
ABSENT: Bob Burney, Andy Hendrick, Maria Torres, Terry Fries, Kevin Godwin

APPROVAL OF MINUTES: A motion was made by Lee Bollinger, seconded by Sandra Nelson to accept the November 7, 2007 minutes as emailed. The motion passed.

EXECUTIVE COMMITTEE REPORT: Evans reported that Administrative Action – 26 from the Department of Visual Arts. Item 29. Request changes for an Undergraduate Program: Visual Arts (Studio Art), BA in Studio Art, and item 30. Request for change in Undergraduate Course: ARTS 201, Introduction to Electronic Design were returned from Administration with the following stipulation: I do not approve #29 per earlier concerns. I do approve #30.

PRESIDENT REPORT: President DeCenzo wished everyone a happy and safe holiday season. DeCenzo said he hoped to see all of the faculty and staff next Thursday night (Dec. 13) for the Holiday Celebration. Regarding the external audit, DeCenzo said, as of Monday of this week he was promised he would have a draft form in hand tomorow so that he could get it out to the Board of Trustees. “I have just been notified,” he said, “we will not have the audit until sometime next week. As soon as we get the audit into the hands of the Board members, we will certainly be distributing the basic information.”

PROVOST AND OTHER ADMINISTRATIVE REPORTS: Provost Sheehan wished everyone a happy holiday season and also safe travel for those who are traveling. Sheehan said he would repeat a comment he made to the department chairs earlier in the day. “This is a season of enormous stress for our students and indeed for some of our staff. Just yesterday we found in the parking lot something that could be interpreted as a suicide note. A handwritten, two page note that had a lot of facts about one intending to end his or her life. It was written in a handwriting that might have been a student, block printing, it might have indeed been a staff member or it might have been a high school student. We have found no corresponding action to agree with that, but I would ask that you be extra careful, on the lookout over the next week, looking for signs of stress, we have people standing by in Student Affairs, and we have people in Human Resources standing by as well.” These are times when for some of us it’s a very joyful time and for others it’s just perhaps the worse time in the year in terms of personal misery and/or sense of desolation. I myself have never read up close an original note such as the one that we saw yesterday at about 4:00 o’clock. It was picked up in Brooks Stadium and was very explicit as to the time-line. The time-line has since passed, so we’re hoping for the best, but please be on the lookout for students that might be experiencing some difficulty and/or fellow staff members.

Sheehan said he had one administrative note to make with regard to the core. As you recall, when the core was implemented there was the suggestion that there would need to be some tweaking of that core done. Back in May of 2007, which isn’t that long ago, there was an administrative memo that suggested that transfer students coming in, during the 07/08 or 08/09 academic year would indeed have the option of coming in under the old core. We had a bit of a breakdown in communication particularly with the Horry Georgetown Tech campus. While there are many individuals there who have signed up for courses for either Fall of 2007 or Spring of 2008, that would really not have prepared them for the new core. In particular there is a math course, or math sequence, that we have had a request from the Vice President for Academic Affairs that we would take very seriously the possibility that a student who started in
Fall of 2007, at the absolute earliest would complete a degree at Horry Georgetown Tech not until the entering class Fall of 2009. We’ve also been told that indeed very few students pursue their associate degree full-time at Horry Georgetown Tech. The typical pattern is that it is really a three year degree being completed, to complete an associate degree because there are many of their students who are working. With that in mind, Sheehan said, and recognizing that it would not be proper for us to be putting in place core requirements for the transfer students that they couldn’t possibly complete, and they would come to us and they would have to retake courses. We have done two actions, the first is we have gone ahead and authorized the hiring of a full-time advisor who will be physically located in a Coastal Carolina University on the Horry Georgetown Tech campus full-time, at least four days a week. We hope by doing that and having that person be a Coastal employee, but working closely with the HGTC advisors, that we will get that word out and get that out in a timely fashion. The other thing that we have done is we have extended to Fall of 2011, the first term that we would be demanding that students coming from Horry Georgetown Tech or transfer students more generally would then be required to come in under the new core. That will give us a bit of time then and we will indeed have some transition issues, and some transition time to take care of that. The initial date that was set for transfer students was done by administrative memo and we are doing the same for this revision and we beg your indulgence with that. We just simply need to establish a good-faith partnership with folks who have already begun their program and will be expecting to take three years to finish that two year degree program. That is the only comment that I would have in terms of the core other than to note that there is a conversation underway with regard to the English department and the core and my advice to the English department was to attempt to visit with the Faculty Senate Committee that is responsible for the core and with you, the Faculty Senate, if the English department is seeking to reopen certain components to the core, particularly part B of the core. That is something I would prefer the faculty discuss among themselves and carry forward on the weight of their own merit.

COMMITTEE REPORTS: Charmaine Tomczyk gave a report regarding the work of the Ad Hoc Task Force to review and revise the Faculty Manual by saying the members on that committee are meeting weekly for one and one-half hours. She said the committee membership with their phone numbers and email addresses are listed on the web page, and asked for the faculty’s assistance in giving feedback to the group’s proposed draft revisions to the Faculty Manual which are posted on their website. The site also provides the group’s agendas and a “Discussion Forum: Q&A” feature where comments or questions regarding Faculty Manual revisions can be posted. The email address https://www.coastal.edu/facsenate

Executive Vice President Eddie Dyer presented the revised draft of the New Mission Statement that was sent to all faculty on November 30, 2007 for their review, for Senate review/approval. Dyer said if this Mission Statement is approved today, it will go to the Board of Trustees for their approval, and then to the South Carolina Commission on Higher Education before it is official.

A motion was made by Barbara Buckner, seconded by Sherer Royce to recommend this amended Mission Statement to the Board of Trustees.

An amendment to the motion was made by John Navin, seconded by Renee Smith to change the first sentence of the first paragraph to read: “Coastal Carolina University is a comprehensive liberal arts institution whose mission is to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.” The motion to amend passed.

