
ABSENT: Bob Burney, Gayle Disney, Austin Hitt, Sandra Nelson, Donald Rockey, Shannon Stewart, Dan Abel, Karen Aquirre, Dave Evans, Craig Gilman, Kevin Godwin, John Hutchens, and Donald Yessick.

APPROVAL OF MINUTES: A motion was made by Maria Boleman and seconded by Lee Bachman to accept the November 5th, 2008 minutes. The motion passed.

PRESIDENT REPORT: I think about the only thing I can say with certainty is Happy Holidays. I really don’t have a lot of information or answers but let me tell you where we are and its part of the reason a Town Meeting was called for next week to give you some updates. You’ve probably been reading a lot of things in the newspaper or hearing it on the news. We have been told that next week’s Budget and Control Meeting could be an interesting meeting; we have been basically informed that at the very least we can expect a 2% cut which will be immediate. We have had other information that indicates that it could be 4%. The comptroller general came out yesterday saying he wanted 8% that we need to take that money now because some things may be happening in early January. We have simply no idea what that number is. I think with the only amount of certainty is them doing nothing is probably a low probability. The other thing that I know a few of you have asked me about is Monday of this week we got an email from Representatives of the House Ways and Means as well as the Senate Finance and obviously those are the two critical committee’s that determine the budget. They have informed us that by December 30th, which means for us the 22nd, to notify the State on how we will take an additional 15% cut over and above what may come next week. At some point we will be passing a hat to give money back to the State because we will not be state supported at all. I don’t know where it is going to go. I have a meeting with all the presidents next week in Columbia. I have a meeting with local delegation members earlier next week and I m hopeful to at least be in a position to get some additional information. What we have garnered so far from some the local delegation is right now we might be happy if we only take a 15% cut. For those of you, and I probably will get the education act wrong, but the Act 388 which was basically the property tax act which if you’ve looked at your tax bills on your property notice that your property tax has been cut significantly probably close to half. The idea was over the past couple of years the sales
tax that was added would have covered it. By law if it is a shortfall it has to be funded out of current monies and the last count were debating now whether its 110 or 120 Million shortfall. If that 120 million shortfall comes into play if they go after targeted institutions, it could ultimately be very painful. I will still say and I will continue to say till I am absolutely blue in the face or something else: - My goal is to preserve jobs, to do what I can to preserve the educational environment. I need suggestions from you. I have gotten chewed out by a couple of people with blankets around there legs because they’re freezing but if that saved a couple of people’s jobs I’m happy. But we have also need a way folks to grow the revenue. It’s going to get to the point where there is no more to cut. Now, I think if we look at a 4-6% cut here in the next couple of days we will be able to handle a good bit of that with some additional cuts that were looking to go through. We still have some contingency funds that I can move and I will see what happens. But if we get hit with a significant cut meaning 15/20% then we’re going to have to get real creative. I think with information that I’ve had from Columbia certainly in the past 6/8/10 months about our “reliance on out-of-state student” and their desire for us to get our ratio down to about 30%, that is no longer viable. The last reports from Judy Vogt suggests applications are up some 30%, that’s good news. I know there’s always been the debate do we stop growth, do we do this, do we do that. The reality of it is folks this is not the time to have a major debate on growth. We need to make sure we bring the revenue in here. It’s a very trying time and most of us are getting very frustrated with the economy itself but we will manage it and we’ll do it so that hopefully we’ll come out stronger in the end.

EXECUTIVE COMMITTEE REPORT: Dr Webb reported that the committee chairs of all the standing committees continue to participate in the Strategic Management Planning Process. That body has divided into four subcommittees that are working on the issues of faculty and staff success or actually the strategies that we laid out in our Strategic Plan. They are working on the areas of meeting educational needs of student and community and ensuring student success and viability. The financial viability group as you can imagine is challenged to do a lot of hard thinking that and we invite your participation. I serve as a co-chair along with Will Garland, Henry Lowenstein among many others. I’m sure that you will hear more about that from the Provost and in the Town Hall meeting next week.

