
ABSENT: Bob Burney, Jose Sanjines, Philip Schneider, Sylvia Snyder, Dennis Wiseman

APPROVAL OF MINUTES: A motion was made by Andy Hendrick, seconded by Joan Piroch to accept the March 3, 2004 minutes as emailed. The motion passed.

EXECUTIVE COMMITTEE REPORT: Evans reported that the Faculty Manual has been distributed to the Colleges. An omission was found and replacement page IV-24 and addition of page IV-25 will be delivered to the Colleges by the end of the week.

Evans also reported that this is the first year the Faculty Evaluation of Administration will be on-line. Go to http://www.coastal.edu/evaluation/faculty. and follow the directions. You will be presented with a separate form, which includes the traditional questions as well as an opportunity for a narrative response, for each administrator. You will have access to this site from April 12-18. The results will be tabulated by the Office of Institutional Research and Assessment and will be available in the usual locations.

Regarding the Salary Compression Study, the Provost shared preliminary information with Faculty Welfare and Development several weeks ago, and is preparing a more detailed, fuller report to give to them for their consideration. Some of you might know that the goal was to get this detailed information to the Board of Trustees for their May meeting. We are moving forward for budgeting a certain amount of dollars to address the issue in the Fall, and sometime in the interim, Welfare and Development will make a suggestion on how that should be done. When this occurs and is forwarded to the Provost and he agrees, Evans will share the details with the Senate.

Evans said he had asked the Provost if he would like for Evans to give the Senate an update on where we are with the salary issues at the May meeting, and he agreed that was a good idea. Evans will have a report at that meeting.

Evans announced the July Faculty Senate meeting will be on Wednesday, July 14, 2004 beginning at 2:30 in WALL 317.

PROVOST AND OTHER ADMINISTRATIVE REPORTS: Dr. Horner, Executive Vice President, reported that this is actually the third fiscal year in which the University has been involved in some activity gearing up for football and of course the current year is the first full year of implementation. Horner said that in 2002 – 2003, a full year ago, the year the University took in the red-shirted freshman class, a one-time, stair-step level increase of $75.00 per semester per full-time in-state student adjusted proportionally for out of state and part-time students was implemented. This increase was intended to take care of providing the immediate cash in the correct accounts to pay for the initial costs which was done, Horner stated. What is being examined is the football programs overall effect on the University budget and the total University financial health situation. This is a finance question in addition to the obvious ones of image, reputation and the delight of the community with Coastal’s new venture. The figures that are on page two of Dr. Horner’s report are a summary of a multi-page very detailed report on three years of operations. The analysis was done and the report was prepared by University’s Office of Internal Audit. Basically it is broken down into the three years, the expenditures directly for football whether out of 10 or 15 funds. Horner said those related expenditures that are itemized, the addition of athletic trainers, the whole concept of setting up the ticket office, the marketing and
advertising for that, was all counted. In year one with just a half a year expenditures for the coach and less than half a year expenditures for two assistant coaches to help in recruiting, the University spent roughly $200,000 dollars. The second year with everything up and running, all the people in place, and buying a lot of the equipment, 1.1 million dollars was expended. The last full year 1.5 million dollars were expended on football and related expenditures. Horner pointed out that in calculating the enrollment revenue that happened just as a result of football, it was necessary to factor out everything else and only count new students in 2002-03 who came in and went out for football. Since expenses include scholarships, students receiving scholarships were also counted. Enrollment revenues for tuition, room and board were based on those generated year one assuming 70+ percent student retention. Basically, only those students who went out for the team added to the total pool of revenue of 2.1 million dollars over those two years. Horner said obviously, the University had other expenditures that went with educating the student. The University would not have had the pool of money available had that direct impact of enrollment not happened. The football program is almost paying for itself even if one ignores the good will generated by the program. One of the nice additional effects was the marching band. Only those students that are in the band who came in new those two years were also counted, Horner reported.

COMMITTEE REPORTS: Evans reported that in the absence of Philip Schneider, Michael Ruse will serve as Parliamentarian for the meeting today.

A motion was made by Jonathan Bernick, seconded by Darla Domke-Damonte to review/approve the report from Academic Affairs by departments. The motion passed.

A motion was made by Richard Dame, seconded by Rob Young to accept the recommendation from Biology (item 1) as follows: The motion passed.

1. **Request for Change in a Minor**: Add BIOL 481/481L, FRESHWATER ECOLOGY as an elective for Environmental Science Minor. **Rationale**: Freshwater Ecology is a new, appropriate opportunity for Environmental Science students.