A motion was made by Lee Bollinger, seconded by Julinna Oxley to change the first sentence of the third paragraph to read: “Inspired by our founding in 1954 to serve the educational needs of the immediate area, we will continue to grow as a public, mid-sized regional comprehensive university with a tradition of a strong liberal arts core.” An amendment was made to the motion to read: “Inspired by our founding in 1954 to serve the educational needs of the immediate area, we will continue to grow as a public, mid-sized regional comprehensive university committed to a tradition of a strong liberal arts core”. A motion was made by Susan Webb, seconded by Susan Slavik to call the question. The motion to call the question passed. The motion to amend the first sentence, third paragraph did not pass.

A motion was made by Michael Ruse, seconded by Susan Slavik to call the question. The motion passed.

The motion originally made by Barbara Buckner, seconded by Sherer Royce to recommend this amended Mission Statement, seen below, to the Board of Trustees passed the Faculty Senate on December 5, 2007 with no opposition.
Coastal Carolina University is a comprehensive liberal arts institution whose mission is to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, we recruit highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because we embrace the teacher-scholar model, we place primary emphasis on high quality teaching and engaged learning, and we support faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, we maintain a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina University.

Inspired by our founding in 1954 to serve the educational needs of the immediate area, we have grown with the region to become a public, mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, we commit our resources to maintaining a student population of 8,000 – 12,000 students by building baccalaureate and selective masters programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. We fully embrace our leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As we execute this mission, we recognize our responsibility to be a role model to the community and the professions by: assuring the fair and honest treatment of the people with whom we interact and sustainable stewardship of the resources entrusted to us; adopting the highest standards of integrity and accountability; and committing ourselves to excellence through continuous self-improvement.

**NEW BUSINESS:** Pattie Edwards, Chair, Academic Affairs presented the following for Faculty Senate review/approval.

A motion was made by Sandra Nelson, seconded by Judy Engelhard to accept items 1 & 2 as recommended by the College of Education. The motion passed.

1. **Request for change in undergraduate course:** EDUC 117, Introduction to Middle School Teaching. Request for change in number of credits from 3 TO 4. Proposed Catalog description to read: This is a foundation course for those interested in learning about middle grade education. It introduces the student to current perspectives on classroom teaching and learning, particularly for the middle grades. Other topics include: historical look at the middle grades movement, standard based curriculum, and challenges facing middle level educators today. Included are observation and activities in middle school field placements. **Justification:** Blackwater MS has agreed to allow our middle grade candidates to visit the school for a 2 hour block, 10 times in the semester, while taking this introductory course. Currently students only go for one day during the semester. This would allow for a richer learning experience for the course.

2. **Proposal for new undergraduate course:** EDMG 458, Internship Seminar. (3)(Coreq: EDMG 468) Required for a major. Proposed Catalog description to read: This is a seminar for Middle Grades candidates as they participate in their Internship experience. This seminar is designed to offer support, allow all candidates to come together and discuss practical issues, as well as prepare them for the job search. **Justification:** It is important for student teachers to not feel isolated when they go into their Internship experience. This is also an opportunity for the University to influence the most extensive teaching experience done by our candidates.

A motion was made by Lee Bollinger, seconded by Barbara Bucker to accept item 3 as recommended by the College of Education. The motion passed.
3. Change(s) proposed for an undergraduate program: Changes proposed for Degree Program, Middle Grades.
Change in number of credits from 45 TO 54, Deletion of course from program EDUC 275, Adding courses, EDUC 335, EDMG 458. Proposed Catalog description to read:

MIDDLE GRADES EDUCATION (5 – 8) MAJOR
Middle Grades Education is a program of study that leads to initial South Carolina teacher licensure for grades five through eight, in two content areas. This program includes 1) a set of foundation courses that provide the framework for teaching adolescents in the 21st century, 2) a set of major requirements that focus on the art and science of teaching in the middle grades, and 3) content specialization courses that are defined according to your two chosen areas. The content specialization choices are Mathematics, Science, Social Studies, or English/Language Arts. Since a number of these courses have prerequisites and are limited to specific semesters, students should take the time to plan carefully with their assigned advisors.

I. CORE CURRICULUM (34 – 38)

II. FRESHMAN GRADUATION REQUIREMENT (0 – 3 Credits)
Minimum grade of C required.
University 110, The First-Year Experience
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. FOUNDATION COURSES (16 credits)
Minimum grade of C is required in all foundation courses.
EDUC 117/117L Introduction to Teaching Middle Grades 4
EDUC 204 Computer Technology and Instructional Media 3
EDUC 215 Schools and Diversity 3
EDUC 335 Educational Psychology 3
EDUC 334 Adolescent Growth & Development 3

IV. MIDDLE GRADES MAJOR REQUIREMENTS (30 credits)
Minimum grade of C is required in all major requirement courses.
EDMG 325 Classroom Organization and Management in Middle Grades 3
EDMG 417 Reading in the Middle School 3
EDMG 441 Middle School Curriculum and Organization 3
EDMG 445 Instructional Theory and Practice – Middle School 3
EDMG 489, 490, 491, 492 Specialization Methods (choose two) 6
EDMG 468 Middle Grades Internship 9
EDMG 458 Internship seminar 3

V. MIDDLE GRADES CONTENT SPECIALIZATION AREAS (27 – 38) credits)*
Minimum grade of C is required in all content specialization courses.
Students choose TWO of the specialization areas. Total credit hours will depend on the chosen combination and courses taken in core curriculum.

1. English/Language Arts (12 - 18 credits)*
ENGL 287* 3
ENGL 275, ENGL 276 (choose 1) 3
ENGL 341, ENGL 277* (choose 1) 3
ENGL 485 3
ENGL 451, ENGL 453 (choose 1) 3
ENGL 459 3
2. Mathematics (16 - 20 credits)*
   MATH 160* 4
   MATH 205, 219, 330, and 173 12
   STAT 201/201L* 4
   Students who do not place in Math 160 must take the appropriate prerequisite course(s).

