
ABSENT: Jerome Christia, Andy Hendrick, Tom Secrest, Yoav Wachsman, Austin Hitt, Greg London, Ken Martin, Sandi Shackelford, Susan Slavik, Maria Torres, Kevin Godwin, Scott Harris, Prashant Sansgiry, Steve Sheel

APPROVAL OF MINUTES: A motion was made by A. J. Taylor, seconded by John Marcis to approve the November 2006 minutes with correction of several typographical errors. The motion passed.

EXECUTIVE COMMITTEE REPORT: Regarding the Presidential search, Evans said he was somewhat disappointed to have only single digit faculty turn out, out of 240 plus full-time faculty, for the faculty presentation by the candidates.

COMMITTEE REPORTS:

1. Michael Ruse gave an update of Faculty Welfare and Development Committee progress on the salary initiative. The Committee Subgroup prepared spreadsheets calculating adjustments for the entire faculty, which would relieve all salary compression across the ranks. At the request of the Provost, additional calculations were made to include a minimum salary for all departments where the CUPA average falls below that minimum. These scenarios would adjust all salaries in the discipline accordingly. The minimum salaries were calculated for $48,000, $49,000 and 50,000 per year for a new hire at the Assistant Professor level. Salary adjustments are based on the CUPA averages for each rank by discipline. It is assumed that an Assistant Professor would reach the average in their third year at that rank, an Associate Professor would reach the average in their third year at that rank, a Full Professor would reach the average in their tenth year at rank. Instructor salaries were calculated based on 80% of the CUPA average for an Assistant Professor in that discipline or the CUPA average for Instructors (whichever was greater). Senior Instructors would receive a $3500 increase when they are promoted from the Instructor level. Calculations to include librarians in the adjustment are forthcoming.

(All calculations include a 5% increase for benefits. The tuition increase assumes 7500 students)

A full CUPA based adjustment would cost $423,278.13 and a tuition increase of $56.44 per year.

A full CUPA based adjustment with a $48,000 minimum salary would cost $733,939.52 and a tuition increase of $97.86 per year.

A full CUPA based adjustment with a $49,000 minimum salary would cost $835,702.12 and a tuition increase of $111.43 per year.

A full CUPA based adjustment with a $50,000 minimum salary would cost $947,736.36 and a tuition increase of $126.36 per year.
The Provost will present his recommendations to the Board of Trustees prior to the budget meeting. The plan is to implement the adjustment beginning academic year 2007-2008 in a one, two or three year period depending on the decision of the Board. The Faculty Welfare and Development Committee final report on the issue will be forwarded to the Provost early in the spring semester.

2. A motion was made by Susan Webb, seconded by Patti Edwards to accept the academic calendar for 2012-2013 as presented by the Calendar Committee. The motion passed.

PENDING BUSINESS: None

NEW BUSINESS:

Dennis Wiseman, Graduate Council presented the following items for Senate information:

Spadoni College of Education proposals for new courses:

- **EDEC 601 Emergent Literacy.** (3) Course designed to explore the thought, writings, and research in the area of language development and emergent literacy, as well as the theoretical foundations of constructivist approaches to early childhood education. 
  **Rationale:** This course is required in the M.Ed. in Early Childhood Education program and needed to meet content requirements for accreditation purposes.

- **EDEL 602 Developing Early Literacy.** (3) Application of child development and language acquisition knowledge in making effective and appropriate decisions about early childhood and literacy practices for both emergent and early literacy learners.
  **Rationale:** This course is required in the M.Ed. Elementary Education program.

- **EDEL 687 Differentiated Instruction in the Elementary Classroom.** (3) Study of developing appropriate, differentiated instructional strategies that will help elementary teachers more effectively engage all students in optimal learning experiences.
  **Rationale:** This course is required in the elementary specialization of the M.Ed. in Elementary Education.

- **EDEL 695 Special Education for Teachers in Elementary Education.** (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the elementary level. Emphasizes methods for the development and acceleration of basic academic skills.
  **Rationale:** This course is required in the elementary specialization of the M.Ed. in Elementary Education.