A motion was made by Jill Sessoms, seconded by Claudia McCollough to accept the recommendation from Physics & Chemistry (items 1 - 6) as follows: The motion passed.

1. **Request for Addition of a New Undergraduate Course**: PHYS 430, FLUID MECHANICS. (3). **Pre-Requisite**: PHYS 212, Co-Requisite: MATH 320. Elective. Course description: This course offers a comprehensive examination of the development of the Navier-Stokes equation in fluid motion. At the instructor’s discretion, topics include theorems of energy, potential flow, elements of airfoil theory, and similarity parameters as well as the introduction to environmental fluid dynamics. Three lecture hours per week. **Rationale**: Course is in support of new minor requirements.

2. **Request for Addition of a New Undergraduate Course**: PHYS 431, GEOPHYSICAL FLUID DYNAMICS. (3). Elective. **Pre-Requisites**: PHYS 301, MSCI 301. Course description: Development of the fundamental fluid dynamics used in analyzing and interpreting flows in the ocean and atmosphere. Fundamentals of vorticity dynamics and geostrophy, wave dynamics at various scales, general circulation, vorticity, numerical modeling, and dynamics of other planets. **Rationale**: Course is in support of new minor requirements.

3. **Request for Addition of a New Undergraduate Course**: PHYS 432, REMOTE SENSING OF THE ENVIRONMENT. (3) Elective. **Pre-Requisites**: PHYS 212. Course description: Detection and mapping of land and ocean resources with optical, infrared and microwave sensors. Digital analysis of images using multispectral and spatial analysis techniques and correlation with ground/ship data. Application to oceanography, coastal processes, geology, land use, geography, agriculture, climate and pollution studies. **Rationale**: Course is in support of new minor requirements.

4. **Request for Addition of a New Undergraduate Course**: PHYS 434, ATMOSPHERIC PHYSICS. (3) Elective. **Pre-Requisites**: PHYS 212, MATH 260. Course description: Principles of fluid dynamics, thermo-dynamics and mathematics are used to develop an understanding of the atmosphere’s dynamic (mid-latitude weather systems to planetary scale motions), radioactive processes, and general circulation. Focus will also be placed on
current problems in Atmospheric Science through reading and reviewing current publications. Three lecture hours per week. **Rationale:** Course is in support of new minor requirements.

### Chemistry

5. **Request for Change in a Degree Program:** Change required courses for Chemistry Major from CSCI 140 or 310 to CSCI 130 or CSCI 140 or CSCI 310 or PHYS 330 *Add* as a required course for Chemistry Major: CHEM 398 JUNIOR CHEMISTRY SEMINAR. **Rationale:** Interfacing computers with instrumentation is among the most needed computer skills needed by laboratory chemists.

6. **Request for Change in Minor Program (for Chemistry):** Change number of credits from 24 to 23-24. Change required courses from CHEM 331/L, 332/L to CHEM 331/L, 332/L, 321/L. Change “Choose seven or more credits above CHEM 322, subject to departmental approval” to “Choose three or more credits at the 300-level or above from CHEM. CHEM 301, 399 or 499 are not acceptable. MSCI 305/305L, 355/355L, 401/401L, and 402/402L are acceptable.” **Rationale:** There is widespread need for skills in analytical chemistry in industry, clinical and government which makes this course essential to the minor. In the current catalog, CHEM 321 does not even qualify for the minor.

A motion was made by Pam Martin, seconded by Dennis Dinge to accept the recommendation from Spadoni College of Education (items 1-18) as follows: The motion passed.

### Request for Change in a Degree Program and related Course Changes for Early Childhood Program

1. **Pre-Requisites:** Pre-requisite courses are now required for each semester due to the sequential nature of the program’s design. All Junior I courses (EDUC 322, 337, 338, 339, 340) must be completed before entering Junior II. Junior II courses (EDUC 376, 377, 378, 379, 380) must be completed before entering Senior I. All Senior I (EDUC 420, 421, 422, 423) courses plus PHED 226 and HLED 330 must be successfully completed before entering the internship.

