PRESENT: Dennis Edwards, Andy Hendrick, John Marcis, Yoav Wachsman for John Mortimer, Darla Domke-Damonte for A. J. Taylor, Carol Osborne for Richard Costner, Gib Darden, Judy Engelhard for Gayle Disney, John Yannessa for Sandra Nelson, Donald Rockey, Sherer Royce, Maria Bachman, Lee Bollinger, Patti Edwards, Pam Martin, Bob Oliver for John Navin, Dale Collins for Alberto Perez, Paul Peterson, Michael Ruse, Sandi Shackelford, Susan Slavik, Renee Smith, Johnathan Bernick, Dennis Dinge, Dave Evans, Craig Gilman, John Hutchens, Prashant Sansgiry, Steve Sheel, Chris Podeschi for Sylvia Snyder, James Solazzo, Debora Vrooman for Linda Vereen, Rob Young, Sallie Clarkson, Micheline Westfall, Dennis Wiseman

ABSENT: Tom Secrest Austin Hitt, Arne Flaten, William Hamilton, Lisa Johnson, Greg London, Jose Sanjines, Phil Schneider, Karen Aguirre, Menassie Ephrem, Scott Harris, Andrew Incognito, Bill King, Rich Koesterer

APPROVAL OF MINUTES: A motion was made by Darla Domke-Damonte, seconded by Susan Slavik to accept the May 3, 2006 Faculty Senate Minutes as emailed. The motion passed.

EXECUTIVE COMMITTEE REPORT: Chair Evans asked that any change/addition in membership of the Faculty Senate Committees should be reported to Steve Sheel, with a copy to Janet Straub. Evans reminded Committee Chairs that it is their responsibility to submit the committee’s annual report to the Senate with a copy to be maintained in the Library.

Evans reported that Administrative Action-21 submitted by the Graduate Council had been returned by the administration with a stipulation.

AA-21 reads:

1. All Master of Education (M.Ed.) programs:
   Recommendation: Discontinue the admission requirement expecting applicants to have a passing score on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) and add a minimum undergraduate GPA admission requirement of 3.0.

2. All Master of Arts in Teaching (M.A.T.) programs:
   Recommendation: Discontinue the admission requirement expecting applicants to have a passing score on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) and add a minimum undergraduate GPA admission requirement of 2.75 in the applicant’s content area and a minimum 2.5 GPA for all undergraduate coursework.

There was much concern expressed about the College of Education eliminating the Graduate Record Exam

STIPULATION: The admission requirement is that applicants must have a passing score on the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) or a minimum undergraduate GPA admissions requirement of 3.0.
Lee Bollinger presented the following report from the Ad Hoc Committee on Textbooks:

Report of the Ad Hoc Committee
May 2, 2006
Lee Bollinger, Sallie Clarkson, Keith Smith,
Brett Simpson and Terrence Fries
Textbook Costs

********************
From Vault, Inc., 2004

The second largest segment of the book publishing industry (31% of total book sales) is educational publishing. College textbooks average list prices are in the $49-$79 range, the discount paid to college bookstores is lower than regular bookstores (25-30% vs. 40-48%) and sales volume can be high for an entry-level “Introduction to” or ”Principles of” title on a popular subject.

********************

The charge: Review the current CCU policy concerning textbook selection in order to ensure that it is student-friendly and cost effective. Special attention should be given to alternatives to the traditional textbook purchase, as well as availability of texts in a manner that minimizes the need for personal purchases.

CCU policy: None; departments encourage longer adoptions, perhaps even early adoptions, but no mandates.

Textbook publishing, prices and policies:

Textbook publishing is second largest segment of publishing industry (31%).

College bookstores get a smaller discount than regular bookstores (25%-48%).

Wholesale college textbook prices up 35% since 1998 and 40% since 2000.

SPIRGs (Washington State Public Interest Research Groups) claim wholesale publishers have increased costs of textbooks by 62% since 1994.

On average new editions cost 45% more than used copies.

Bundled* textbooks costs 10% more on average.

Textbooks cost less in the U.K. than U.S.

Average cost of books and supplies for first time full-time students for academic year 2003-2004
was $898 at 4-year public institutions, or 26% the cost of tuition; at 2-year colleges that cost was 72%.