COMMITTEE REPORTS:

Charmaine Tomczyk, Faculty Ombuds Interim Report. Report was put off until February’s meeting and is attached for your review.

Graduate Counsel has successfully passed the proposal for the masters’ degree for the Masters of Education Degree and Educational Leadership. In order to just expedite some of the paperwork and process I ask Linda May to simply submit brief cover letter synopsis of the total number of degrees, the new courses that have been approved plus the additional core courses that will be utilized from the current curriculum plus the elementary and the secondary internships.
Ms. Webb made an editorial comment that as it currently stands the graduate council makes decisions independent of academic affairs our standing committee or indeed the Faculty Senate itself. Although we may as a group wish to look at that or reconsider that in the future.

**Student Government Association** president gave a report regarding a resolution that was passed by the majority of the senators attending to make the campus smoke free. As our constitution states I have the power to veto resolutions and I did so for a few simple facts of which I would like to inform this committee. There were about 200-300 students were surveyed, I asked to see the survey and it was more of a petition. I didn’t think that was very conduent to have that used as a survey to make the school smoke free. They did not ask yes or no questions. We wanted to survey the entire campus so when school starts in January we will have a survey available on-line for faculty, staff and students because it will not only effect students, it will affect everyone that comes to this campus. We wanted to make sure everyone has their say, smokers and non-smokers alike. We would like to work on the policy that is in place right now. The gazebos to me are an eye saw, that is just my opinion, but it gives smokers a chance to go and have a smoke break. People are complaining that smokers are still going around the campus and not in the gazebos. Secondhand smoke is a big concern of the students so what we have said is that we will work on fines and fees with public safety on how to go about that since there are signs posted on campus that state smoke free campus, smoking only allowed in gazebos.

We would like to bring before Faculty Senate that our STAR (Students Taking Active Responsibility) coordinator and the organizations has won an award for being #1 in Cancer Awareness in South Carolina. This is one of the reasons for wanting to make our campus smoke-free to go along with this great award. This is also why it is important for you to please encourage your students and staff to fill out the survey. Our organization would like to thank all of you for your cooperation this past year.

**PROVOST REPORT:** Graduation is coming up, that is on the 13th. Giving what is happening on the state level and I think Dave has suggested this or eluded to this our real survival is to be found in enrollment. And our real survival is to be found on preserving the environment that students are experiencing and preserving the environment that faculty are experiencing. So such things as graduation become very important and I would encourage your participation in it. Please come out I have a new hat I’m happy to show it off.

Also, although we’ve sent notices to students at home and we sent notices via email about the student jobs you can really help the student focus on getting these on campus jobs by announcing them in your classroom. So please, even if you’ve announced it before, announce it again. It’s now post Thanksgiving, see if you can kind of sing through to those students who hear things and it just kind of comes over them. We really do want to have more on-campus jobs. We also are encouraging the departments and areas to make requests for students to be employed in your areas. You do not have to have that money in your current budget in order to make that happen but please work with your administrators in your areas as is appropriate for student jobs.

We did have a meeting of the trustees a week or so ago and I am pleased to announce to you that there were several appointments and promotions that were approved, those have been official announced. We also did have a full board approval rescission of the requirement that we have external letters be a part of the Promotion and Tenure Process. Now I am both pleased and distressed by that simply
because I know the circumstances that have lead to that but that is now a matter of the official record we will then be turning to the Promotion and Tenure Guidelines that have come up from the departments through the colleges to establish the process as it plays out over this next year.

I do want to announce that the president will be hosting a witnessing of the inauguration on January 20th. That will be in Wheelwright, you are certainly encouraged to come to that, that’s the Presidential Inauguration.