2. **Delete required courses:** EDUC 441A, EDUC 442 (Instructional Theory and Practice-Early, Childhood Education) (3) (WI), EDUC 480A (Teaching of Mathematics in the Primary School) (3), EDUC 486A (Teaching of Language Arts and Social Studies Methods Utilizing, Multicultural Contexts: Early Childhood) (3), EDUC 488A (Teaching of Science – Early Childhood) (3), EDUC 514A

3. **Courses no longer required for Program:** EDUC 335 (Introduction to Educational Psychology (3), EDUC 275 (Dynamics and Diversity in American Public Education) (3), MUED 454 (Music for Young Children) (3), ARTE 329 (Art for Elementary Schools) (3), ENGL 484 (Children’s Literature) (3), MATH 203 (Mathematics for Early Childhood and Elementary Education, Majors III) (3) Pre-Requisites: MATH 201 & MATH 202

### Request for Curriculum Changes for Early Childhood Education (Pre-K-3) Major:

4. **Request for Change in a Course:** EDUC 280, INTRODUCTION TO SPECIAL NEEDS. Proposed change in Course Number and Title, change to: EDUC 380, Young Children with Special Needs. Course description: change to “This course addresses the nature and characteristics of young children (birth through age 8) with special needs, legal issues in special education, issues in definitions and identification of disabilities, issues in testing and diagnosing very young children, and ways to adapt learning environments including methods, materials, classroom arrangement, etc. to meet the needs of all young children.” **Rationale:** The change in course number from EDUC 280 to EDUC 380 reflects a change in the sequencing of course in the revised Early Childhood program. The change in course title from Introduction to Special Needs to Young Children with Special Needs more accurately defines the content of the course and aligns the course more closely with the BC program. The new course description reflects the change in content to meet accreditation guidelines and provide the knowledge, skills and dispositions our Early Childhood candidates need to be effective teachers. (This item is out of order and appears on AA-23)

5. **Request for Addition of a New Undergraduate Course:** EDUC 314, EMERGENT LITERACY. (3) Required for a major. **Pre-requisite:** Admission to the Professional Program in Teacher Education **Co-requisites:** EDUC
335, Introduction to Educational Psychology, EDUC 336, Introduction to Child Development, and (proposed) EDUC 341, Elementary School Curriculum and Organization. Course description: This course is designed to provide candidates with the skills, knowledge, and dispositions to teach students who are in the beginning stages of acquisition of literacy. Special emphasis is given to the dispositions demonstrated by exemplary teachers of literacy, the development of principles of emergent literacy, and the application of these principles in instruction. Topics include balanced reading, family and community influences on literacy, and continuous assessment to improve instruction. Rationale: This course offers an in-depth treatment of the development of early literacy, which is a complex and necessary part of teaching reading.

6. **Request for Addition of a New Undergraduate Course:** EDUC 337, LANGUAGE AND EMERGENT LITERACY. (3) *Pre-Requisite:* Admission to Professional Program of Teacher Preparation. Course description: This course provides knowledge of language development and emerging literacy for ALL children from birth to grade 3, including English Language Learners. Special emphasis will be given to children ages 3 to 5. Rationale: This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

7. **Request for Addition of a New Undergraduate Course:** EDUC 338, CREATIVE EXPERIENCES FOR YOUNG CHILDREN. (3) *Pre-Requisites:* Admission to Professional Program. Course description: This course is designed to develop candidates' understanding of young children's creative expression through art, music, movement, play, and drama. Emphasizes how to plan, implement, and evaluate appropriate learning experiences as well as how to select appropriate instruction materials. Rationale: This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

8. **Request for Addition of a New Undergraduate Course:** EDUC 339, EARLY CHILDHOOD PROGRAMS AND CURRICULUM. (3) *Pre-Requisites:* Admission to Professional Program. *Co-Requisites:* EDUC 332, EDUC 337, EDUC 338, EDUC 340 Required for major. Course description: This course is designed to develop an understanding of early childhood programs and curriculum, philosophical orientations that guide program and curriculum development in early childhood education – Pre-kindergarten through grade 3 – and developmentally appropriate practice. Rationale: This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

9. **Request for Addition of a New Undergraduate Course:** EDUC 340, EARLY CHILDHOOD: FIELD EXPERIENCE. (3) *Pre-Requisites:* Admission to Professional Program. *Co-Requisites:* EDUC 332, EDUC 337, EDUC 338, EDUC 339 Required for major. Course description: Field placement in a Pre-kindergarten classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an understanding of children's development and implications of development for program planning for both typical and atypical children. Rationale: This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

10. **Request for Addition of a New Undergraduate Course:** EDUC 376, INTEGRATED MATH/SCIENCE/SOCIAL STUDIES I. (3) *Pre-Requisite:* EDUC 340. *Co-Requisites:* EDUC 377, EDUC 378, EDUC 379, EDUC 380. Required for major. Course description: This course will include theoretical and practical aspects of cognitive and social development for pre-kindergarten and kindergarten children emphasizing an integrated approach to planning and implementing developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in science, mathematics, and social studies. Rationale: This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