Louis Keiner, Chair, Academic Affairs presented the following items for Senate review/approval

A motion was made by A. J. Taylor, seconded by Dennis Wiseman to accept the following recommendations from the College of Business. Items 1 & 2. The motion passed.

1. **Request for change in an undergraduate course:** CBAD 336, Accounting Systems & Data Processing. Change co-requisite from CBAD 330 TO none. Catalog description to read: Accounting Systems and Data Processing. (3) (Prereq: Grade of C or above in Computer Science 110 or equivalent.) Accounting systems as collector and processor of data necessary for effective control of a business organization. Emphasis on electronic data processing and data base management. **Justification:** This course is recommended to finance majors who typically do not take CBAD 330, Intermediate Accounting I. Therefore, the concurrent enrollment in CBAD 330 is being deleted. Also delete the reference to fall since the course is bring offered both semesters.

2. **Request for change in an undergraduate course:** CBAD 437, Auditing Theory. Change prerequisites from CBAD 291, 331, 333 TO CBAD 291, 333, Change co-requisite from none TO CBAD 331. Catalog description to read: Auditing Theory. (3) (Prereq: Grade of C or above in Business Administration 291 and 333; grade of C or above in Business Administration 331 or concurrent enrollment in Business Administration 331.) Generally accepted auditing standards governing external financial audits, audit techniques and
procedures, evaluation of internal control system and the audit opinion. **Justification:** This change reflects the scheduling needs of students who wish to take CBAD 437 concurrently with CBAD 331 during spring semester.

A motion was made by Arnie Flaten, seconded by Lee Bollinger to accept the following recommendations from the College of Humanities. Items 3 thru 13. The motion passed.

3. **Request for change in an undergraduate course:** MUS 333, Basic Choral and Instrumental Conducting. **Justification:** Changing to a graded course will facilitate course enrollment (i.e., strengthen number of enrolled students and reflect more accurately student workload).

4. **Request for change in an undergraduate course:** MUS 369, Wind Band Literature. Change in course number from MUS 369 TO MUS 469B. **Justification:** Dance courses were reduced from 2 to 1 credits in 2005. This has caused a huge problem with faculty load and CHP. Research indicated that MOST universities award 2 credits for dance classes. The faculty in place at the time did not take a number of factors into account when making this decision.

5. **Request for change in an undergraduate course:** POLI 302, Political Thought of Thucydides. Change in prerequisites from Politics 300 or permission of instructor TO None. **Justification:** Accrediting needs for NASM. Title more accurately reflects course content as a prerequisite for the more advanced levels of choral and instrumental course that will be required for the major.

6. **Request for change in an undergraduate course:** POLI 401, History of Political Thought I. Change in prerequisites from Politics 300 or permission of instructor TO None. **Justification:** Politics 300 (Introduction to Political Theory) is only offered in the Summer and thus not available to all students.

7. **Request for change in an undergraduate course:** POLI 402, History of Political Thought II. Change in prerequisites from Politics 300 or permission of instructor TO None. **Justification:** Politics 300 (Introduction to Political Theory) is only offered in the Summer and thus not available to all students.

8. **Request for change in an undergraduate course:** POLI 403, History of Political Thought III. Change in prerequisites from Politics 300 or permission of instructor TO None. **Justification:** Politics 300 (Introduction to Political Theory) is only offered in the Summer and thus not available to all students.

9. **Request for change in an undergraduate course:** POLI 404, History of Political Thought IV. Change in prerequisites from Politics 300 or permission of instructor TO None. **Justification:** Politics 300 (Introduction to Political Theory) is only offered in the Summer and thus not available to all students.

10. **Request for change in an undergraduate course:** POLI 440, South Carolina State Legislative Process. Change is catalog description to read: An introduction to the practice of state legislative procedures. Students are required to participate in the South Carolina Legislature activity. Students may take the course up to three times for elective credit only. **Justification:** Changing to a graded course will facilitate course enrollment (i.e., strengthen number of enrolled students and reflect more accurately student workload).

11. **Request for change in an undergraduate course:** THEA 174, Ballet I. Change credits from 1 TO 2. **Justification:** Dance courses were reduced from 2 to 1 credits in 2005. This has caused a huge problem with faculty load and CHP. Research indicated that MOST universities award 2 credits for dance classes. The faculty in place at the time did not take a number of factors into account when making this decision.