3. Science (16 - 24 credits)*
   BIOL 121/121L, 122/122L 8
   CHEM 111/111L* 4
   MSCI 101/101L* 4
   PHYS 103/103L* 4
   ASTR 101/101L* 4

4. Social Studies (12 - 21 credits)*
   GEOG 121 3
   ECON 101 3
   HIST 389, HIST 383 (choose 1) 3
   POL 201*, HIST 201* (choose 1) 3
   POL 101*, HIST 112* (choose 1) 3
   HIST 111*, RELG 103* (choose 1) 3
   HIST 101*, HIST 102* (choose 1) 3
   Students must take at least one course from each of the disciplines:
   History, Political Science, Geography, and Economics

*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

VI. ELECTIVES 0 - 6

TOTAL CREDITS REQUIRED 120 - 125

Justification: PRE-PROFESSIONAL: It was recommended that all general education courses be taken before entering the professional program. This meant that Adolescent Growth & Development should be moved into the foundation core, as well as adding an Educational Psychology course. It was agreed EDUC 275 should be eliminated from the foundation, as other programs in the college have done. The information obtained from this course is addressed in the Intro course (historical perspective of schools) and the School & Diversity course.

PROFESSIONAL The general format for the professional program is 2 courses with field experiences each semester leading up to internship. The plan is to schedule these courses and field experiences in the AM., that is, education courses from 8:30 – 12:00, so our students can take content courses in the afternoon. It was agreed if this format was set; it would make scheduling easier for both the students and the university for facilitation of placements. The sequencing of courses has been changed, with a teacher’s development in mind. First, the curriculum and standards are studied in depth, along with the reading/literacy course. The second semester, J2 block, focuses on instructional strategy and classroom organization. So after the junior year, the candidates have the basics of teaching. Sr-1 block will then focus on content methods where candidates go into more depth with curriculum, instruction, and assessment. A seminar has been added to the internship (EDMG 458). This will allow the candidates to meet and talk about concerns and issues they are experiencing.

A motion was made by Susan Slavik, seconded by John Hutchens to accept items 4 - 8, and items 10-17 as recommended by the College of Science. The motion passed.

4. Request for new undergraduate course: ASTR 101, Conceptual Astronomy. (3) (Coreq: ASTR 101L: Conceptual Astronomy Lab) Proposed Catalog description to read: An introduction to contemporary astronomy that explores our current understanding of the Cosmos and the unique methods employed to study astronomical objects. Topics include history of astronomy, observed motions of celestial objects, the solar
system, stellar evolution, galaxies, and cosmology. The course material is designed primarily, but not exclusively, for non-science majors. **Justification:** There is a general demand by the student body for a single semester survey course in astronomy that fulfills the core requirement in the area of **Knowledge of Scientific Concepts.**

5. **Request for new undergraduate course:** ASTR 101L, Conceptual Astronomy Lab. (1) (Coreq: ASTR 101: Conceptual Astronomy) Proposed Catalog description to read: Using laboratory equipment and exercises, students will investigate subtopics in astronomy. The labs will be a combination of indoor activities and the occasional nighttime sky viewing. While there is not a formal mathematical prerequisite, competency in high school algebra and geometry is expected. **Justification:** There is a general demand by the student body for a single semester survey course in astronomy that fulfills the core requirement in the area of **Knowledge of Scientific Concepts.**

6. **Request for new undergraduate course:** PHYS 103, Science of the Physical World. (3) (Coreq: PHYS 103L) Proposed Catalog description to read: This course is designed specifically for non-science majors that have an interest in a general science course. It focuses on physical science principles while addressing relevant topics like environmental issues, and how the universe was created and evolved. Students would leave this course with a good understanding of the process of science and have the critical thinking skills needed to make informed decisions based on scientific evidence. This course can not be used in conjunction with Science 101 and Science 101L to satisfy science core curriculum requirements under the 2006-2007 and prior catalogs. **Justification:** This course basically replaces Science 101, and has virtually the same focus as Science 101, but without biology. This change was made to reflect both the actual course content that was being taught in Science 101, and to bring the course more in line with the mission of the Chemistry and Physics department where the course is housed.

7. **Request for new undergraduate course:** PHYS 103L, Science of the Physical World Laboratory. (1) (Coreq: PHYS 103) Proposed Catalog description to read: This course demonstrates the scientific principles taught in PHYS 103. The emphasis is on the scientific process using hands-on active learning techniques. **Justification:** This course basically replaces Science 101, and has virtually the same focus as Science 101, but without biology. This change was made to reflect both the actual course content that was being taught in Science 101, and to bring the course more in line with the mission of the Chemistry and Physics department where the course is housed. This course can not be used in conjunction with Science 101 and Science 101L to satisfy science core curriculum requirements under the 2006-1007 and prior catalogs.

8. **Request for new undergraduate course:** BIOL 412, Biology Capstone. (3) (Prereq: Biology 340, 350, 370) (Coreq: Biology 340, 350, 370) Proposed Catalog description to read: This course serves to synthesize biology majors’ college experience, integrate disparate coursework and skills, prepare students for what follows graduation, and assess student learning and biology curriculum. This will include resume writing and interviewing strategies and test preparation (MCAT, GRE, exit exam). Specific areas of study will be addressed in breakout sessions including paper discussion, training scenarios, and/or field experience. **Justification:** We have designed this course in response to recent CUR review, revision to the Core Curriculum, similar courses at other institutions, and our ongoing efforts to refine our assessment protocol.

(Item 9 excluded from this action)

10. **Request for change in undergraduate course:** MATH 143, Calculus for Business and Social Science. Change in Prereq: Math 130 or 130I or placement exam TO A grade of C or better in Math 130 or Math 130I, or placement test. **Justification:** This change is to answer a request from the College of Business. In the past, they required their students to get a C or better in both, either 130 or 130I, and 143. With the new core, their majors only list a C or better in 143 as a requirement. The change listed above will keep their standards up at the same level as before the new core.