11. **Request for Addition of a New Undergraduate Course:** EDUC 377, STRATEGIES FOR TEACHING AND LEARNING WITH LITERATURE. (3) *Pre-requisite:* EDUC 340. *Co-Requisites:* EDUC 376, EDUC 378, EDUC 379, EDUC 380. Required for major. Course description: This methods course focuses on developing appropriate instructional strategies for utilizing literature to integrate the curriculum. Rationale: This course is
one in a sequence of courses required to bring the Early Childhood Program into compliance with recently
approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

12. **Request for Addition of a New Undergraduate Course:** EDUC 378, ASSESSMENT, EVALUATION, AND
REPORTING PROGRESS. (3) Pre-requisite: EDUC 340. Co-Requisites: EDUC 376, EDUC 377, EDUC
379, EDUC 380. Required for major. Course description: This course is designed to prepare early childhood
candidates to use appropriate assessments to evaluate students' progress and guide instructional planning, and
interpret and report assessment results to families. A variety of assessment techniques will be emphasized.
**Rationale:** This course is one in a sequence of courses required to bring the Early Childhood Program into
compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the
NCATE accreditation criteria.

13. **Request for Addition of a New Undergraduate Course:** EDUC 379, EARLY CHILDHOOD: FIELD
EXPERIENCE II. (3) Pre-requisite: EDUC 340. Co-Requisites: EDUC 376, EDUC 377, EDUC 378, EDUC
380. Required for major. Course description: Field placement in a kindergarten classroom where teacher
candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing an
increased understanding of children's development and implications of development for program planning for
both typical and atypical children. **Rationale:** This course is one in a sequence of courses required to bring the
Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation
programs and to meet the NCATE accreditation criteria.

14. **Request for Addition of a New Undergraduate Course:** EDUC 414, ADVANCED ISSUES IN LITERACY
INSTRUCTION. (3) Required for a major. **Pre-requisites:** Entry into the Professional Program in Teacher
Education, completion of (proposed) EDUC 341, Elementary School Curriculum and Organization, (proposed)
EDUC 388, Teaching of Science – Elementary Education, (proposed) EDUC 343, Instructional Theory and
Practice – Elementary Education, and (proposed) EDUC 381, Teaching of Mathematics-Elementary Education.
**Co-requisites:** EDUC 482, Special Education: High Incidence Exceptionalities, (proposed) EDUC 471,
Standards-Based Assessment, and (proposed) EDUC 472, Classroom Management for Diverse Settings. Course
description: This course is designed to develop the literacy instructional expertise of candidates in elementary
education. The emphasis is on the planning-instruction-assessment cycle for various aspects of literacy. Topics
include balanced reading, decoding and comprehension, fluency, vocabulary, study skills, and literacy for non-
native speakers of English. Candidates are expected to apply their knowledge and skills in a practicum setting.
A clinical field experience is included. **Rationale:** This course is designed to provide the content knowledge
and skills necessary for candidates to determine students' literacy needs and to individualize programs to address
these needs.

15. **Request for Addition of a New Undergraduate Course:** EDUC 420, INTEGRATED MATH/SCIENCE/SOCIAL
STUDIES II. (3) **Pre-requisite:** EDUC 379. **Co-requisites:** EDUC 421, EDUC 422, EDUC 423. Required for
major. Course description: This course will include theoretical and practical aspects of cognitive development
for children in grades 1 through 3 emphasizing an integrated approach to planning and implementing
developmentally appropriate teaching-learning experiences, and determining appropriate curriculum content in
science, mathematics, and social studies. **Rationale:** This course is one in a sequence of courses required to
bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher
preparation programs and to meet the NCATE accreditation criteria.

16. **Request for Addition of a New Undergraduate Course:** EDUC 421, CHILD, FAMILY, COMMUNITY,
TEACHER RELATIONS. (3) **Pre-requisite:** EDUC 379. **Co-Requisites:** EDUC 420, EDUC 422, EDUC 423.
Required for major. Course description: This course will prepare teacher candidates to work effectively in
building relations with children, families and communities through family and community involvement,
conferencing, formal and informal communications, and knowledge of families and the community served.
**Rationale:** This course is one in a sequence of courses required to bring the Early Childhood Program into
compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the
NCATE accreditation criteria.