*According to Peter Davis, rep with Allyn & Bacon/Longman Publishers bundled texts defined as “shrink-wrap, plastic, supplemental in nature that is wrapped with the main text. “The publishers do this in an attempt to make their books more attractive to professors and students (we only sell NEW textbooks, not used). The thinking is that a student might find a book packaged with a free study guide and/or free CD ROM, etc., more helpful than a used text alone and would opt to pay a little extra to purchase the bundle.”

**Textbook Rental Service**

An estimated 25 schools nationwide have adopted textbook rental programs, including Eastern Illinois University, Western Carolina University, and Appalachian State University. Basic textbooks would be adopted by the department and faculty must commit to using a particular book for a set amount of time. At Western Carolina, rentals are available for courses numbered 100-499. Students pay a flat fee ($107) per semester and are entitled to the adopted textbook in each course they are registered for. Part-time students pay a pro-rated amount. The rental program would give students the option to purchase the books after renting them.

Textbook rental service, policy 49, Eastern Indiana University
[http://www.eiu.edu/~auditing/IGP/policy49.html](http://www.eiu.edu/~auditing/IGP/policy49.html)

Western Carolina University, Book Rental Information
[http://wcubookstore.wcu.edu/rental.htm](http://wcubookstore.wcu.edu/rental.htm)

“Affordable textbooks for the 21st Century: a guide to establishing textbook rental services and other alternative business models” CALPIRG, July 2005

Comparisons with other institutions show that CCU has relatively low early adoption rates.

<table>
<thead>
<tr>
<th></th>
<th>CCU</th>
<th>Southern Indiana</th>
<th>Clemson</th>
<th>UAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buyback policy if adopted</td>
<td>50% retail</td>
<td>50% retail</td>
<td>50% retail</td>
<td>50% retail</td>
</tr>
<tr>
<td>Sales price used</td>
<td>75% retail</td>
<td>75% retail</td>
<td>75% retail</td>
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</tr>
<tr>
<td>Ave. textbook life/years</td>
<td>1.5</td>
<td>2</td>
<td>1.5-2</td>
<td>n/a</td>
</tr>
<tr>
<td>Adoption % end of Fall</td>
<td>54%</td>
<td>85%</td>
<td>97%</td>
<td>70%</td>
</tr>
<tr>
<td>Adoption % end of Spring</td>
<td>45%</td>
<td>65%</td>
<td>87%</td>
<td>45%</td>
</tr>
</tbody>
</table>

In order to benefit students, early adoptions are a must by faculty/department chairs (coinciding with the date the Master schedule is printed?). This would enable the Bookstore to buy back more adopted textbooks as well as have more used books to offer when the class is offered.

**Textbook Exchanges**: Another possibility might be to allow textbook exchanges.

A number of online textbook exchanges exist for students. Most are housed on college servers, sanctioned by the college or student organization, and operated by students. Several are regional, rather than serving only one institution. In one case, the exchange is actually operated by the
college bookstore as a goodwill gesture toward the students.

Textbook exchanges allow students to post books they no longer need and other students to search the database by course or by specific book. A bidder can then use the system to contact the seller. In some cases, the contact is anonymous until a sale agreement is reached. In other cases, the system simply uses student email accounts for communication.

A random survey of juniors and seniors at Coastal indicated apprehension about using a textbook exchange. The primary concern is that some professors do not use the required textbook or change it at the first class meeting. Students are afraid they will be stuck with a book they cannot use.

**Other possibilities:**

Various publisher representatives were contacted to provide information about alternative options to a regular textbook for help in reducing student costs. All representatives indicated that *loose-leaf versions* of some of their textbooks were available. Cost savings ranged from 25%-50% depending on the publisher and textbook. Additionally, one representative said they could offer black and white loose-leaf prints of some textbooks for $0.12 per page. However, representatives indicated that one problem is that bookstores will typically not buy back loose-leaf textbooks. Additionally, there are often minimum order amount requirements.

Another option for cost reduction was the *customization of textbooks*. Some representatives indicated that there is an option to select only the desired chapters from textbooks to help reduce cost. This option would require the loose-leaf form of the textbook.

A final option was to use *electronic books (ebook)*. The ebook generally is a 50% reduction in cost of the regular paper textbook. All of the publisher representatives indicate that they were very willing to work with the faculty in providing these alternatives to the regular textbooks. They did emphasize however that not all textbooks are currently available in all of these alternative forms.