12. **Request for change in an undergraduate course:** THEA 175, Jazz I. Change credits from 1 TO 2. **Justification:** Dance courses were reduced from 2 to 1 credits in 2005. This has caused a huge problem with faculty load and CHP. Research indicated that MOST universities award 2 credits for dance classes. The faculty in place at the time did not take a number of factors into account when making this decision.

13. **Request for change in an undergraduate course:** THEA 176, Tap I. Change credits from 1 TO 2. **Justification:** Dance courses were reduced from 2 to 1 credits in 2005. This has caused a huge problem with faculty load and CHP. Research indicated that MOST universities award 2 credits for dance classes. The faculty in place at the time did not take a number of factors into account when making this decision.

14. **Request for changes in an undergraduate course:** BIOL 470, Biology of Aging. Catalog description to read: (3) (Prereq: Biology 121 or Psychology 423 or Sociology 455) A study of aging in cells, organ systems and organisms with emphasis on the human aging process. Topics include biological changes associated with aging and factors that affect the rate of aging. Three lecture hours per week. Offered on demand.
Justification: The course is a required part of the Gerontology Certificate Program undertaken primarily by students majoring in Psychology and Sociology. We would like to extend credit for this course to Biology minors as well. The study of bio-gerontology is an increasingly important part of modern health science education as well as an exciting field of research for undergraduate and graduate students pursing Master’s and PhDs in the Biological Sciences and other disciplines. Experience over the past ten years indicates that virtually all students who take this course have taken the introductory biology prerequisites. Elimination of the restriction would allow Biology majors to use the course as one of their electives in the major.

15. Request for changes in an undergraduate course: CHEM 101, Introductory Chemistry. Catalog description to read: A one semester survey course in Chemistry designed primarily for non-science majors. Engineering, Science, Pre-Med, and other majors requiring more than one semester of Chemistry should not enroll in this course. Three lecture hours per week. S. F. Justification: Chemistry 102 is no longer offered. Chemistry 101 is now a standalone course.

16. Request for changes in an undergraduate course: CSCI 150, Introduction to Algorithmic Design II. Change in prerequisites from Grade of C or above in Computer Science 140 TO Grade of C or above in Computer Science 140 and 140L. Justification: Students require the programming background from CSCI 140L.

17. Request for changes in an undergraduate course: CSCI 150L, Introduction to Algorithmic Design II Laboratory. Change in prerequisites from None TO Grade of C or above in Computer Science 140 and 140L. Justification: Correct omission in Catalog.

18. Request for changes in an undergraduate course: CSCI 207, Programming in C++. Change in prerequisites from Knowledge of a programming language or permission of Instructor TO Grade of C or above in Computer Science 150 and 150L. Justification: Adjust prerequisite to meet the needs of students taking the course.

19. Request for changes in an undergraduate course: CSCI 208, Programming in Visual Basic. Change in prerequisites from Grade of C or above in Computer Science 150 TO Grade of C or above in Computer Science 150 and 150L. Change course title from Programming in Visual Basic TO Rapid Application Development with Visual Basic. Justification: Correct prerequisite omission in Catalog. Name change is on the advise of a previous ABET accreditation audit.

20. Request for changes in an undergraduate course: CSCI 440, Introduction to Computer Graphics. Change in prerequisites from Computer Science 220 and Mathematics 344 TO Computer Science 220. Justification: The emphasis of the course has changed from the computational aspects of graphics to 3-dimensional animation using OpenGL to reflect current trends in other universities.

21. Request for changes in an undergraduate course: CSCI 480, Introduction to Artificial Intelligence. Change in prerequisite from Computer Science 220 and Mathematics 174 TO Computer Science 220. Justification: Clarification of prerequisites, since MATH 174 is a prerequisite of CSCI 220.