17. **Request for Addition of a New Undergraduate Course:** EDUC 422, EARLY LITERACY. (3) **Pre-requisite:
EDUC 379. **Co-requisites:** EDUC 420, EDUC 421, EDUC 423 Required for major. Course description: This
course will prepare candidates to understand the foundations of literacy development and the learning principles and instructional strategies necessary to meet the individual needs of beginning readers and writers. Special emphasis is given to children in grades 1 through 3. **Rationale:** This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

18. **Request for Addition of a New Undergraduate Course:** EDUC 423, EARLY CHILDHOOD: FIELD EXPERIENCE II. *(3) Pre-requisite: EDUC 379. Co-Requisites: EDUC 420, EDUC 421, EDUC 422.* Required for major. Course description: Field placement in a primary grade (1-3) classroom where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children’s development and implications of development for program planning for both typical and atypical children. **Rationale:** This course is one in a sequence of courses required to bring the Early Childhood Program into compliance with recently approved NAEYC guidelines for teacher preparation programs and to meet the NCATE accreditation criteria.

A motion was made by Joan Piroch, seconded by Steve Sheel to accept the recommendation from the College of Education regarding changes to the Elementary Education Program (items 19 – 30) as follows: The motion passed.

19. **Request for Addition or Change in Degree Program. Removal of PHIL 101, INTRODUCTION TO PHILOSOPHY as a general education requirement for the Elementary degree. (3) Rationale:** This course is no longer required for accreditation purposes.

20. **Request for Addition or Change in Degree Program. Removal of EDUC 275, DYNAMICS AND DIVERSITY IN AMERICAN PUBLIC EDUCATION as a requirement in the Elementary Education major. (3) Rationale:** Due to program restructuring, required content is now covered in EDUC 110, Careers in Education and proposed EDUC 341, Elementary School Curriculum and Organization.

21. **Request for Addition or Change in Degree Program. Delete the course: EDUC 280, INTRODUCTION TO SPECIAL EDUCATION from the program of study. (3) Rationale:** Due to changes in accreditation and certification standards, the content in this course must be expanded and re-sequenced to adequately prepare candidates for the requirements of elementary school instruction. It is proposed to create a new course (EDUC 482, High Incidence Exceptionalities) that will fully address the required content and recommended sequencing.

22. **Request for a New Course:** EDUC 441, ELEMENTARY SCHOOL CURRICULUM AND ORGANIZATION. *(3) Change in number from EDUC 441 to EDUC 341. Add pre-requisite: Admission to the Professional Program in Teacher Education. Catalog description: A study of elementary education in America (K-8), this course addresses the history and organization of elementary schools and their curriculum. Other topics include classroom management and organization, and assessment/evaluation of student learning. Rationale:** Renumbering reflects reorganization of program content. This course will now be taught in the Junior year. This course also includes new content. Note: The increased depth of this course will subsume related content from EDUC 275 which is no longer required for the degree.

23. **Request for Change in a Course.** EDUC 443, Instructional Theory and Practice – Elementary Education. Proposed changes in course number, pre-requisite, and co-requisites: EDUC 443, INSTRUCTIONAL THEORY AND PRACTICE – ELEMENTARY EDUCATION. *(3) Change in number from EDUC 443 to EDUC 343. Add pre-requisites Admission to the Professional Program in Teacher Education and completion of (proposed) EDUC 314, Emergent Literacy, EDUC 335, Introduction Educational Psychology, EDUC 336, Introduction to human growth and development, and (proposed) EDUC 341, Elementary School Curriculum and Organization. Add co-requisites: (proposed) EDUC 381, Teaching of Mathematics – Elementary Education, (proposed) EDUC 386, Teaching Language Arts and Social Studies – Elementary Education, and (proposed) EDUC 388, Teaching of Science – Elementary Education. Rationale:** Renumbering reflects reorganization of program content. This course will now be taught in the Junior year.

24. **Request for Addition of a New Undergraduate Course:** EDUC 471, STANDARDS-BASED ASSESSMENT. *(3) Required for a major. Pre-requisites: Entry into the Professional Program in Teacher Education, completion of (proposed) EDUC 341, Elementary School Curriculum and Organization, (proposed) EDUC 388, Teaching of
Science – Elementary Education, (proposed) EDUC 343, Instructional Theory and Practice – Elementary Education, and (proposed) EDUC 381, Teaching of Mathematics - Elementary Education. 