I would also like to ask for your sensitivity about something. It came up in an earlier meeting and I’m not going to spend as much time as I did in the earlier meeting about this. We do have groups of students and staff on this campus that are feeling in fact trouble and frightened by this election that has occurred. We have students that are African-American that feel they have to celebrate quietly away from their peers because they will be criticized by their peers here on campus for feeling positive about that election. We have staff that have reported the same thing. We also have reports from the student side that we have students on the other side who feel some concern about the election and don’t feel they can vocalize that concern as well. Other than your classrooms we don’t have forums for these topics to come out but we do have a collective sense that leaving things unsaid but festering is only a potential for problem. So there will be a couple of forums, the Student Government Associations is hoping to host a forum regarding the election on or around the inauguration. There is talk of having that conversation occurring in the Celebration of Inquiry. But I would just like you to be aware, if you are not already, that we have heard numerous reports from students and in particularly the ones I have been listening to are the African-American ones who have indicated that they really are very, very concerned about any sense of pleasure at this particular election for fear of criticism. I think that you as faculty can and should, make an effort as is appropriate for that discipline that you are teaching to try to bring out some of those issues in a productive way.

The last item I would simply introduce to you Susan and I have asked Lee Bollinger to go back to a report that was issued a couple of years ago and refresh and update it looking at the cost of student textbooks. One thing we do know is we are in a different climate economically than we were two or three years ago when that conversation occurred. While we may indeed have a cap on tuition we are still very, very concerned about enrollment and students’ ability to pay. An undisclosed cost that many students have when they come to college is the cost of textbooks and it could easily be $1500 in a particular semester for textbooks so we have asked Lee to go back and revisit some of those concerns. Is there something that you as a faculty senate would be interested and willing to support as regards perhaps the lower division courses, the core courses, the textbooks for those is there a way that students who purchase textbooks can hold on to them longer, can resell them in a more viable way. One of the things that were hearing is that we should be encouraging students to use the other bookstore and in fact their financial aid will work at the other bookstore as opposed to the particular bookstore on campus because as was explained to me the other bookstore draws used books from a much larger supply than does the bookstore on campus so the opportunity for students to get used books from the bookstore on 544 seems to be greater. I don’t want to get into in this particular group the solutions to the problems I just simply want to suggest that one problem that we haven’t addressed well as a University is how to reign in the escalating cost of textbooks for students. Judy who is not here today will be the first to tell you that some of these financial aid monies that the president talked about may end up going to textbooks and book cost may be the only thing that separates a student who is coming from not being able to attend. So that conversation we’ve asked Lee to bring back to this body, CC faculty, and I will end my comments.

**OLD BUSINESS:** None
NEW BUSINESS: Pat Piver, Chair, Academic Affairs presents the following for Senate review/approval:

College of Humanities and Fine Arts:

1. **Request for change in undergraduate course: JOUR 304, Journalism Writing and Reporting Skills**
   I (3) Request change in prerequisite(s) from ENGL 101 and 102 TO ENGL 101, JOUR 200 OR 201. Title change to Journalism Writing for Magazines. This is a revision of a course formerly devoted to newspaper writing. The revision includes focusing just on magazine writing. The second course required in the minor, JOUR 305, will continue to focus on news writing for newspapers. Proposed catalog description. JOUR 304, Journalism Writing for Magazines. (3) (Writing intensive) (Prereq: ENGL 101; JOUR 200 or JOUR 201). Workshop on the basics of preparing and producing profile pieces and features for magazines that include writing for web magazines or journals. Emphasis is on interviewing and story development as well as copy editing. Students learn to add video and photo links to their stories and are exposed to career options in the magazine industry.
   
   **Justification:** Industry trends demand these changes in journalism education. We are moving toward web only journals, magazines, newspapers and with that move must continue to attract audiences with not only words (in print), but video and photography links (which is now more important on the web than in the past decade).