22. Request for changes in an undergraduate course: CSCI 497, Computer Science Internship. Change prerequisite from GPA of 3.0 and knowledge of two programming languages TO Junior level status, GPA of 2.5 in Computer Science, and grade of C or better in CSCI 220, change number of credits from 3-6 TO 1-3. Justification: To better address the needs of the students

23. Request for changes in an undergraduate course: MATH 220, Mathematical Proofs and Problem Solving. Change in prerequisites from MATH 161 and MATH 174 with a grade of C or better in both TO Math 161 with a grade of C or better. Justification: Drop MATH 174 from Math Major.

A motion was made by Arnie Flaten, seconded by John Navin to accept the following recommendations from the College of Humanities. Items 24 thru 41. The motion passed.

24. Request for a new undergraduate course: ARTH 450, Ashes2Art: Digital Reconstructions of Ancient Monuments. (3) (= ARTS 450) Catalog description to read: Ashes2Art combines cutting edge digital technologies, art history, graphic and web design, and digital photography to recreate monuments of the ancient past. The course is completely hands-on and provides an extraordinary opportunity for students to combine various skills from disparate disciplines. Students will conduct focused research on a specific monument (or city or object), write essays that summarize various opinions, and document those sources with an extended bibliography. Students then incorporate that research into a web-based project utilizing cutting edge technologies, including Adobe Photoshop, Google Earth, SketchUp, Panoweaver, Tourweaver, Studio Max, Dreamweaver, Cinema 4D and Macromedia Flash animation. Justification: There is no other course like this in the nation. The course was offered in fall 2005 (ARTH 499) and the result was a big success (see: www.coastal.edu/ashes2art). Professors Flaten and Olsen plan to offer the course every semester
or every fourth semester, depending on funding, interest, and the overall success of the program. In conjunction with this course, professor Flaten was awarded an NEH fellowship at UCLA (2006) to study virtual models of ancient Rome. In spring 2007, CCU will collaborate with students and faculty at Arkansas State University. Other universities, including Ohio State and the University of Scranton, have already asked to join the program and submitted materials. Ashes2Art has the potential to bring national recognition to the Edwards College of Humanities, and more specifically the department of Visual Arts, and it provides an extraordinary learning environment for students and faculty.

25. Request for a new undergraduate course: COMM 304, Gender Communication. (3) Catalog description to read: Gender Communication inquires into the connections among four areas of study: gender, identity, culture, and communication. Students explore the multiple ways that gender roles are created and sustained through communication in such contexts as families, schools, the workplace, and the media. **Justification:** Most accredited communication programs have a course that examines the influence of gender performance on communication style. Many of our communication majors have requested a course that examines gender roles within our culture, and gender studies within our communication courses continue to produce high levels of interest, excitement, and inquiry on the part of our students.

26. Request for a new undergraduate course: COMM 311, Health Communication. (3) Catalog description to read: This course provides students with an overview of the various areas of study within the health communication field. Students will explore multiple communication issues relevant to health including language, information processing, the social construction of health and illness, patient-doctor communication, and the mutually influential relationships among health care professionals, patients, friends and family members, and cultural institutions. **Justification:** Health communication is a growing specialty in the field of communication. Health communication researchers are primarily concerned with understanding treatment processes, health promotion, and disease prevention within the context of human interaction. As such, this course will provide a need for a variety of the majors and minors here on campus, including communication, health promotions, sports medicine, etc.

27. Request for a new undergraduate course: COMM 399, Independent Study in Communication. (3) Catalog description to read: Designed for advanced and self-motivated students. Communication 399, Independent Study in Communication, allows students to conduct scholarly work in an academic area not offered in the traditional course format. The course will result in a document, performance, or body of work that reflects the student’s research or summarizes the knowledge synthesized during a structured, sequenced order of study. **Justification:** The CCU catalog allows students the option to participate in non-traditional coursework. In keeping with the scholar-teacher model, this course allows students to pursue topics of study that are not offered within our rather limited course availabilities. Independent and/or non-traditional coursework is a mainstay of most reputable institutions and is frequently requested by students.

28. Request for a new undergraduate course: COMM 410, Special Topics in Communication. (3) Catalog description to read: Special topics in communication is an active, intensive seminar that allows students to explore, on an advanced level, a special topic within communication. Special topics include community, communication, and health; rhetoric, culture, and social change; and gender, performance, and identity; among others. **Justification:** In order to accommodate interdisciplinary collaborations, industry demands, and the needs of our students, an advanced, special topics course that allows for multiple subject offerings is required.