**Co-requisites:** EDUC 482, Special Education: High Incidence Exceptionalities, (proposed) EDUC 472, Classroom Management for Diverse Settings, and (proposed) EDUC 414, Advanced Issues in Literacy Instruction. Course description: This course addresses assessment issues in the elementary school environment. Topics include standards-based teacher accountability, principles of standardized assessment, and teacher-conducted classroom assessment and documentation, with implications for classroom practice. A clinical field experience is included. **Rationale:** Professional practice and accreditation standards heavily stress assessment, and the candidates require more comprehensive assessment skills than are currently taught in the program.

25. **Request for Addition of a New Undergraduate Course:** EDUC 472, CLASSROOM MANAGEMENT FOR DIVERSE SETTINGS. (3) Required for a major. **Pre-requisites:** Entry into the Professional Program in Teacher Education, completion of (proposed) EDUC 341, Elementary School Curriculum and Organization, (proposed) EDUC 388, Teaching of Science – Elementary Education, (proposed) EDUC 343, Instructional Theory and Practice – Elementary Education, and (proposed) EDUC 381, Teaching of Mathematics-Elementary Education. **Co-requisites:** EDUC 482, Special Education: High Incidence Exceptionalities, (proposed) EDUC 471, Standards-Based Assessment, and (proposed) EDUC 414, Advanced Issues in Literacy Instruction. Course description: This course addresses the management and diversity issues in current elementary school classroom. Topics will include types of management styles, analysis of classroom behavior, effect of diversity on classroom environment, and the application of effective management techniques. Candidates will focus on developing decision-making skills and professional judgments based on appropriate management philosophies. A clinical field experience is included. **Rationale:** The candidates require more comprehensive classroom management skills than are currently taught in the program.

26. **Request for Change in a Course:** EDUC 480B, TEACHING OF MATHEMATICS IN THE ELEMENTARY SCHOOL. Proposed change in course number, course title, pre-requisite, and co-requisites: (3) **Change in course name to:** TEACHING OF MATHEMATICS – ELEMENTARY EDUCATION. **Change in number from:** EDUC 480B to EDUC 381 **Add pre-requisites:** Admission to the Professional Program in Teacher Education and completion of EDUC 355, Introduction to Educational Psychology, EDUC 336, Introduction to human growth and development, (proposed) EDUC 314, Emergent Literacy, and (proposed) EDUC 341, Elementary School Curriculum and Organization. **Add co-requisites:** (proposed) EDUC 386, Teaching of Language Arts and Social Studies – Elementary Education, (proposed) EDUC 343, Instructional Theory and Practice – Elementary Education, (proposed) EDUC 388, Teaching of Science – Elementary Education. **Rationale:** This methods course is being moved from the senior to the junior year. It will serve as prerequisite to additional proposed courses in the senior year. The content of the course will not change.

27. **Request for Addition of a New Undergraduate Course:** EDUC 482, SPECIAL EDUCATION: HIGH INCIDENCE EXCEPTIONALITIES. (3) Required for a major. **Pre-requisites:** Entry into the Professional Program in Teacher Education, completion of (proposed) EDUC 341, Elementary School Curriculum and Organization, (proposed) EDUC 388, Teaching of Science – Elementary Education, (proposed) EDUC 343, Instructional Theory and Practice – Elementary Education, (proposed) EDUC 381, Teaching of Mathematics-Elementary Education, and EDUC 355, Educational Psychology, and EDUC3356, Human Growth and Education. **Co-requisites:** EDUC 472, Classroom Management for Diverse Settings, (proposed) EDUC 471, Standards-Based Assessment, and (proposed) EDUC 414, Advanced Issues in Literacy Instruction. Course description: An overview of the field of special education, with emphasis on high incidence exceptionalities that teachers will encounter. Course content will focus on the methods and procedures for dealing with exceptional students in the inclusion classroom. A Clinical field experience is included. **Rationale:** Special Education is currently taught in the sophomore year; however, the nature of exceptional education is better addressed after EDUC 335 Educational Psychology, EDUC 336 Human Growth and Education, and regular methods have been mastered.

28. **Request for Change in a Course:** EDUC 486B, TEACHING OF LANGUAGE ARTS AND SOCIAL STUDIES METHODS UTILIZING MULTICULTURAL CONTEXTS – ELEMENTARY. Proposed changes in course number, course title, pre-requisite, and co-requisites: . (3) **Change in course name to:** TEACHING OF LANGUAGE ARTS AND SOCIAL STUDIES – ELEMENTARY EDUCATION. Change in course number from EDUC 486B to EDUC 386. **Add pre-requisites:** Admission to the Professional Program in Teacher Education and (proposed) EDUC 314, Emergent Literacy, EDUC 335, Introduction To Educational Psychology,
EDUC 336, Introduction to human growth and development, and (proposed) EDUC 341, Elementary School Curriculum and Organization. Add co-requisites: (proposed) EDUC 388, Teaching of Science – Elementary Education, (proposed) EDUC 343, Instructional Theory and Practice – Elementary Education, (proposed) EDUC 381, Teaching of Mathematics – Elementary Education. Rationale: This methods course is being moved from the senior to the junior year. It will serve as prerequisite to additional proposed courses in the senior year. The content of the course will not change.