11. **Request for new undergraduate course:** MATH 173, Discrete Mathematics for Middle School Teachers. (3) (Prereq: Mathematics 160) Proposed Catalog description to read: Develop the number systems used in mathematics, with special focus on discrete systems and fundamental ideas of number theory. Introduce the basic ideas of discrete mathematics: graphs, trees, and combinatorics. Basic probability. **Justification:** This
course is necessary for the middle school education majors choosing mathematics as their area of concentration to meet the NCATE/NCTM standards for number sense and discrete mathematics.

12. **Request for new undergraduate course:** MATH 205, Algebraic Thinking for Middle School Teachers. (3) (Prereq: Mathematics 160) Proposed Catalog description to read: An exploration into algebraic thinking for pre-service middle school students through connecting algebra to other areas of mathematics. Problem solving, matrix logic, recursive relationships, functions, statistics, proportional reasoning, geometry, and graphing will be examined. Graphing calculators will be used. **Justification:** This course is being created as a service course for the middle school education major, mathematics area of concentration.

13. **Request for new undergraduate course:** MATH 219, Problem Solving Strategies for Middle School Teachers. (3) (Prereq: Mathematics 330) Proposed Catalog description to read: Methods of problem solving used for middle school students: diagrams, systematic lists, pattern recognition, matrix logic, sub-problems, unit analysis, forward-backward methods, recursive relationships, and various ways of organizing information. Spreadsheets and graphing calculators will be used. **Justification:** Required for the Mathematics area of concentration for the Middle School Education program.

14. **Request for new undergraduate course:** SOC 201, Sociological Analysis. (3) (Prereq: SOC 101) Proposed Catalog description to read: This course will provide an introduction to the principles of sociology as well as emphasize written and oral communication skills. Students will be asked to exercise and develop their “sociological imagination” through a series of oral and written assignments. **Justification:** To satisfy new core requirement.

15. **Request for change in undergraduate course:** SOC 310, Social Demography & Social Demography Laboratory. Change requested in prereq from MATH 130 TO Core curriculum math requirements, change in coreq from SOC 310 Lab TO None, change in credits from 4 TO 3. Proposed Catalog description to read: SOC 310, Social Demography. (3) (Writing Intensive) (Prereq: Sociology 101, Sociology 201, Core Curriculum Math requirement) Analysis of the theories, methods, issues, and data related to the characteristics and dynamics of population. **Justification:** The Sociology 310 Lab was added to the course beginning Fall 2003 for student instruction in writing and computer usage. The new core curriculum course communicating in the disciplines, our new required course for the major, Sociology 201, and the increasing number of students who have used computers make the lab less essential for student success in the course. When the current cohorts of students whose programs stipulate writing intensive courses have graduated, the Writing Intensive designation for this course can be removed although the writing portions of the course will remain since students papers are presented at local, regional and national conferences. In Sociology 310, writing instruction will be integrated into the course itself and those with writing difficulty will be referred to appropriate on-campus services.

16. **Request for deletion of an undergraduate course:** SOC 310L, Social Demography Laboratory. Delete SOC 310L from Catalog. (See justification for SOC 310, Social Demography & Social Demography Laboratory above)

17. **Request for new undergraduate course:** SOC 470, Sociology of the South. (3) (Prereq: Junior standing or consent of instructor) Proposed Catalog description to read: Sociology 470 focuses on social, cultural, historical, economic, racial and demographic dimension of the American South. Class members will conduct research and study how the South is distinct and the ways the South influences and shares the broader American society. **Justification:** In departmental exit surveys of graduating seniors students request more upper level courses. This course draws on instructor research and involvement in the Southern Sociological Society, offers sociology majors and students from other departments an opportunity to examine the local and regional area, and complements courses in the humanities that focus on Southern Studies.

A motion was made by Deb Walker, seconded by Maria Bachman to accept item 9 as recommended by the College of Science. The motion passed.

9. **Request for changes in an undergraduate program:** Changes proposed for Biology, BS Degree. Request change in credits from 12 TO 15, request change in required courses from 3 major required courses TO 4 major required courses. Proposed Catalog description to read: Cellular, Molecular Biology and Genetics
Specialization, Integrative Biology Specialization Ecology, Evolution and Conservation Biology Specialization. **Justification:** Having students declare specializations which will then appear on their diplomas will help potential employers and professional and graduate schools understand the focus of the graduation, and will also allow the Dept. of Biology to better track what our students are interested in. This will facilitate improved long-range planning.

A motion was made by Lee Bollinger, seconded by Ken Martin to accept item 18 as recommended by the College of Humanities. The motion passed.

18. **Request for changes in undergraduate program.** Communication, BA. Request deletion of COMM 401 and 402.

**PROPOSED CHANGES TO COMMUNICATION MAJOR, Admission to Degree Candidacy (Changes in BOLD)**

Prior to being admitted, a student must:

1. See an adviser in the Communication Department for guidance.

2. Have obtained an overall grade point average of 2.25 and completed a minimum of 30 semester hours including the following:

   A. English 101 and a core communication intensive course with a grade of C or above in each course
   B. Communication 101 and Communication 140 with a grade of C or above in each course
   C. Complete an application.

3. For transfer students who have more than 24 transfer credit hours, a minimum GPA of 2.25 **must be obtained after completing at least 12 credit hours in one semester at Coastal Carolina University before application to the major can be made.**

4. Upon completion of these requirements, a student will be formally accepted as a candidate for the Bachelor of Arts in Communication.

Students must earn a grade of C or better in each of the courses used to satisfy the major requirements. Final Responsibility for satisfying degree requirements, as outlined in the university catalog, rests with the student.

I. **CORE CURRICULUM (34-38)**

II. **FRESHMAN GRADUATION REQUIREMENTS (0-3 Credits)**

   Minimum grade of C is required.