**Our recommendations:**

**Policy Adoption:** We recommend that each department adopt a policy and that the Provost require each department to submit a written policy on textbook adoption.

In adopting a policy, at least the following should be addressed:

- Whether a textbook is required;
- whether all sections of course use same text;
- minimum length of text life e.g. 3 years;
- format of books affecting price e.g. eBooks, course specific v. general, loose leaf vs. hard cover;
- time of adoption to enable students to resell used texts (if not adopted before end of prior semester, is no help to students).

Evans said the recommendation from the Ad Hoc Committee to the Senate is that we support the concept that a textbook adoption policy be implemented at the department, college or university level. Any policy should take into consideration early adoptions of texts and special consideration for either loose leaf versions, customization, or ebooks. There was no motion to make this
recommendation to the President.

Annual Report received after Agenda emailed:

International Programs Committee Annual Report for 2005-2006, Elsa Crites, Chair (Page 17)

PENDING BUSINESS:

NEW BUSINESS: (Item B. was presented first, Item A. was presented second)

(B) Dennis Dinge presented the following resolution that has been passed by SGA. Be it resolved that the Faculty Senate calls for the restoration of a bridge to the College Park neighborhood. Further be it resolved that this bridge be open and available from 15 minutes before the beginning of the first class on campus until 15 minutes after the close of the college library or the end of major campus events. If this is deemed impractical by the University administration, be it resolved that the University should operate a shuttle bus service to and from the College Park neighborhood during the times noted above.

Evans said by approving this motion, it would add the Senate’s voice to the SGA’s resolution and forwarded to President Ingle. A motion was made by Yoav Wachsman, seconded by Lee Bollinger to accept the recommendation from SGA. The motion passed.

(A) Darla Domke-Damonte, Chair, University Promotion and Tenure Committee presents the following request. Withdraw Issue #5 presented to Faculty Senate at the May 3, 2006 meeting, and replace it with Changes 1, 2, & 3 as detailed below.

A motion was made by Darla Domke-Damonte, seconded by Patty Edwards to adopt Changes 1 & 2. The motion did not pass.

A motion was made Darla Domke-Damonte, seconded by Michael Ruse to approve Change #2 as amended by the P&T Chair. The motion passed.

Change #2

“The Library will have a Library Peer Review Committee, consisting of at least three members. The Library Peer Review Committee shall consist of tenured faculty from the library. However, tenured faculty from other Colleges may serve on the Library peer review committees when necessary. If there are more than three library faculty eligible to serve on this committee, the membership will be drawn from that pool of faculty by a vote of the full-time tenured and tenure-track faculty of the Library. When there are insufficient numbers of eligible faculty to convene the committee, all eligible library faculty will serve on the committee and outside faculty will be elected in the same manner noted above. Candidates for promotion and/or tenure, candidates undergoing post-tenure review, Assistant Deans and Associate Deans are not eligible to serve on the Library Peer Review Committee.”

A motion was made Darla Domke-Damonte, seconded by Michael Ruse to approve Change #3 as amended by the P&T Chair. The motion passed.

Change #3
Add the following sentences to 2005-2006 Faculty Manual, Section VI, Part E, Paragraph 12 (page 72) to the end of Section VI.E.(12) on page 72 (underlined sections are new material to be added): “The complete files will be sent by the Deans to the Provost’s Office, which will house them and make them available to the University Promotion and Tenure Committee. No files will be accepted after the deadline. Once the file has been received in the Provost’s Office, the candidate may not withdraw from the process, and no material can be added to or removed from the file. The University Promotion and Tenure Committee and the Provost, acting independently, will review the candidate’s file and reach a decision based on both the Department’s and the College’s/Library’s promotion and tenure guidelines and the promotion and tenure criteria stated in the Faculty Manual. In addition, the University Promotion and Tenure Committee has the right, as do the College/Library Peer Review Committees (under Section VI.E(8) and Section VI.E(9)), to clarify any information in the candidate’s file by contacting the candidate, Department Chair, Dean, and/or the College/Library Peer Review Committee.”