29. Request for Change in a Course: EDUC 488B, TEACHING OF SCIENCE – ELEMENTARY. Proposed change in course number, course title, pre-requisite, and co-requisites: (3). Change in course name to: TEACHING OF SCIENCE – ELEMENTARY EDUCATION. Change in course number from EDUC 488B to EDUC 388, Add Pre-requisites: Admission to the Professional Program in Teacher Education, completion of EDUC 335, Introduction To Educational Psychology, EDUC 336, Introduction to human growth and development, (proposed) EDUC 314, Emergent Literacy, and (proposed) EDUC 341, Elementary School Curriculum and Organization. Add Co-Requisites: (proposed) EDUC 386, Teaching of Language Arts and Social Studies – Elementary Education, (proposed) EDUC 343, Instructional Theory and Practice – Elementary Education, (proposed) EDUC 381, Teaching of Mathematics – Elementary Education. Rationale: This methods course is being moved from the senior to the junior year. It will serve as prerequisite to additional proposed courses in the senior year. The content of the course will not change.

30. Request for Addition or Change in Degree Program. Delete EDUC 514, TEACHING OF READING IN THE ELEMENTARY SCHOOL. (3) Rationale: Due to changes in the certification and accreditation standards for the program, the content in this course must be expanded to meet the requirements of elementary school instruction. It is proposed to create two new courses to fully address the required content.

A motion was made by Dan Ennis, seconded by Darla Domke-Damonte to accept the recommendation from the Committee on Student Retention and Assessment and the Academic Affairs Committee, asking approval of a change in the University's standards regarding scholastic eligibility, suspension, and probation for all undergraduate students. The following “Probation and Suspension Policy” would replace the “Academic Status” section found on pages 56-57 of the 2002/04 University Catalog.

Probation & Suspension Policy

**Academic Status:** The following standards regarding scholastic eligibility, probation, and suspension are applicable to all degree seeking undergraduate students. Administration of these regulations is the responsibility of the Provost.

**Good Academic Standing:** Continued enrollment in Coastal Carolina University is a privilege that is granted to a student who is making satisfactory academic progress toward a degree. A degree-seeking student enrolled at Coastal Carolina University is in **good academic standing** unless placed on academic suspension.

**Probation/Suspension Status:**

**Probation:** Students are placed on probation when the level of their academic performance is endangering their opportunity to earn a degree from the university. Students must earn a minimum cumulative grade point average on attempted graded hours enrolled at Coastal Carolina University to avoid being placed on probation.

When a student's academic level of achievement falls below a 2.00 cumulative grade point average, but within the range indicated below, the student is placed on probation. Probation appears on a student's academic record at the end of the fall, spring, and summer (Maymester, Summer I, and Summer II collectively) terms. A student is removed from the probationary status at the end of the fall, spring, or summer terms in which the cumulative grade-point average is at least a 2.0.
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<td>2.0 - 4.0</td>
<td>1.40 - 1.99</td>
<td>Below 1.40</td>
</tr>
<tr>
<td>30-44</td>
<td>2.0 - 4.0</td>
<td>1.50 - 1.99</td>
<td>Below 1.50</td>
</tr>
<tr>
<td>45-59</td>
<td>2.0 - 4.0</td>
<td>1.50 - 1.99</td>
<td>Below 1.50</td>
</tr>
<tr>
<td>60-74</td>
<td>2.0 - 4.0</td>
<td>1.60 - 1.99</td>
<td>Below 1.60</td>
</tr>
<tr>
<td>75-89</td>
<td>2.0 - 4.0</td>
<td>1.70 - 1.99</td>
<td>Below 1.70</td>
</tr>
<tr>
<td>90-104</td>
<td>2.0 - 4.0</td>
<td>1.80 - 1.99</td>
<td>Below 1.80</td>
</tr>
<tr>
<td>105+</td>
<td>2.0 - 4.0</td>
<td>1.90 - 1.99</td>
<td>Below 1.90</td>
</tr>
</tbody>
</table>

The following rules apply to students who are on probation:

1. may not enroll in more than 13 credits per semester,
2. required to have their course schedules and credits reviewed and approved by their academic advisors at the beginning of each semester,
3. required to meet at least two times per semester with their academic advisors, and
4. required to attend a one day Dean's Academic Counseling Seminar at the beginning of each semester.

