II & Georgetown, Myrtle Beach and Waccamaw class

**Monday, January 10, 2011**

Classes begin for Regular Spring
Classes begin for Spring I

Monday, January 10 through Thursday, January 13, 2011
Late Registration, drop/add, or drop with no academic record for Regular Spring and Spring I semesters

Friday, January 14 through Thursday, March 24, 2011
Grade of “W” will be assigned for drops or withdrawals for Regular Spring

Friday, January 14 through Wednesday, February 9, 2011
Grade of “W” will be assigned for drops or withdrawals for Spring I

Monday, January 17, 2011
Martin Luther King, Jr. holiday

Friday, February 4, 2011
Last day to apply for May graduation

Degree Applications should be submitted to the Office of the Dean of the major

Wednesday, February 9, 2011
Last day to drop with grade of “W” for Spring I

Last day to submit paperwork for Course Repeat Forgiveness for Spring I

Thursday, February 10 and Friday, February 11
Celebration of Inquiry

Thursday, February 10 through Wednesday, February 23, 2011
Grade of “WF” will be assigned for drops or withdrawals for Spring I
Wednesday, February 23, 2011  
Last day of classes for Spring I

Thursday, February 24, 2011  
Final examinations for Spring I – TTH classes

Monday, February 28, 2011  
Midpoint in regular semester

Friday, March 4, 2011  
Last day of Regular Registration for Spring II

Monday, March 7, 2011  
Classes begin for Spring II

Monday, March 7 through Thursday, March 10, 2011  
Late Registration, drop/add, or drop with no academic record for Spring II

Friday, March 11 through Tuesday, April 12  
Grade of “W” will be assigned for drops or withdrawals for Spring II

Monday, March 14 through Friday, March 18, 2011  
Spring Break

Thursday, March 24, 2011  
Last day to drop with grade of “W” for Regular Spring

Last day to submit paperwork for Course Repeat Forgiveness for Regular Spring

Friday, March 25 through Wednesday, April 27, 2011  
Grade of “WF” will be assigned for drops or withdrawals for Regular Spring

Wednesday, April 27, 2011  
Spring
Tuesday, April 12, 2011  Last day to drop with grade of “W” for Spring II

Last day to submit paperwork for Course Repeat Forgiveness for Spring II

Wednesday, April 13 through Tuesday, April 26, 2011  Grade of “WF” will be assigned for drops or withdrawals for Spring II

Friday, April 22, 2011  Student Holiday – no classes

Tuesday, April 26, 2011  Last day of classes of classes for Spring II

Wednesday, April 27, 2011  Last day of classes for Regular Spring

Thursday, April 28, 2011  Study Day

Friday, April 29 through Thursday, May 5, 2011  Final examinations for Regular Spring

Monday, May 2, 2011  Final examinations for Spring II – MW/MTWTH classes

Tuesday, May 3, 2011  Final examinations for Spring II – TTH classes