(C) Micheline Brown Westfall, Chair, Academic Affairs presented the following for Senate information – no action required

Proposals from the Spadoni College of Education:

1. Department of Early Childhood
   Request for Change or Deletion in Undergraduate Course: EDEC 314 – Language and Emergent Literacy. Catalog description to read: Co-requisites: None. 
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
   Request for Change or Deletion in Undergraduate Course: EDEC 338 – Creative Experiences for Young Children. Catalog description to read: Co-requisites: None.
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
   Request for Change or Deletion in Undergraduate Course: EDEC 339 – Early Childhood Programs and Curriculum. Catalog description to read: Co-requisites: None. 
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
   Request for Change or Deletion in Undergraduate Course: EDEC 340 – Early Childhood: Field Experience II. Catalog description to read: Co-requisites: None.
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
   Request for Change or Deletion in Undergraduate Course: EDEC 379 – Early Childhood: Field Experience III. Catalog description to read: Co-requisites: None. 
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
   Request for Change or Deletion in Undergraduate Course: EDEC 300 – Assessment, Evaluation, and Reporting Progress. Catalog description to read: Prerequisite: None & Co-requisites: None.
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
   Request for Change or Deletion in Undergraduate Course: EDEC 376 – Integrated Math/Science/Social Studies I. Catalog description to read: Prerequisite: None & Co-requisites: None.
   Justification: This change allows flexibility for scheduling our blocks of classes in the program.
Undergraduate Course: EDEC 377 – Strategies for Teaching and Learning with Literature. Catalog description to read: Prerequisite: None & Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 420 – Integrated Math/Science/Social Studies II. Catalog description to read: Prerequisite: None & Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 421 – Child, Family, Community, Teacher Relations. Catalog description to read: Prerequisite: None & Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 422 – Early Literacy. Catalog description to read: Prerequisite: None & Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 423 – Early Childhood: Field Experience Grades IV. Change in Co-Requisites to None, and title change from Early Childhood: Field Experience Grades IV TO Early Childhood: Field Experience IV. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Department of Elementary Education

Request for Change or Deletion in Undergraduate Course: EDEL 314 - Language and Emergent Literacy. Catalog description to read: Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 343 – Instructional Theory and Practice. Catalog description to read: Prerequisite: Admission to the Professional Program in Teacher Education and completion of EDEL 341. Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 381 – Teaching of Mathematics. Catalog description to read: Prerequisite: Admission to the Professional Program in Teacher Education, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 386 – Teaching of Language Arts and Social Studies. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 388 – Teaching of Science. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 414 – Advances Issues In Literacy Instruction. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 471 – Standards-
Based Assessment. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education and completion of EDEL 343, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 472 – Classroom Management for Diverse Settings. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

2. Department of Early Childhood & Special Education
Request for Change or Deletion in Undergraduate Course: EDLD 390 – Characteristics of Specific Learning Disabilities. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 420 – Elementary Curriculum and Methods for Teaching Students. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, EDLD 390, Co-requisites: None. Justification: This change reflects the sequential nature of the program (characteristics of students with SLD before methods for teaching them) and allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 400 – Educational Assessment of Exceptional Learners. Catalog description to read: Co-requisites: None. Justification: This change allows flexibility for scheduling blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 430 – Secondary Curriculum and Methods for Disabilities. Catalog description to read: Co-requisites: None. Justification: This change allows flexibility for scheduling blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 459 – Learning Disabilities: Field Experience. Catalog description to read: Co-requisites: None. Justification: This change allows flexibility for scheduling blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 477 – Research, Trends & Issues in Learning Disabilities. Catalog description to read: Co-requisites: None. Justification: This change is aligned with program requirements for the teaching internship (EDLD 478) and allows flexibility for scheduling blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 479 – Learning Disabilities: Field Experience Secondary. Catalog description to read: Co-requisites: None. Justification: This change allows flexibility for scheduling our blocks of classes in the program.