2. **Request for change in undergraduate course: JOUR 305, Journalism Writing and Reporting skills**
   II (3) Request change in prerequisite(s) from ENGL 101, 102, JOUR 304 TO ENGL 101, JOUR 200 OR JOUR 201. Title change to Journalism Writing for News Media (print and online). Proposed catalog description: JOUR 305 Journalism News Writing and Reporting for Media (print and online) (3) (Prereq: ENGL 101, Jour 200 or 201). Workshop on news media (both in paper and web format). Emphasis placed on writing news features, hard vs. soft news pieces and profiles for audiences of both newspapers and web news venues that include photography or video links.
   
   **Justification:** It is very important to get in touch with the trend toward different styles of writing that include web-based news. As newspapers struggle to keep afloat today they are attempting to change formats, writing styles and appeals to audiences. Most newspapers are moving toward enriching their web news with animation, video links and more sophisticated photography – photography that translates well to the screen and poorly into print. It is important that we revise this minor accordingly.

3. **Request for new undergraduate course: JOUR 316 Entertainment Media (3).** Proposed Catalog Description: JOUR 316 Entertainment Media (3). This course examines the entertainment and network industry in Hollywood, New York, New Jersey, North Carolina and countries around the world. Entertainment industry includes television networks as well as movie studios. Topics and fields of study include casting, development, script coverage and script analysis. Also, the course may cover location shooting, career choices in the industry and comparison of the biographies of writers, directors, and producers in the media entertainment industry. Moreover, students leave the course with a thorough understanding of the operation and management of the entertainment (network) industry.
   
   **Justification:** Students are fascinated with film, reality television and the entire Hollywood industry. When a similar course was offered a year ago, students filled 40 seats. The course was not easily manageable, however, with this many students, so we will request a smaller
section load. This course fits in well as a choice in both the communication minor and journalism minor.

4. **Request for new undergraduate course:** ENGL 290 Intro to Business Communication (3) Prereq: ENGL 101. Proposed Catalog description: ENGL 290 Introduction to Business Communication (3) (Prereq: ENGL 101) Students will gain valuable experience with some of the most important types of written and oral communication required in a business and professional context. **Justification:** Course will enable business majors to meet Core Curriculum Goal 1b. Business majors will no longer be required to take English 390, Business and Professional Communication. The syllabus for English 390 will be revised so that the course avoids repetition of English 290 and remains an excellent course for all students.

5. **Request for change in undergraduate program:** Changes Proposed for Minor Program, French. Prerequisites from FREN 110,111,120,130and 210 to FREN 110, 111, 120, and 130. Number of Credits from 15 to 18. Required Courses from FREN 310, 311, 400 or 401 one elective above FREN 299 to FREN 210, 220, 225 310, 325, 400, 401 425 one elective above FREN 299. Current Catalog Description: French Minor. The French Minor at Coastal Carolina University requires a minimum of 12-15 hours above the 210 level. The following courses are required. Prerequisites: French 110, 111, 120, or the equivalent 3-6 French 130 and 210, or the equivalent 3-6

**French Minor Core** Twelve credits of advanced French above 299 to include:

- a. French 310 3
- b. French 311 3
- c. French 400 or 401 3
- d. One French elective above French 299 3

**TOTAL CREDITS REQUIRED** 24*

*Depending on entry-level placement French 399 may not be used to satisfy the French Minor Core.

**Proposed catalog Description:** French Minor The French at Coastal Carolina University requires a minimum of 18 hours starting at the 210 level. The following courses are required. PREREQUISITES: French 110, 111, or 120, or the equivalent 0-6 French 130 or the equivalent 0-3

**FRENCH MINOR CORE** Eighteen credits of advanced French above 199, to include:

- a. French 210 3
- b. French 220 3
- c. French 225 1
- d. French 310 3
- e. French 325 1
- f. French 400 or 401 3
- g. French 425 1
- h. One French elective above French 299 3

Total Credits Required 24

*Depending on entry-level placement French 399 may not be used to satisfy the French Minor Core.
6. **Request for change in undergraduate course** FREN 210 Intermediate French I (3) (Prereq. FREN 130 or equivalent): Title of course from Intermediate French I to Intermediate French Language and Culture I. **Proposed Catalog Description:** FREN 210 Intermediate French language and Culture I (3) (Prereq. FREN 130 or equivalent) Intensive review of fundamental language skills in preparation for advanced-level course work, with particular emphasis on reading. **Justification:** Change of course name is needed to maintain cohesion of the names of courses offered in a sequence.