29. Request for a new undergraduate course: HIST 338, Modern Ireland. (3) Catalog description to read: This course examines the political, economic, cultural, social and regional struggles for identity, unity, partition, and independence in Hibernia from the era of Union to the present. Themes and topics addressed may include: early English colonization; the rising of 1798 and the Act of Union; Georgian Ireland; the Potato Famine of the 1840s; Home Rule movements; Gaelic revival; the Easter Rising; political partition, “the Struggles,” and contemporary developments. **Justification:** This course provides an elective for History majors and a cognate for students interested in Irish studies.

30. Request for a new undergraduate course: HIST 446, Age of Crusades. (3) (Prerequisites: History 101 or 111) Catalog description to read: This class examines the origins of crusading ideals, as well as the evolution of their religious, economic and military expressions. Particular attention is paid to the many variant perspectives expressed in documents of the period; these include Byzantine critiques of Western crusaders, Muslim depictions of Christian opponents, Jewish protestation of anti-Semitic acts, Christian rhetoric promoting crusade, and gendered responses to crusade. **Justification:** Expands upper-level course offerings within the major, reflects area of faculty expertise; addresses themes and issues of contemporary importance in East-West relations.
31. Request for a new undergraduate course: JOUR 200, Journalism. (3) (Prerequisites English 101 & 102) Catalog description to read: This course educates students in the basics of writing and design in mass media. It prepares students in writing for newspapers and magazines, and at the same time provides basic skills knowledge in layout and design of newspapers, newsletters, flyers, posters, etc. It is meant to be the prerequisite for all courses in the journalism minor. Justification: Students who opt for a career in mass media writing need more than the two courses in reporting offered in this minor. Competition is great for graduates today who wish to pursue careers in print media and/or production.

32. Request for a new undergraduate course: JOUR/COMM 312, Writing for the Mass Media. (3) Catalog description to read: The goal of this course is to instruct students in the art of writing for the mass media, in clear, concise, simple language that transmits information and ideas keeping in mind news values of timeliness, proximity, relevance and immediacy. Students learn what they must do to attract the media to news about an organization they might one day represent. Justification: Because of the amount of news generating every moment today, getting media attention is difficult, especially for smaller organizations. Teaching students the craft of writing for print, broadcast, advertising and public relations, as well as for the World Wide Web is necessary.


34. Request for a new undergraduate course: MUS 469A, Choral Literature. (3) (Prerequisites MUS 334A) Course description to read: A comprehensive study of choral literature focusing works from the earliest beginnings to the present. Special emphasis on major pieces, composers, compositional styles, programming, and conducting. Justification: Accrediting needs of NASM.

35. Request for a new undergraduate course: PHIL 303, Continental and American Philosophy. Catalog description to read: Philosophy 303, Continental and American Philosophy. The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 18th and 19th centuries. Justification: The course title, Continental and American Philosophy aims to best deliver the course content as stated in the course description. The principal movements reflected in American philosophical thought cannot be adequately addressed without extensive reference to thinkers from the Continent. For instance: the anti-determinist movement, the hyper-empirical school of thought and the project of dispelling metaphysical illusions produced prior to and during the Enlightenment are central to the historical period cited in the description and thus any adequate discussion of the philosophies of C.S. Pierce and William James necessitate forays into Bergsonism and phenomenology.

36. Request for a new undergraduate course: PHIL 322, Philosophical Issues in Feminism. (3) Prerequisites: Sophomore standing or above. Catalog description to read: This course explores and critically examines philosophical topics in feminist thought, with a particular emphasis on one or more of the following: feminist ethics, feminist epistemology, feminist political philosophy, and feminist philosophy of science. Issues may include the nature of feminist theorizing and varieties of feminist theories; feminist perspectives on the self and the social world; moral agency, knowledge, and reason, the family, motherhood, and sexuality; liberty, justice, and the state. Justification: The course will offer philosophy majors the possibility to deepen their understanding of how traditional philosophical problems have been transformed by the work of feminist philosophers. It will be an important elective for philosophy majors. In addition, the course will also be an important component in the Women and Gender Studies program.