3. Department of Health, Physical Education & Recreation
Request for Change or Deletion in Undergraduate Course: PHED 104, Adult Fitness. Requested change in course number from PHED 104 TO PALS 104, title change from Adult Fitness TO Group Fitness. Catalog description to read: Provides a variety of exercise class formats to improve cardiovascular fitness. Formats include, but not limited to kickboxing, step aerobics, water exercise, yoga, circuit training, interval training, and hi-lo aerobics. Justification: Update courses for currency and
Request for Change or Deletion in Undergraduate Course: PHED 106, Aerobic Dance. Request change in course number from PHED 106 TO PALS 106, title change from Aerobic Dance TO Step Aerobics. Catalog description to read: Introduction of the step form of aerobics as a cardiovascular workout. Basic step patterns, routines, progression, and choreography are practiced. Topics also include basic exercise science and nutrition. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 111, Walking/Jogging. Request change in course number from PHED 111 TO PALS 111, title change from Walking/Jogging TO Jogging. Catalog description to read: Overview of the preparation, training principles, and suggested programs for jogging as exercise. Emphasis given to progression of fitness, techniques, fitness principles, safety and injury prevention, and personalizing programs. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 114, Swimming. Request change in course number from PHED 114 TO PALS 114, title change from Swimming TO Fitness Swimming. Catalog description to read: Emphasis on the refinement of swim strokes, wall turns, endurance swimming, and swimming for cardiovascular and muscular fitness. Students must first demonstrate competence in the four basic swimming strokes. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 118, Weight Training and Body Dynamics. Request change in course number from PHED 118 TO PALS 118, title change from Weight Training and Body Dynamics TO Intermediate Strength Training and Conditioning. Catalog description to read: Intermediate/advanced skills associated with strength training for fitness and muscle function. Strength training experience is expected, and topics include concepts such as muscle physiology, advanced training programs, and individualized goal setting. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 126, Fundamentals of Movement and Body Control. Request change in course number from PHED 126 TO PALS 126, title change from Fundamentals of Movement and Body Control TO Intermediate Golf. Catalog description to read: Fundamentals of golf for the experienced participant. Emphasis placed on practice and mastery of golf shots, strategy, rules and etiquette. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 129, Racquetball. Request change in course number from PHED 129 TO PALS 129, title change from Racquetball TO Indoor Racquet Sports. Catalog description to read: Introduction to the fundamentals of indoor racquet sports including but not limited to: racquetball, pickleball, and badminton. Emphasis on basic skills, scoring, rules, etiquette and strategy. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 153, Canoeing. Request to change course number from PHED 153 TO PALS 153, title change from Canoeing TO Canoeing and Kayaking. Catalog description to read: Introduction to canoeing/kayaking as a leisure activity. Emphasis on learning and practicing strokes mechanics, safety procedures, and trip planning on flat water. Some off-campus experiences required. **Justification:** Update courses for currency and demand.

Request for Change or Deletion in Undergraduate Course: PHED 156, Rock Climbing. Request to change course number from PHED 156 TO PALS 156, title
change from Rock Climbing TO Beginning Rock Climbing. Catalog description to read: Introduction to the activity and development of basic rock climbing skills and techniques. Topics include safety, equipment, belay, fitness requirements, and climb variety. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 162, Beginning Modern Dance. Request to change course number from PHED 162 TO PALS 162, title change from Beginning Modern Dance TO Beginning Social Dance. Catalog description to read: For the beginning participant, emphasis on basic steps, patterns, and progressions of modern forms of social dance such as shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. Topics include social elements, etiquette, and fitness principles. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 163, Advanced Modern Dance. Request for change in course number from PHED 163 TO PALS 163, title change from Advanced Modern Dance TO Advanced Social Dance. Catalog description to read: (Prereq: PHED 162). For the experienced participant, practice and mastery of advanced dance patterns and forms including but not limited to: shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 175, Introduction to Snorkeling/Kayaking. Request to change course number from PHED 175 TO PALS 175, title change from Introduction to Snorkeling/Kayaking TO Beginning Karate. Catalog description to read: An introduction to the fundamentals and basics of Karate. Emphasis on blocks, strikes, kicks, footwork, and fitness principles. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 112, Soccer. Request to change course number from PHED 112 TO PALS 136. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 102, Basketball. Request to change course number from PHED 102 TO PALS 137. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 103, Volleyball. Request to change course number from PHED 103 TO PALS 138. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 113, Softball. Request to change course number from PHED 113 TO PALS 139. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 149, Backpacking. Request to change course number from PHED 149 TO PALS 161. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 119, Wrestling. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 120, Beginning Racquetball. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 149, Backpacking. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 167, Social Dancing. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 168, Advanced Social Dancing. Delete the course. **Justification:** Update courses for currency and demand.
demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 173, Folk, Square, and Social Dance. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 179, Advanced Scuba Diving. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 186, Advanced Rock Climbing. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 193, Advanced Gymnastics. Delete the course. **Justification:** Update courses for currency and demand.