7. **Request for new undergraduate course** FREN 220 Intermediate French Language and Culture II (3). **Proposed catalog Description:** FREN 220 Intermediate French Language and Culture II. (3) (Prereq: FREN 210) Intensive review of fundamental language skills and preview of advanced level skills in preparation for advanced-level course work. **Justification:** Students are not given time to assimilate intermediate skills with only one intermediate class. Current trends in language instruction are moving away from general skills in literary analysis – usually the focus of advance-level classes-and moving toward more portable and communication based skills. This course serves this purpose.

8. **Request for new undergraduate course** FREN 225 French Conversation I (1). **Proposed catalog Description:** FREN 225 French Conversation I. (1) (Prereq: FREN 130 or equivalent) Intensive practice in intermediate spoken French. **Justification:** Students will benefit from this class which focuses on conversation skills) speaking and listening). This class addresses student demand and need for more practice in the target language.

9. **Request for new undergraduate course** FREN 250 French Literature in Translation (3). **Proposed Catalog Description:** FREN 250 French Literature in Translation (3) (Prereq: C in English 101). Selected readings of French literature from the Middle Ages to the Modern Era in Translation. Discussion and analysis of a variety of texts, including prose, drama, and poetry, and consideration of their cultural and historical backgrounds. Work for the class includes reading assignments, short critical essays, and comparative studies of the works read. **Justification:** FREN 250 supports efforts to further internationalize the curriculum, enhances status of foreign languages and cultural studies as a whole, offers students additional choices for meeting goal 5.B requirement of the core, fosters connections with programs in the Humanities (history, Political Sciences, English), supports enhanced emphasis on global understanding and cultural studies, and enables Foreign Languages Faculty trained in that area to teach literature and culture.

10. **Request for change in undergraduate course** FREN 310 French Grammar and Composition (3). change in prerequisite from FREN 210 to FREN 220. **Proposed catalog description:** FREN 310 French Grammar and Composition. (3) Prereq: FREN 220 or equivalent. Intensive practice in French grammar and composition. Students should also register for FREN 325. **Justification:** Intermediate level of French now spread over two semesters. Passage to next level of language will be based on grade obtained in FREN 220 instead of FREN 210.

11. **Request for a new undergraduate course:** FREN 325 French Conversation II (1) required for a minor. FREN 325 French Conversation II (1) (Prereq: FREN 220 or equivalent) intensive practice in Advanced Spoken French.


**Justification:** FREN 325 will offer students an opportunity to practice and improve their speaking skills. FREN 325 is connected to topics studied in FREN 310, thus creating a sense of continuity and follows a cogent approach to content.

12. **Request for a change in undergraduate course:** FREN 400 French Civilization (3) Change in Prerequisites from FREN 210 to FREN 310. Proposed catalog description: FREN 400 French Civilization (3) (Prereq: FREN 310 or equivalent) Practice in oral and written French through the study of the culture, history and development of French from its beginnings to the present day. Students should also register for FREN 425. 

**Justification:** Change is needed to order to reflect the need to restructure the new French minor.


**Justification:** This class will be writing lab intended to prepare students for the writing of longer papers in French. In addition, the class will teach research skills, an area in which CCU students lack comfort.

14. **Request for new undergraduate course:** PORT 120 Introductory Portuguese II (3) Elective. Requested for Core Approval. Proposed Catalog description: PORT 120 Introductory Portuguese II (3) (Prereq: PORT 110, or by placement) Fundamentals of the language through aural comprehension, speaking, reading, and writing.