   University 110, The First Year Experience 3

   UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. **FOUNDATION COURSES (6 Credits)**

   Communication 101 Introduction to Communication 3

   Communication 140 Oral Communication 3

IV. **MAJOR REQUIREMENTS (42 Credits)**

   Communication 274 Organizational Communication 3

   Communication 275 Communication Theory 3
Communication 276 Communication Research 3
Communication 302 Communication Law and Ethics 3
Communication 491 Communication Capstone: Thesis OR 3
Communication 492 Communication Capstone: Project 3

CHOOSE ONE:
Communication 304: Gender Communication, Communication 311: Health Communication, Communication 410: Special Topics in Communication

CHOOSE EIGHT FROM: 24
COMM 304, COMM 311, COMM 334, COMM 341,
COMM 410, COMM 495, COMM 410, ENGL 390,
CBAD 350, ENGL 362, ENGL 462, ENGL 465,
JOUR 307, JOUR 309, JOUR 310, JOUR 312,
PHIL 305, PHIL 317, PHIL 318, PSYC 303.

MINOR REQUIREMENTS (18+ Credits) 18+

Students will select a minor in consultation with their advisers. They will choose from any minors listed in the Coastal Carolina University catalog, including, but not limited to the Following: Art History, Art Studio, Biology, Business Administration, Chemistry, Computer Science, Dramatic Arts, Economics, English, Environmental Science, Exercise and Sport Science, Fitness, French, German, Graphic Design, Health Promotion, History, International Studies, Journalism, Latin American Studies, Mathematics, Marine Science, Music, Philosophy, Physics, Political Science, Pre-Law, Psychology, Sociology, Spanish, Statistics, Women’s Studies.

VI. ELECTIVES (9-17 Credits) 10+

TOTAL CREDITS REQUIRED 120

Justification: Changes in the core curriculum, growth in the department and industry/career trends all warrant more diverse requirements for the major. The changes proposed here will enable students to grasp concepts exposed to them in the junior level course that are currently not in the major. We are proposing an expansion in the sophomore-level specifically to address a gap between the time the student completes freshman-level communication course and the time they are introduced to theory and research. We believe these changes will enable students in communication early on to understand the value of empirical research, especially since courses in the major hinge on critical studies.

A motion was made by Susan Webb, seconded by Ken Martin to accept items 19-46 as recommended by the College of Humanities. The motion passed.

Proposed Catalog description to read: COMM 275, Communication Theory (3)(Prereq: COMM 101) This course provides an in-depth survey of theories and relevant criticism in communication and prepares students for theoretical application in research and thesis preparation. Justification: The Communication major graduates with skills that go beyond public speaking and an understanding of the value of interpersonal skills; the graduate in this major must also have a thorough understanding of how theory guides research studies in the field. This course introduces students early to theoretical thinking and prepares them for a return to theory in their senior year.

20. Request for new undergraduate course: COMM 276, Communication Research. (3) (Prereq: COMM 101)
Proposed Catalog description to read: COMM 276, Communication Research. This course prepares students early for research; how to isolate problem statements, distinguish independent and dependent variables, criticize and evaluate definitions, define theories, understand how to apply methods of sound research (qualitative and quantitative), collect data and analyze scholarly articles. Justification: Students are expected to graduate with a thorough understanding of the value of research and methods for any career field. They must be taught to understand that there is no critical piece of information that is not backed by solid research, and they must be
taught to question data they hear or find written if such data does not include evidence. This course early on prepares students for the rigor of communication studies. They return to research throughout the major and will be better prepared because of this early introduction.

21. **Request for new undergraduate course**: COMM 491, Communication Capstone: Thesis (3) (Prereq: COMM 275, 276) Proposed Catalog description to read: COMM 491, Communication Thesis. Students synthesize coursework previously conducted within the major; apply their knowledge and education to a significant research topic; and produce a thesis. They gain an understanding of how to compose/construct a theoretically driven thesis; refine their research library skills; and understand how to use proper documentation style. **Justification**: This course previously taught as two courses, COMM 401 and 402; this new course will merge the two into one thesis-driven capstone.

22. **Request for new undergraduate course**: COMM 492, Communication Capstone: Project. (3) (Prereq: COMM 275, 276) Proposed Catalog description to read: COMM 492, Communication Capstone: Project. Students apply their knowledge and education to a significant research project involving the student’s communication research interest. The course can be an external (community) or internal (within the University) project. Each project is outlined in a customized course syllabus with an outline of the work to be completed by the student. **Justification**: Currently, students in the communication major are required to complete a thesis. Students have voiced their concern about the requirements when, especially, graduate school is not in their plans. They have requested an option for the capstone that would include working on a project within an organization, such as a communication audit or an ethnographic study for a corporation. This course will give them the option of a project instead of thesis as a capstone for the major.

23. **Request for new undergraduate course**: JOUR 314, Video Production. (3) (Prereq: JOUR 200 or 201) Proposed Catalog description to read: This course introduces students to all aspects of video production, from concept to screen. Students are exposed to working in teams, similar to the industry standards. They experience field production and studio production problems and solutions as they complete their assignments. A short individual project and a longer production as well as team final projects are required as part of a final grade. Students leave the course with DVDs of their work. **Justification**: Demands from the journalism minors and many of the communication majors especially are made frequently. Also, as students venture out into various organizations their experience in any type of video production can be quite valuable for the organization. Lastly, the journalism minor now has components for two reporting (print media) courses and two public relations (campaigns) courses, but only one in broadcast, which is a writing course (JOUR 310). What has been missing is any experience in an actual (broadcast or video) production/editing course.

24. **Request for change in undergraduate course**: ENGL 102, Composition and Literature. Request change in proposed Catalog description to read: 102 Composition and Literature. (3)(Prereq: Grade of C or above in English 101) Students read and analyze short stories, poems, and plays. Assignments include literary analyses, a research paper and a graded oral presentation. Revising and editing skills are taught. F, S. Su. CI. **Justification**: Core

25. **Request for new undergraduate course**: ENGL 201, Introduction to Creative Writing. (3)(Prereq: C in ENGL 101) Proposed Catalog description to read: A course that introduces the fundamental elements of craft involved in composing poetry, fiction, creative nonfiction, and drama using a combination of example readings and writing workshops. Students are encouraged, though not required, to complete a college-level literature course before enrolling in ENGL 201. **Justification**: ENGL course needed for Goal 8; also reflects department’s growing creative writing profile.