A motion was made by Micheline Westfall, seconded by Lee Bollinger to accept the recommendation from Academic Affairs from the Spadoni College of Education for Items 1-5 listed below. The motion passed.

1. **Request for Change or Deletion in Undergraduate Course:** Delete EDUC 380, Introduction to Diverse Learners and Special Education. **Justification:** EDUC 380 is being replaced by EDUC 215 for accreditation purposes.

   **New Course Proposal** – EDUC 215, Schools & Diversity. To be required for majors in Early Childhood Education, Elementary Education, Middle Grades Education, and Special Education. **Catalog Description:** This course is designed to acquaint pre-service teachers with diversity issues in today’s classrooms. In addition to investigating the needs of students with disabilities and specific health issues, the roles such factors as race, class, gender, language proficiency, and cultural background play in the educational process will be explored. Methods of instruction and evaluation designed to meet the needs of a diverse student population will be addressed. The main goal of the course is to help future teachers discover their own attitudes and values as they pertain to diversity and develop the knowledge and skills that will enable them to create inclusive classroom environments and to provide equal educational opportunities for all students. **Justification:** EDUC 215 is needed for accreditation.

2. Department of Early Childhood

   **Change in Degree Program.** Delete EDUC 380 and add EDUC 215 and change requirements in Catalog Description. **Justification:** EDUC 215 is needed for accreditation purposes.

3. Department of Elementary Education

   **Change in Degree Program.** Delete EDUC 380 and add EDUC 215 and change requirements in Catalog Description. **Justification:** EDUC 215 is needed for accreditation purposes.

4. Department of Special Education Learning Disabilities

   **Change in Degree Program.** Delete EDUC 275 and EDUC 380 and add EDUC 215 to special education foundation courses and EDLD 370 to the special education teaching specialization and change requirements in Catalog Description. **Justification:** Review of our current program and changes in courses within the
college resulted in the need for these revisions to more closely align with and meet accreditation and certification requirements.

5. Departments of Early Childhood & Special Education
   New Course Proposal. EDLD 370 – Foundations of Special Education. Catalog Description: This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, and support services for individuals with disabilities at varied degrees of severity and the impact of disabilities on academic and social/emotional performance. **Justification:** Needed to meet accreditation requirements and standards, and state certification requirements.

A motion was made by Micheline Westfall, seconded by Pattie Edwards to accept the recommendation from Academic Affairs regarding the first part of Item 6 below. The motion passed.

6. Department of Health, Physical Education & Recreation
   Change in Emphasis: Health Promotion with Sports Medicine Option (BS). Change in major requirements, Health Promotion elective requirements and electives. Electives will be increased from 4 to 6 credits. Total hours required for graduation (123 credits) will remain the same. Change in catalog description to read: Choose one (2) HPRO 300-400 level classes not listed previously in program of study. **Justification:** Removing the long list of classes will eliminate confusion about which courses students may use as Health Promotion Electives.

A motion was made by Micheline Westfall, seconded by Lee Bollinger to accept the recommendation from Academic Affairs regarding the remainder of Item 6. The motion passed.

   Change in Degree Program: BS in Health Promotion. Change in elective requirements; Change in catalog description to read: Choose two (2) HPRO 300-400 level classes not listed previously in program of study. **Justification:** Removing the long list of classes will eliminate confusion about which courses students may use as Health Promotion Electives. We will still encourage students to take these related classes outside of HPRO for the 15 credit cognate requirement. The addition of 3 credits of electives will allow for more flexibility when students transfer into the degree program.

   Change in Degree Program: BS in Health Promotion. Change prefix from HLED to HPRO. **Justification:** The BS in Health Promotion does not lead to teacher certification; therefore, the HPRO prefix will better describe the degree program.