**Justification:** The third most widely-spoken European language in the world, Portuguese is increasingly demanded by students with an interest in the economies and cultures of Latin America and Europe. The growing importance of Brazil as a world economy and business destination contributes to that trend. The course will be part of a Portuguese 100-level sequence started with the approval of PORT 110 by the Senate in 2007-08.

15. **Request for new undergraduate course:** PORT 130 Introductory Portuguese III (3) Elective. Requested for Core Approval. Proposed Catalog Description. PORT 130 Introductory Portuguese III (3) (Prereq: PORT 120, or by placement) Fundamentals of the language through aural comprehension, speaking, reading and writing.

**Justification:** The third most widely-spoken European language in the world, Portuguese is increasingly demanded by students with an interest in the economies and cultures of Latin America and Europe. The growing importance of Brazil as a world economy and business destination contributes to that trend. The course will be part of a Portuguese 100-level sequence started with the approval of PORT 110 by the Senate in 2007-08.

16. **Request for new undergraduate course:** PORT 350 Portuguese Language Study Abroad (3-6) Elective. Proposed catalog description: PORT 350 Portuguese Language Study Abroad (3-6) (Prereq: PORT 120, or by placement) Coreq: Approval of Chair of Foreign Languages. Language study abroad with instruction by native speakers. Credit hours dependent on the number of hours taken. Upon successful completion of an approved program, student must furnish a certificate and/or examination results. Prior consultation with the Chair of the Department of Foreign Languages is mandatory before enrollment.

**Justification:** Currently, students who have participated in and passed study abroad intensive language programs in French, German, Japanese, and Spanish receive three to six hours of
credit, depending on the length of study. PORT 350 is necessary in order to provide to students who enroll in Coastal Carolina Universities programs in Portuguese-rubric in the languages mentioned above.

17. Request for a new undergraduate course HIST 460 American Military History (3). Proposed catalog description: HIST 460 American Military History (3). A study of principal military strategies and their imprint on American military strategy and tactics; the causes of selected wars in American history and the conduct of war by the nation’s armed forces; war’s impact on America’s political, economic, and military systems; and the lasting imprint of war on America’s military personnel and civilian population.

Justification: First, there is significant demand for such a course among students majoring in History; this course will address student demand. Second, CCU will begin a Reserve Officers’ Training Program (ROTC) in fall semester 200. The ROTC program will require this course for all cadets prior to their graduation and their subsequent commissioning as military officers.

18. Request for a new undergraduate course RELG 365 Religious Diversity in the South. Proposed catalog description: RELG 365 Religious Diversity in the South (3). This is a survey of the evolution of religion in the South from its beginnings to the arrival of new religions and movements in the twentieth century. This course will review the development of major denominational churches as well as the evolution of “folk belief”. Integral to the course will be the consideration of women’s roles and attitudes toward women in religion. Religious history of South Carolina and the low country, specifically, will serve as the focus for the course, with particular attention given to new religious arrivals.

Accepted by Jim Henderson and seconded by Holly Tankersly. Passed unanimously.

College of Business:

19. Request for new undergraduate program Bachelor of Arts in Economics. Catalog description: Economics is the study of how individuals, firms and countries make informed choices. Using tools of economic analysis, economists evaluate the costs and benefits of courses of action in order to choose among alternatives. Economics majors develop ways of thinking that are analytical and rigorous. A degree in economics prepares students for careers in financial services, business, health care, real estate, government and international organizations. Economics also provides an excellent preparation for graduate study in a variety of fields (including economics, business, law, public administration, and medicine). CCU offers two different degree programs in economics: a Bachelor of Science in Business Administration (B>S>B>A>) with a major in economics and a Bachelor of Arts (B.A.) in economics.