37. Request for a new undergraduate course: POLI 339, Diplomacy (3). Catalog description to read: An examination of the role of diplomacy in advancing national interest, with a particular emphasis on the role of the diplomat. Justification: Fills a void in the major. While numerous international relations courses are taught, no course focuses on the role of diplomacy in furthering national interest.

38. Request for a new undergraduate course: THEA 274, Ballet II. (2) (Prerequisites Theater 174). Catalog description to read: Intermediate/advanced level training in ballet. Justification: Given the larger number of students involved in the dance program, and the fact that many come to campus with 10 or more years of dance training, it is necessary that we provide them with a more challenging course.

39. Request for a new undergraduate course: THEA 277, Tap Dance II. (2) (Prerequisite Theater 176) Catalog description to read: Continued training in Tap dance at the intermediate/advanced level. Justification: Given the number of students taking dance classes at CCU, we now need to offer sections which differentiate levels
of instruction. With a minor program in dance and the need to offer different levels of dance, based on ability, this class is greatly needed.

40. **Request for a new undergraduate course:** THEA 276, Jazz II. (2) (Prerequisites Theater 175) Catalog description to read: Continued training in Jazz dance at the intermediate/advanced level. **Justification:** Due to the demand of dance classes, and the need for separating students based on their level of ability, we need to create more advanced levels of instruction.

41. **Request for a new undergraduate course:** THEA 366, History of Dance. (3) (Prerequisite Junior Standing) Catalog description to read: A survey of dance from the beginnings to the present. Lecture, final presentation. **Justification:** This course provides historical content to the area normally dominated by participation and activity courses. This course is staple in practically all dance programs across the U.S. and may also be used by Theater students and others as an elective.

A motion was made by John Hutchens, seconded by Karen Aguirre to accept the following recommendations from the College of Science. Items 42 thru 47. The motion passed.

42. **Request for a new undergraduate course:** BIOL 411, Virology. (3) (Prerequisite Biology 350/350L) (Co-requisite Biology 411L) Catalog description to read: The class is designed to introduce students to the field of virology with particular attention paid to the medically significant viruses. The course will cover the basic mechanisms of viral replication, transmission, host evasion, and the clinical/epidemiological aspects of viruses. **Justification:** The class was meant to be a biology elective for the major. The class was also designed to help potential medical students get exposure to medically important viral diseases. The lab is also designed to allow students to become familiar working/isolating viruses.

43. **Request for a new undergraduate course:** BIOL 411L, Virology Laboratory. (1) (Prerequisite Biology 350/350L) (Co-requisite Biology 411) Catalog description to read: Students will be introduced to basic virology techniques. The class will isolate and characterize bacteriophages from the water and soil in the local community. The students will also follow the pathogenesis and characterize plant viruses. The class will also study some epidemiological cases that have happened in the past to get an understanding of viral outbreaks. **Justification:** The class was meant to be a biology elective for the major. The class was also designed to help potential medical students get exposure to medically important viral diseases. The lab is also designed to allow students to become familiar working/isolating viruses.

44. **Request for new undergraduate course:** CSCI 203, Web Development Using PHP. (3) (Prerequisite MATH 130) Catalog description to read: A thorough introduction to web development using PHP. The course also includes supporting topics from XHTML, JavaScript, Cascading Stylesheets, AJAX and Section 508 Website Accessibility. **Justification:** This course provides a fundamental introduction to web development. It reflects a new trend in the field of Computer Science in which Computer Science majors and minors need preparation. In addition, this course provides an option for the second programming language requirement in Computer Science.

45. **Request for new undergraduate course:** PHYS 398, Physics Seminar. (1) Catalog description to read: This course focuses on the presentation and discussion of current research topics and other issues of importance in physics or related fields. **Justification:** This provides both faculty and students in the applied physics major a weekly opportunity to get together to discuss important topics, and to hear student research papers and outside speakers.

46. **Request for new undergraduate course:** PHYS 431L, Geophysical Fluid Dynamics Laboratory. (1) Catalog description to read: this laboratory will concentrate on acquiring and processing atmospheric and oceanic data, in support of the concepts and applications studies in the lecture. **Justification:** A hands-on component for this course was needed by students to complement the theory and applications of the lecture.