26. **Request for new undergraduate course**: ENGL 277, Literature in Translation. (3)(Prereq: C in ENGL 101) Proposed Catalog description to read: This course is designed to introduce students to works of literature in translation from the Eastern and/or Western literary and intellectual traditions. Drawing from a variety of texts, genres, and formats, each section will examine issues of cultural interaction and translation, emphasizing the significance of cross-cultural dialogue and transfer of ideas between world cultures, historical periods, and/or literary movements. **Justification**: Additional course for core, Goal 5B. Replaces ENGL 275 and 276 as world literature for non-majors
27. **Request for changes in undergraduate program:** History, BA. Proposed Catalog description to read: Insert the phrase “For history majors” at the beginning of the sentence. The sentence will then read: For history majors, History 250, Historical Research and Writing, is a prerequisite or co-requisite for all upper level history courses. **Justification:** This is a clarification of the requirements for the history major. Under the requirements for the history major, Part III. FOUNDATION COURSES (9-24 credits), the sentence as currently worded could be read to mean that History 250 was a pre or co-requisite for all upper level history courses. Our original intent was for this requirement to apply only to our majors, as History 250 will prepare them for kind of research they will encounter in the upper level courses. We do not, however, wish to keep deserving students from other majors out of our upper level course.

28. **Request for new undergraduate course:** HIST 250, Historical Research and Writing. (3) Proposed Catalog description to read: HIST 250 Historical Research and Writing (3) A course designed to teach both written and oral communication in history. Topics include compiling a scholarly bibliography on a historical topic, interpreting primary and secondary sources, developing a clear thesis, ensuring academic integrity, using Chicago-style documentation, and presenting work in a scholarly fashion. A minimum of twelve pages of graded, written work, with substantial opportunities for revision, and at least one graded oral presentation required. Topics chosen by Professor. For History Majors, History 250 is a co-requisite or prerequisite for all upper-level courses.

29. **Request for new undergraduate course:** PHIL 102, Introduction to Ethics. (3) Proposed Catalog description to read: PHIL 102, Introduction to Ethics. This course introduces students to the three main areas of philosophical ethics, metaethics, normative ethics and applied ethics. Students will explore metaethical issues such as ethical subjectivism and objectivism, moral skepticism, free will and responsibility, major normative theories such as consequentialism and deontologism; and applied ethical issues such as animal rights, war, and cloning. The overarching goal will be for students to develop the skills necessary for thinking, writing, and speaking about ethical theories and problems while acquiring a basic understanding of these theories and problems. **Justification:** This course plays a crucial role in the reformulation of the new core. It offers CCU students the opportunity to deepen their understanding of ethical theory as part of their core requirement.

30. **Request for new undergraduate course:** PHIL 323, Philosophy of Law. (3) Proposed Catalog description to read: This course is an introduction to philosophical problems in the law. Topics may include the nature of law (including legal positivism, natural law theory, and legal realism), the relationship between law and morality, the aims and limits of law, judicial reasoning, and issues in constitutional law, criminal law, and tort law. Readings include Supreme Court cases, as well as a variety of classical and contemporary texts. **Justification:** This course plays an important role in the recently established pre-law minor. It will also be a good cognate course for all students who are interested in legal studies, ethics, the law and jurisprudence.

31. **Request for new undergraduate course:** RELG 320, Introduction to Buddhism. (3) Proposed Catalog description to read: This course provides an introduction to the diverse Buddhist traditions of the world through a study of theories, practices, images and social settings. It begins with an examination of stories of the life of Buddha and the religio-political situation in India at the time his ideas began to flourish. It follows the development of later Buddhism in India and its manifestations as Theravada traditions of Southeast Asia. It also examines Buddhism’s developments a Mahayana and Tantric traditions in Tibet and East Asia. **Justification:** The course will play a crucial role in the development of two new minors: a minor in Asian Studies and a minor in Religious Studies. Moreover, Buddhism is also of importance to some existing programs. Art History students as well as students of World Literature and International Relations will find this course useful in their studies.

32. **Request for changes in an undergraduate program:** Political Science, BA. Request change in course number from THEA 140 TO COMM 140. **Justification:** THEA 140 is being renamed COMM 140.

33. **Request for new undergraduate course:** POLI 330, Introduction to the Middle East. (3) (Prereq: POLI 101) Proposed Catalog description to read: Introduction to the Middle East. An introductory survey of the Middle East including a study of the Islamic religion, the historical and geographical background of the region, the problems of Arab North Africa, the Israeli-Palestinian conflict, the petroleum issue, instability in the Persian Gulf, and the problem of violent religious extremism. **Justification:** Since the end of World War Two, the
Middle East has been a regular source of conflict and controversy for European and American foreign policy makers. After the dramatic events of 11 September 2001, the region has arguably become the primary foreign policy dilemma for the United States, and American armed forces have been regularly engaged in combat operations in the area. Given the centrality of this area, the Department of Politics is proposing the establishment of four new courses addressing aspects of the Middle East. POLI 330 is the first of these courses and would ideally be taken before POLI 331, 332, and 333.

34. **Request for new undergraduate course:** POLI 331, The Israeli-Palestinian Conflict. (3) (Prereq: POLI 101)
   Proposed Catalog description to read: A consideration of the historical background and contemporary status of the Israeli-Palestinian conflict, covering the geographic, cultural, religious, economic, and political aspect of the crisis. **Justification:** The conflict between Israeli Jews and generally Muslim Arabs on the east shore of the Mediterranean Sea is one of the world’s perennial crises, a conflict that seems to become more violent and less susceptible to resolution as times goes by. For majors in political science who want to understand this dramatic issue, this course will offer the opportunity to consider the problem in depth. Unlike some other foreign policy dilemmas, the Israeli-Palestinian Conflict has a major impact on domestic American politics, making it doubly worth of study.