   Change in Catalog Description. Change the title of the Program from Physical Education Activity Courses TO Physically Active Living Skills Program (PALS). Catalog description to read: Physically Active Living Skills (PALS) program. The following courses (PALS 102 through 190) are part of the Physically Active Living Skills (PALS) Program in the Department of Health, Physical Education, and Recreation (HPER). These half-semester courses (Fall or Spring I and II) are open to all Coastal Carolina University students for academic credit. The PALS courses are designed to promote lifelong physical activity by developing the knowledge, skills, and attitudes for successful and safe participation. The program seeks to add value to the Coastal experience by increasing physical activity levels of students and through the transfer of knowledge, skills, and attitudes to the lifelong pursuit of a healthy
lifestyle. Specifically, courses in the PALS program enable the student to: (1) Engage in structured physical activity at least twice weekly. (2) Learn to improve physical activity skills that can be continued throughout the lifespan. (3) Develop personal skills and habits that modify sedentary or unhealthy behaviors. (4) Develop an appreciation of various forms of physical activity as it contributes to a wellness lifestyle. Course offerings are divided into three categories: Personal Fitness Activities (PALS 102-124) Lifetime Sports PALS 125-149) Lifetime Physical Activity Skills (PALS 150-180). Justification: Large revision of physical activity courses in response to current trends in physical activity and to (information cut off from form).

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 116, Tennis. Change course title from Tennis TO Beginning Tennis, change course number from PHED 116 to PALS 127. Catalog description to read: Fundamentals of tennis for the beginning participant. Emphasis on basic tennis skills and techniques, rules, scoring and etiquette to participate successfully. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 109 – Bowling. Change course title from Bowling TO Beginning Bowling, change course number from PHED 109 TO PALS 133. Catalog description to read: For beginning participants, topics include basic technique, grip, approaches, releases, spot bowling techniques, rules, equipment, scoring and safety procedures. Course meets off campus. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 143 – Football. Change course title from Football TO Flag Football. Change course number from PHED 143 TO PALS 135. Catalog description to read: Introduction to the basic skills, safety, history, rules and game strategies/variations, and fitness principles to participate successfully in flag football (co-ed). Update courses for currency and demand. Justification Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 148 – Rollerblading. Change course title from Rollerblading to In-line Skating. Change course number from PHED 148 TO PALS 159. Catalog description to read: Techniques and concepts of in-line skating. Topics include safety principles, physical conditioning and fitness concepts, and equipment care. Skates provided if needed. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 180 – Advanced Swimming. Change course title from Advanced Swimming TO Beginning Swimming. Change course number from PHED 180 TO PALS 169. Catalog description to read: For the beginning or non-swimmer. Emphasis on the basic swim strokes, water survival skills, and principles of swimming and water safety. Justification: Update courses for currency and demand.