47. **Request for new undergraduate course:** PHYS 432L, Remote Sensing of the Environment. (1) Catalog description to read: Students will learn to acquire, process and analyze digital remote sensing data from a variety of sources, using current computer technology. Students will also learn to take field measurements of spectral signatures to develop algorithms and to ground-truth remotely acquired data. **Justification:** The present course has been taught twice in its original format. From our experience in teaching this course, it has become clear that there is a need for a separate lab. There is not enough time and flexibility in the current 3-hour format to teach theory, applications and have students working in the field and lab to acquire and process data. The laboratory will make it more attractive to students in the Applied Physics major or minor and to students in related fields who want an applied course for an upper level elective or as part of a minor.
A motion was made by AA. J. Taylor, seconded by Sandy Nelson to accept the following recommendations from the College of Business. Items 48 thru 50. The motion passed.

48. Request for change in an undergraduate program: CMA/CFM option (acct). Change in Emphasis. Change name of CMA/CFM (Certified Management Accountant/Certified Financial Manager) option in the accounting major to CMA/Finance (Certified Management Accountant/Finance) option. Justification: The Institute of Management Accountants has begun phasing out the CFM program in order to promote the CMA designation exclusively. The proposed change eliminates all references to CFM in the catalog.

49. Request for change in an undergraduate program: Management/Intl. Tourism option. Change in Emphasis. Delete the Management/International Tourism Option (BSBA) from the list of College of Business Majors. Justification: The College will manage international opportunities through management course offerings (CBAD 402) and the International Business Minor.

50. Request for change in an undergraduate program: Resort Tourism, BSBA. Change in Degree program. Delete the following courses: CBAD 357, 372, 471, 467, 401, C. Catalog description to read: Resort Tourism Management Major --- 21, Success Seminar Resort Tourism 195 --- 3, Resort Tourism Management 282 (1) --- 3, Resort Tourism Management 467 --- 3, Resort Tourism Management 381, 386, 385, ECON 330 (one only) --- 3, Resort Tourism 474 --- 3, Resort Tourism Management – Seminar in Tourism Planning 490 -- - 3, Resort Tourism Management Internships 180, 280, 480 --- 3, (1) course to be taken through Horry-Georgetown Technical College. Justification: The changes in the Resort Tourism Management Major requirements are more focused on RTMA courses. THE SSRT 195 course is still required in addition to the new UNIV 110. RTMA 467 and RTMA 474 are finance and management courses that emphasize resort tourism applications. The selects eliminate the international courses. And RTMA 380 internship in no longer required.

A motion was made by John Hutchens, seconded by John Navin to accept the following recommendation from the College of Humanities. Item 51. The motion passed.

51. Request for change in undergraduate program: Biology Minor. Catalog description to read: BIOLOGY MINOR. The department offers a minor in Biology. Students interested in minoring in Biology should contact the Department Chairperson. A grade of C or above is required in each course to be applied toward the minor. Credits Prerequisites: Biology 121/121L; 122/122L 8, Biology 340/340L, 350/350L, 370/370L (Choose two) 8, Biology courses numbered 300 and above 8 (No more than 4 hours of independent study (Biolog 399 or Biology 499) may be applied toward the minor.) TOTAL CREDITS REQUIRED 24. Justification: The course is a required part of the gerontology Certificate Program undertaken primarily by majoring in Psychology & Sociology. We would like to extend credit for this course to Biology majors as well. The study of biogerontology is an increasingly important part of modern health science education as well as an exciting field of research for undergraduate and graduate students pursuing Master’s and PhD’s in the Biological Sciences. Experience over the past ten years indicates that virtually all students who take this course have taken the introductory biology prerequisites. Elimination of the restriction would allow students in a variety of majors to use the course as one of their electives in the Biology minor.

A motion was made by A. J. Taylor, seconded by Sherer Royce to accept the following recommendation from the College of Humanities. Item 52. The motion passed.