35. **Request for new undergraduate course:** POLI 332, Conflict in the Persian Gulf. (3) (Prereq: POLI 101)
   Proposed Catalog description to read: This course examines the political, cultural, economic and military aspects of the Persian Gulf Region with particular attention to problems in Iran, Iraq, and Saudi Arabia. The region’s status as a major source of crude oil will also be examined. **Justification:** It is difficult to think of a region anywhere in the world that has achieved more centrality in American Foreign Polity than the turbulent Persian Gulf. The United States has thus far fought two wars in the region. The United States has invaded and occupied the Republic of Iraq, and tensions between American and the Republic of Iran remain acute. American economic prosperity depends to a large extent on the maintenance of access to the crude oil supplies in the region, which constitute the world’s largest exploitable source of petroleum products. To be an informed citizen in the new millennium is to understand at least the basics of the Persian Gulf situation.

36. **Request for new undergraduate course:** POLI 333, Islam and World Politics. (3) (Prereq: POLI 101)
   Proposed Catalog description to read: An examination of the Islamic religion as it relates to Middle Eastern and world politics. Topics include the Sunni-Shi’ite divide, traditionalist of fundamentalist variants of Islam, political movements challenging regional governments, and violent groups like al-Qaeda, Iraqi insurgent groups, and the Taliban. **Justification:** Since the al-Qaeda attacks on American soil in 2001, public attention has been focused on violent Islamic movements in the Middle East. Many journalist accounts of these movements have been superficial, but serious scholars have made real progress in analyzing and explaining the grievances that have impelled some Muslims to use violence against Western targets. Given the fact that U.S. armed forces are currently in the field fighting against these groups in Iraq, Afghanistan, and (to a limited extent) Somalia, American students need to understand Islamic fundamentalist theology within its political context.

37. **Request for new undergraduate course:** POLI 335, Chinese Politics. (3) (Prereq: POLI 101)
   Proposed Catalog description to read: A study of the politics of mainland China with an emphasis on the politics of the post-Mao era (after 1978). **Justification:** In spite of the important role that China plays in today’s world, the department does not offer any courses on China. In addition, this course will support the anticipated Asian Studies Minor.

38. **Request for new undergraduate course:** POLI 338, Introduction to Political Linguistics. (3) (Prereq: POLI 101)
   Proposed Catalog description to read: An introductory survey of the role played in contemporary world politics by the multi-lingual character of individual countries and the global community, with special focus on the connection between languages and conflict. **Justification:** The role of languages in political conflict is an important, but under-studies, element in political conflict. In American politics, for example, there is a multicultural movement that envisions the emergence of a bilingual (Spanish and English) society which is fiercely opposed by an “English First” movement demanding the establishment of English as the national tongue. Other societies have minority languages that have served as the point around which local nationalism has been generated: Quebec French in Canada, Catalan Spanish in Spain, and Tamil in both India and Sir Lanka. Multi-national languages like Chinese and Arabic pin together vast regions of the world, creating supranational identities. At the more specific level, the process of moving meaning from one language culture to another can inhibit cooperation between two peoples: the American missions in both Iraq and Afghanistan.
have been hampered by translation problems. In an era of increased and expanding globalism, the linguistic dimension in politics requires a closer and more nuanced study than it has thus far received.

39. **Request for new undergraduate course:** POLI 466, South Carolina Government and Politics. (3) (Prereq: POLI 201) Proposed Catalog description to read: A study of the politics and government of South Carolina with special attention paid to the state political and legal institutions, their power, and limits to their power. **Justification:** Students living in South Carolina should have the opportunity to better understand their state and local government.

40. **Request for new undergraduate course:** POLI 438, International Human Rights. (3) (Prereq: POLI 101) Proposed Catalog description to read: Development of the promotion and protection of international human rights and fundamental freedoms. **Justification:** Course will aid the department’s goal of expanding the curriculum.

41. **Request for new undergraduate course:** GEOG 204, Introduction to Geographic Information Systems GIS. (3) (Prereq: GEOG 121) Proposed Catalog description to read: A survey course that provides an introduction to the display, manipulation and management of geographic information systems. Topics include geographical data input, storage, maintenance, analysis and retrieval. **Justification:** Geographic Information Systems (GIS) is an important tool for a variety of careers in today’s society. GIS will support public administration course in the department and will support the anticipated public administration minor and possible new BIS Certificate.

42. **Request for deletion of an undergraduate course:** THEA 140, Oral Communication. **Justification:** This course is cross-listed as COMM 140 and will remain then in the new Department of Communication to be taught only by instructors out of that department.

43. **Request for new undergraduate course:** THEA 149, Acting for Non-Majors. (3) Proposed Catalog description to read: Introduction to acting through exercises, improvisations and scene study that involve public performance as well as the development of communication skills. **Justification:** Currently numerous institutions offer the course such as this. This gives non-theatre majors the opportunity to explore the art of acting as well as the area of theatre.

44. **Request for new undergraduate course:** THEA 201, World Performance Traditions. (3) Proposed Catalog description to read: This course will document and trace the phenomenon of performances as a part of human culture. Observing the earliest roots of performance in ancient societies, the course will follow the evolution of performance as realized through storytelling, theatre, dance, musical performance and other representational modes. **Justification:** This class will fill a perceived need in the multicultural study of performance and the literature of performance. This course is being submitted to fulfill goal 8, “Knowledge of creative expression” of the new core curriculum.

45. **Request for deletion of an undergraduate course:** THEA 334, Small Group Communication. **Justification:** This course is cross-listed as COMM 334 and will remain then in the new Department of Communication to be taught only by instructors out of that department.

46. **Request for deletion of an undergraduate course:** THEA 341, Advanced Public Speaking. **Justification:** This course is cross-listed as COMM 341 and will remain then in the new Department of Communication to be taught only by instructors out of that department.

A motion was made by Susan Slavik, seconded by Susan Webb to accept items 47 & 48 as recommended by the College of Humanities. The motion passed.