Justification: A B.A. economics degree program is in keeping with Coastal Carolina University’s new Mission Statement of having a “strong liberal arts traditions.” The study of economics is an integral part of a liberal arts education and it is an important and fundamental addition that will allow Coastal to offer a full range of traditional liberal arts majors to students. The study of economics provides students with the analytical tools to understand market processes, institutions, and policies. Students learn how governmental policies and laws influence economic activity, enabling them to exercise the rights and responsibilities of citizenship, a goal clearly expressed in the university’s Mission Statements. The B.S. economics major, through the senior research requirement, also supports Coastal’s public service role as a resource for economic development by involving students in applied research that benefits the region.
Moreover, CCU seeks to “help students make intelligent and informed decisions as free and active citizens in modern society.” A B.A. in economics will help students develop their understanding of government policies and its impact on the general welfare, thus helping them become better-informed citizens. The B.A. in economics at Coastal will serve the rapidly growing region of the Grand Strand. Horry County is one of the fastest-growing counties in the Southeast. According to Bureau of the Census data, Horry County grew by 20.4% between 2000 and 2006. Moreover, the Grand Strand is one of the premier tourist destinations in the United States. Due to the rising permanent population and the tourism sector, there is an increasing demand for financial services, public services, and manufacturing facilities. Therefore, there is a growing demand for individuals trained in economics in the Grand Strand Region.

Curriculum: UNIV 110 0-3 Comment: Declared economics majors will take a business section of UNIV 110 UNIVERSITY CORE 37-41 hours Courses offered outside the department (with the possible exceptions of Econ 110 and 150). FOUNDATIONS COURSES 13-13 hours MATH 160 4 hours Offered by the Math Department ECON 201 and Econ 202 6 hours CBAD 291 or STAT 201 3-4 hours Comment: Offered by the Math Department or the College of Business MAJOR REQUIREMENT 24 hours ECON 301 and ECON 302 6 hours ECON 495 3 hours COGNATE REQUIREMENT 12 hours Comments: Courses must be in a related area, taken outside the department, and be at the 300 level or higher. (Exceptions: MATH 161 and MATH 260.) ELECTIVES 26-34 hours Comment: Electives can be taken within or outside the department.

20. Request for new undergraduate course: CBAD 433 Governmental Accounting (3) (Prereq: Grade of C or above in CBAD 330 Intermediate Accounting I). Proposed catalog description: Accounting techniques for governmental and not-for-profit entities; topics include accounting standards and procedures for governmental units, colleges and universities, and voluntary health and welfare organizations.

Justification: Governmental and not-for-profit accounting is tested on the Uniform CPA Examination. Thus all accounting majors in the CPA track will benefit from taking the course, as will accounting graduates who seek careers in government and auditing.


Justification: Consolidations, foreign currency accounting and related topics are tested on the Uniform CPA Examination. Thus all accounting majors in the CPA track will benefit from taking the course, as will accounting graduates who seek careers with large, international accounting firms and corporations.

22. Request for new undergraduate course: CBAD 441 VITA Independent Study (1-2) (Prereq: Individual Taxation CBAD 440) Proposed Catalog Description: VITA Independent Study (1 or 2) (Prereq: Grade of B or above in CBAD 440 or participant in prior year VITA program.) Emphasizes supervisory role in the Volunteer Income Tax Assistance program (VITA). Students will be involved in assisting student tax preparers and taxpayers with “real world” tax preparation issues providing a diverse learning experience.

Justification: Students requested more “real world” experience for those interested in the tax accounting field. This will add to their working knowledge of the tax profession. The VITA
program should run much more efficiently leading to the ability to increase the program at Coastal Carolina University.

23. **Request for new undergraduate course:** CBAD 466 Securities Analysis (3) (Prereq: CBAD 363 Business Finance). Proposed catalog description: Principles of value investing as developed by Benjamin Graham and refined by Warren Buffett; application of value investing theory to the complete equity analysis of the firm and valuation of common stocks.  
   **Justification:** This course gives students the opportunity to learn about and apply the principles of value investing in collaboration with Chanticleer Holdings, a small/micro-value investment firm based in Charlotte, NC.