New Course Proposal: PALS 102, Fitness Walking. Catalog description to read: Introduction to low-impact, cardiovascular endurance activity of walking. Proper techniques of walking, warm-up, and cool down are practiced. Topics include benefits, injury prevention, weight management, and goal setting relative to a personal fitness program. Justification: Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 103, Tai Chi. Catalog description to read: Provides a fundamental understanding and practice of the Tai Chi philosophy, principles, applications and benefits. Emphasis on basic practices of Chi-Gung. Justification: Part of a larger revision of the Physically Active Living Skills (PALS) courses (1
credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 105, Yoga. Catalog description to read: Introduction to the basic physical and mental skills of yoga. Development of improved levels of somatic awareness, joint flexibility, muscle function, energy, stress management, mental focus, and injury prevention. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 107, Pilates. Catalog description to read: Emphasis on the development of strength, flexibility and endurance. Body awareness skills include core stability and balance in areas such as pelvis, back, and shoulder girdle, neutral alignment, and patterned breathing. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 108, Fitness Kickboxing. Catalog description to read: Introduction to kickboxing for cardiovascular and muscular fitness. Emphasis on basic kicking and boxing patterns, techniques, safe kicks, punches, and combinations. Topics also include concepts of improve aerobic endurance, muscular flexibility, balance, strength and tone, and nutrition. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 109, Aquatic Fitness. Catalog description to read: Provides a safe and effective forms of non- or low-impact progressive resistance exercise to develop muscular strength and endurance, improve cardiovascular fitness and increase flexibility. No swimming skills are needed for this aquatic class. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 110, Indoor Cycling. Catalog description to read: Stationary cycling methods emphasizing aerobic and anaerobic endurance at all fitness levels. Topics include exercise science concepts, fitness principles and technology. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 112, Personal Fitness Assessment. Catalog description to read: Provides assessment and prescription of the components of personal fitness. Emphasis on using current technology and assessment techniques to plan and monitor fitness activities to meet personal goals. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 113, Triathlon Training. Catalog description to read: Provides training concepts and practice in the three elements of a triathlon: swimming, biking, and running. Students must know how to swim and provide their own bicycle and helmet. Some training activities may be held off campus. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 117, Beginning Strength Training and Conditioning. Catalog description to read: Introduction to resistance training to improve muscle strength and function. Emphasis placed on orientation to facilities and equipment,
planning an effective program, fundamental principles and techniques of safe and effective muscular conditioning. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 125, Beginning Golf. Catalog description to read: Fundamentals of golf for the beginning participant. Emphasis placed on essential techniques, concepts, rules and etiquette for successful participation. Course meets at Coastal’s Quail Creek Golf Course. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 128, Intermediate Tennis. Catalog description to read: For the experienced participant, emphasis on mastery of strokes and shots, advanced strategies, match play and etiquette. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 130, Lacrosse. Catalog description to read: Introduction to the basic skills and techniques for successful participation in the sport of lacrosse. Emphasis on skill progressions, rules, strategies and game play. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 134, Intermediate Bowling. Catalog description to read: (Prereq: PHED 133 or permission of instructor). Emphasis on skill development for students with prior bowling knowledge and experience. Topics include strategy, accuracy, and scientific concepts. Course meets off campus. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 140, Fencing. Catalog description to read: Introduction to the basics of the sport of fencing. Emphasis on safety, equipment, techniques, strategic concepts, scoring and rules, physical and mental preparation, and a progression toward competition. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 141, Rugby. Catalog description to read: Introduction to the rules and techniques for successful participation in rugby. Includes modified and international games and the development of basic game skills and tactical game situations. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 164, Modern Dance. Catalog description to read: Introduction of fundamental skills, techniques, and concepts as applied to various forms of contemporary dance. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 170, Introduction to Snorkeling and Kayaking. Catalog description to read: An introduction to breath-hold diving using surface support (snorkeling) systems and the basics of flat-water, wash-deck kayaking. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.
New Course Proposal: PALS 171, Beginning Scuba Diving. Catalog description to read: Concepts and practice of SCUBA life support systems and preparation for the SCUBA certification. Academic topics include safety, equipment, dive analysis, physics, physiology, health, and environment. Water skills include buoyancy control, communication, emergency procedures, breathing techniques, equipment management, and rescue skills. Certification and dive costs are required. May only be taken once for credit. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 172, Advanced Scuba Diving. Catalog description to read: (Prereq: PHED 171 or equivalent certification). Theory and practice of NAUI advanced SCUBA diving techniques, skills and experience. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 174, Scuba Rescue. Catalog description to read: (Prereq: PHED 172 or equivalent certification). To prepare divers to prevent or handle problems or emergencies. CPR and first aid training also covered. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 176, Intermediate Karate. Catalog description to read: An extension of Karate fundamentals and basics. Emphasis on advanced blocks, strikes, kicks, and footwork to expand concepts of this martial art. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 177, Self-Defense. Catalog description to read: An introduction to combative activities and self-defense skills. Emphasis placed on preventative measures for personal safety and protection. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

ANNOUNCEMENTS: None

GOOD OF THE ORDER: None

ADJOURNMENT: The meeting adjourned at 3:55 PM.

Respectfully submitted,

**Approved by Steve Sheel**
Faculty Senate Secretary

Janet Straub
Faculty Senate Recorder
International Programs Committee Annual Report for 2005-2006

To: Dr. Dave Evans, Chair, Faculty Senate and Faculty Senators

From: Elsa Crites, Chair

Date: July 14, 2006

International Programs Committee for Academic Year 2005-2006

Linda Henderson, Sherer Royce, Michael Lackey, Billy Hills, Darla Domke-Damonte, Dan Ennis, Jim Henderson, Pam Martin, Elsa Crites
Geoff Parsons, Director of International Programs (Ex-officio)
Phillip Whalen, COHFA International Programs Director (Ex-officio)

The members of the Committee discussed several items related to the internationalization of the curriculum and the preparation of our graduates as members of the global community. The following ideas were considered:

* Expand exchange and study abroad programs for our students
* Extend benefits for in-state tuition to all students going abroad
* Require travel experience or a cultural diversity course for graduation
* Offer a minimum of courses with experience abroad components on a regular basis
* Achieve consistency in the different Maymester abroad programs being offered
* Require exchange students to fulfill a service unit to increase their interaction with CCU students