A student who enrolls while on probation must demonstrate progress toward the attainment of a degree by earning at least a 2.0 semester grade point average in each term to be allowed continued enrollment and to avoid suspension. Once the student has earned at least a 2.0 cumulative grade point average, the student is considered to be making satisfactory academic progress and is no longer subject to the rules of probation.

**Suspension:** Students are suspended from Coastal Carolina University at the end of the fall, spring, or summer (Maymester, Summer I, and Summer II collectively) term if:

1. the student’s cumulative grade point average falls below the suspension level as indicated above; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grade point average in any term.

*Note: First-time freshmen will not be suspended during the first semester of enrollment. First-time freshmen who fall below a 1.50 cumulative grade point average will be placed on probation and subject to the rules of probation.

The first academic suspension means a required separation from Coastal Carolina University for the semester (fall or spring) immediately following the semester in which the suspension occurs. A second or final suspension means required separation from Coastal Carolina University for a minimum of one calendar year. Notice of suspension is placed on the student's permanent academic record.

After the first suspension is served, a student must be readmitted to the University through the Admissions Office. Suspension, including reinstatement by petition or administrative action, will remain on the academic record and will be considered as a suspension for subsequent decisions. Students serving a first suspension may attend any Coastal Carolina University Summer term(s) for the purpose of raising their cumulative grade point average to allow their return in the fall. Suspended students will be admitted to summer courses through the Registrar’s Office.
Students who have served a second or final suspension must seek readmission through the Petitions Committee for Suspensions. Admission is not automatic or guaranteed. Students on second suspension may not attend summer school except by action of the Petitions Committee for Suspension.

Students who enroll after the first or final suspension are admitted under the status of probation. Students are required to earn at least a 2.0 semester grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after suspension are required to enroll in a reduced course load (13 credits), have their course selection and credits approved by their advisor, and attend a one day Dean’s Academic Counseling Seminar.

Under extenuating circumstances, appeals for readmission or other exceptions to academic policies may be presented to the Petitions Committee for Suspensions. Students must contact the Dean’s Office of their major for information and deadlines for submitting an appeal.

**General Policies and Petition Procedures**

With the exception that students suspended for the first time are allowed to enroll in Coastal Carolina University summer school, students on suspension may not be admitted to, or continue in, any program at Coastal Carolina University for credit or grade point average purposes. Suspension does not extend the time allowed to make up an incomplete grade. Credits earned at other institutions or by correspondence of any origin while a student is on suspension from Coastal Carolina University cannot be applied toward a degree from Coastal Carolina University or be used for improving the grade point average. Students are reminded that these rules are for suspension from Coastal Carolina University. Some degree programs may impose more stringent requirements for retention in the program. Students suspended by this policy have the right to petition the Coastal Carolina University Petitions Committee for Suspensions at any time to waive the application of the suspension rule. Requests for petitions and information should be directed to the Dean of the student’s major.

A motion was made by Dan Ennis, seconded by Darla Domke-Damonte to accept the amendment presented by Judy Vogt. The motion passed. The motion, as amended, passed.

A motion was made by Philip Whalen, seconded by Joan Piroch to extend the meeting 10 minutes. The motion passed.

A motion was made by Andy Hendrick, seconded by JoAnn Morgan to accept the changes from University Council received by the senators less than seven days prior to the Senate meeting as prescribed by the Faculty Manual. The motion passed.

A motion was made by Claudia McCollough, seconded by Lee Bollinger to accept the recommendations of the Student Affairs Committee regarding revisions to the 3-2-2004 draft Code of Student Conduct.

A motion was made by Michael Ruse, seconded by Lee Bollinger to replace ‘in the classroom’ with ‘in instructional setting’ and ‘out of the classroom’ with ‘outside instructional setting’. The motion did not pass.

A motion was made by Linda Schwartz, seconded by Joan Piroch to extend the meeting 10 minutes. The motion did not pass and the meeting ended.

**Pending Business:** None

**New Business:** None

**Announcements:** None

**Good of the Order:** None

**Adjournment:** The meeting adjourned at 5:40 PM.

Respectfully submitted,
Approved by Steve Sheel on April 30, 2004
Faculty Senate Secretary

Janet Straub
Faculty Senate Recorder