52. Request for a new undergraduate program: Health Promotion, Bachelor of Science. Catalog description to read: Health Communication is beneficial to promoting and protecting the public’s health in that it can increase knowledge and awareness of health issues, problems and solutions or influence perceptions, attitudes and beliefs that may affect social norms. This option will introduce students to the growing discipline of Health Communication and prepare them for entry-level positions and graduate level education in the field. Justification: Since approval of the Health Promotion major at Coastal Carolina University in 1997, this program has been one of the fastest growing on campus with a current enrollment of over 300 majors. The Health Promotion program would like to take timely action by partnering with the Edwards College of Humanities and Fine Arts to offer an emphasis area in Communication to students majoring in Health Promotion. This emphasis will introduce students to the growing discipline of Health Communication and prepare them for entry-level positions and graduate level education in the field. By establishing an interdisciplinary partnership with other colleges and departments on campus, the Health Promotion program
will be favorably looked upon by the national accreditation bodies for degree program approval as well as preparing future public health professionals in a critical content area of health education. No new resources are needed for this proposal from Health Promotion as the two new courses reside in the area of Communication. Financial resources are noted on the Communication program’s approval forms for the proposed new classes.

A motion was made by Arnie Flaten, seconded by Paul Peterson to accept the following recommendation from the College of Humanities. Item 53. The motion passed.

53. Request for a new undergraduate program: Pre-Law Minor. Catalog description to read: The Pre-Law Minor is designed for students with an interest in the study of the law. It will prepare the student for the LSAT (the Law School Admission Examination) and provide coursework that will assist the student in preparation for the rigorous demands of law school. Justification: The Political Science Major is designed to introduce the students, within the liberal arts, to the enduring questions of politics and to the instructions and political life of America and other regions and countries. The Pre-Law Minor fits well within the department’s mission, focusing on students interested in the study of law.

A motion was made by Dennis Wiseman, seconded by Paul Peterson to accept the following recommendation from the Academic Affairs Committee. The motion passed.

**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 graded hours at Coastal Carolina University to avoid being placed on probation.

[Grade hours = total credit hours of all courses that have an earned grade of A, B+, B, C+, C, D+, D, F, or WF]

When a student’s academic level of achievement falls below a 2.0 cumulative grade point average, but within the range indicated in the chart, the student is placed on probation. Probation appears on a student’s academic record at the end of the fall, spring, and summer (the last term of summer attendance, whether it be May Semester, Summer I or Summer II) terms. Regular semesters (fall and spring). A student is removed from the probationary status at the end of the fall or spring, or summer terms in which the cumulative grade point average is at least a 2.0.

The following rules apply to students who are on probation:
1. may not enroll in more than 13 credits per semester,
   [Students who pre-registered for more than 13 credits must drop to 13 credits. Should the student fail to drop to 13 credits, the student’s course schedule will be adjusted to 13 credits by the University.]
2. required to have their course schedules and credits reviewed and approved by their academic advisers at the beginning of each semester,
3. required to meet at least two times per semester with their academic advisers, 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 regular term to be allowed continued enrollment and to avoid suspension. Once the student has earned at least a 2.0 cumulative grade point average in a regular term, 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 (the last term of summer attendance, whether it be May Semester, Summer I, or Summer II) term or spring semesters if:

1. the student’s cumulative grade point average falls below the suspension level as indicated in the chart; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grade point average in any regular 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 indefinite, suspension means a 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 an indefinite suspension must seek readmission through the Academic Suspension Petitions Committee. Admission is not automatic or guaranteed. Students on indefinite suspension may not attend summer school except by action of the Academic Suspension Petitions Committee.

**Students on suspension may not attend summer school except by action of the Academic Suspension Petitions Committee. Suspended students who are granted permission to take summer courses will be admitted to those courses through the Registrar’s Office.**

Students who enroll after 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 adviser, 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 Academic Suspension Petitions Committee. 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 Academic
Suspension Petitions Committee 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.

ANNOUNCEMENTS:

GOOD OF THE ORDER:

ADJOURNMENT: The meeting adjourned at 4:55 PM.

Respectfully submitted,

Approved by Lee Bollinger
Faculty Senate Secretary

Janet Straub
Faculty Senate Recorder