47. **Request changes in undergraduate program:** Art Studio, BA. Proposed change requested in number of credits from 1 TO 3, proposed other changes requested: We would like to make a catalog change under the section Art Studio Major. ARTS 497, The Artist as a Professional, is listed as a 1 credit course in this section and we would like to change it to a 3 credit course. It has always been a 3 credit course and is listed as such in the catalog section containing course descriptions. In order to make this work we need to change the following: Under Art Studio Major, change maximum credits from 50 TO 52, in Major Requirement, change credits
from 32 TO 34, ARTS 497 credits should be changed from 1 TO 3, in Electives, change credits from 17-24 TO 15-22. **Justification:** We want the catalog to agree with what the students are taking so there is no confusion.

48. **Request changes in undergraduate program:** Art Studio, BA. Under Item III. Major Requirements, proposed Catalog changes to read: 6 hours 200 level, 6 hours 300 level, 6 hours 400 level….18 credits. **Justification:** NASAD (National Association of Schools of Art and Design), our accrediting body, requires that our studio art majors take 300 and 400 level courses. They felt that we could not enforce this the way our catalog is currently written. With the new wording nothing has changed except that our students will now have to take at least two 300 and two 400 level courses.

A motion was made by A. J. Taylor, seconded by Maria Bachman to accept items 49 – 54 as recommended by the College of Humanities. The motion passed.

49. **Request for change in undergraduate course:** ARTS 205, Web Design I. (Prereq: change from N/A TO ARTS 202) Proposed Catalog description to read: ARTS 205, Web Design I. (3) Beginning to intermediate-level studio work in web media, graphics and web site structure. Graphic design software, web site layout and HTML will be used to explore navigation, aesthetics, strategy, concept and organization with an emphasis on the user experience. **Justification:** This course requires significant background in graphic design software and methods (it is a web design course, not simply one where students learn how to make a web site). Currently, it is listed as having no prerequisites. To make Web Design I a more effective teaching-learning experience, we would like to limit enrollment to students with appropriate background coursework and a commitment to the emphasis so that content can focus sufficiently on design and technology for the web rather than remedial software and design issues.

50. **Request for change in undergraduate course:** ARTS 301, Intermediate Graphic Design I. Proposed Catalog description to read: ARTS 301, Intermediate Graphic Design I. (3). A combined graphic design history lecture and intermediate-level studio practice course focusing on process, creative problem solving, research and design in historical and practical contexts. **Justification:** Use of technology and nature of products (such as logos, corporate programs and desktop publishing) will not change from the current course content. But the delivery method will now include history lectures, research-driven assignments and historic context. The graphic design emphasis has no History of Graphic Design course, nor any studio course that involves specific practices in how to develop a creative process or apply historical research. This course proposes to do all of that through involved, process-oriented, multi-phase studio design prompts.

51. **Request for change in undergraduate course:** ARTS 305, Web Design II. Request prereq change from N/A TO ARTS 205. Proposed Catalog description to read: ARTS 305, Web Design II. (3) A beginning to intermediate-level exploration of Flash layout and animation design for the web with a continued emphasis on interface design and the user experience. **Justification:** In a design emphasis, we believe it is not appropriate to address database-driven web site programming, which is typically an area reserved for computer science majors or, in the professional web design field, computer programmers. Instead, this course will introduce students particularly interested in web design to motion graphics for the internet, as well as a program – Macromedia Flash – that deals with web layout and navigation in a new way. It is an industry standard, particularly for any individual who wishes to pursue web design as a career. This change also enable students to take a Flash-based course earlier in their education (currently, ARTS 306 is listed in the catalog as having Flash content, but we have never actually been able to offer the course because we lacked the faculty). It will also be offered every year, as opposed to ARTS 306, which is offered only every other year.

52. **Request for change in undergraduate course:** ARTS 306, Interactive Design Techniques. Request prereq change from N/A TO ARTS 305, change title of course from Interactive Design Techniques TO Web Design III. Proposed Catalog description to read: ARTS 306, Web Design III. (3). Advanced use and exploration of both static and motion-based web design software and methods, with a particular interest in producing sites that use a hybrid of the two. Projects will focus on taking complex web sites from concept to completion. **Justification:** Offered every other year as an elective option, this course will round out the web-specific design education of interested students by emphasizing project planning on large-scale web site concepts (which will combine software and method knowledge offered in both preceding web design courses). Also, the current
description mentions CD-ROMS, which have been effectively phased out of the industry and consumer market and replaced by the internet. Changing the tile just simplifies the notion of the web sequence to students who might register for it.

53. **Request for new undergraduate course**: ARTS 450, Ashes2Art: Digital Reconstructions of Ancient Monuments. (3) (Prereq: Instructor permission) Proposed Catalog description to read: This course combines advanced digital technologies, art history, graphic and web design, 3D animation 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 incorporate that research into a web-based project. **Justification**: The course already exists in the Catalog as ARTH 450. It is crosslisted with ARTS 450, but there is no description of ARTS 450 in the Catalog (an oversight when the original course was proposed and passed).

54. **Request for change in an undergraduate course**: ARTS 497, The Artists as a Professional. Change requested in prerequisites from Second semester junior majoring in studio art or permission of advisor TO Second semester senior majoring in studio art or permission of advisor. Proposed Catalog description to read: The range of topics covered in this course includes the development of an Artist statement, a biographic statement, resume writing, and portfolio development for senior thesis show and professional presentation. Instruction will be given on how to prepare work for presentation orally, as well as in digital format. Students will use the computer extensively in preparing a CD on which they place their entire portfolio (artist statement, bio, resume and digital images). They will also learn how to format their art images for insertion onto the Visual Arts web site. **Justification**: As the course is currently structured, not all students exhibit during the semester they are enrolled in the course. Therefore, it is not possible to include the exhibition as a graded component of the course. Changing the prerequisite from second semester junior to second semester senior will place primary emphasis on the experience of the exhibition as a capstone project for the B.A. program. We will also be able to use the exhibition as a tool for assessment and accreditation.

ANNOUNCEMENTS:

GOOD OF THE ORDER:

ADJOURNMENT: The meeting adjourned at 5:45 PM.

Respectfully submitted,

**Approved by Susan Slavik**
Faculty Senate Secretary

Janet Straub
Faculty Senate Recorder