24. **Request for a new undergraduate course:** ECON 150 Global Issues in Economics (3) Proposed catalog description: This course will explore the roles of global institutions such as the IMF, UN and the World Bank and discuss global issues such as globalization, economic environment, and the economies of various regions.  
   **Justification:** Due to globalization, the world’s economies are becoming increasingly integrated and interdependent. In order to succeed in life, students at Coastal Carolina University need not only to understand the U.S. economy, but they also need to learn about other economies and how they interact. This course will discuss important global issues such as poverty, the environment, economic development, and trade. By learning about these issues, students will have a better understanding as to how global issues affect them and how their behavior affects the global economy and environment. The course will give students a better picture of how people, businesses and countries make decisions and how the world works.

Motion to accept Yoav Wachman and seconded by Mark Mitchell. Approved.

**College of Natural and Applied Sciences:**

Pat Piver reported that again we have the two amended cross listed courses Math/CSCI407 and MATH/CSCI 408.

25. **Request for change of an undergraduate program:** Biology, Emphasis. The Department of Biology has added three Specializations within our Bachelor of Science in Biology degree. These are Cellular, Molecular, Biology and genetics, Integrative Biology and Ecology, evolution and Conservation for assessment and tracking purposes. We would like the specialization to appear on the student transcript.  
   **Justification:** The Department of Biology has added three Specializations within our Bachelor of Science in Biology degree. These are 1, Cellular, Molecular Biology and Genetic, 2, Integrative Biology, and 3) Ecology, Evolution and Conservation. This has been approved by the CHE and we expect it will better tailor our degree to our student’s needs and the demands of post-graduate programs and careers. If the Specializations appear on student transcripts we can track what our students are focusing on and thereby adjust our curriculum as student needs demand it.

26. **Request for change in undergraduate program:** Information Systems B.S., Computer Sciences.  
   Course Number (s) Remove “CSCI 209 Programming in Java” from the list of approved second languages in the CSCI-Information Systems Curriculum.  
   **Justification:** Java is already the language taught in CSCI 140/140L and CSCI 150/150L.
27. **Request for change in undergraduate program:** Theoretical Track B.S., Computer Science. Course Number(s) Remove CSCI 209 *Programming in Java* from the list of approved second languages in the CSCI Theoretical Track curriculum.

**Justification:** Java is already the language taught in CSCI 140/140L and CSCI 150/150L.

28. **Request for new undergraduate course:** MSCI 440 Applied coastal Geophysics (3) (Prereq: MSCI 304/304L). Proposed catalog description: A major discipline of the geosciences, geophysics is the study of the earth by quantitative physical methods, such as electromagnetic, gravitational, and acoustic/seismic techniques. This course offers a survey of geophysical principles and techniques commonly used in geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized in class and the accompanying lab. Three lecture hours per week.

**Justification:** Students will learn concepts and obtain highly marketable skills and experience for a major geoscience discipline. CCU has a strong, nationally recognized research program in this field. The course is a needed addition to support the coastal geology minor and upper level elective for marine science majors in the coastal geology track.

29. **Request for change in undergraduate course:** Pre-Calculus MATH 135. Title change from Pre-Calculus to Precalculus. Changing *when offered* entry in catalog. Proposed catalog to read: Properties of functions, techniques for graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. Right triangle and circular trigonometry, graphs of trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. F, S.

**Justification:** Letting students know which semesters this course will be offered.

30. **Request for change in undergraduate course:** Basic Concepts of Contemporary Mathematics MATH 139. Change *when offered* entry in catalog. Proposed catalog description: This course is designed for students not intending to take an advanced course in mathematics. Selected topics include set theory, logic, statistics, probability, and consumer mathematics, with emphasis on critical thinking and problem solving. F, S, Su.

**Justification:** Letting students know which semesters this course will be offered.

31. **Request for change in undergraduate course:** Calculus II MATH 161. Prerequisite change from MATH 160 to MATH 160 with a grade of C or better. Updating the *when offered* entry in the catalog. Proposed new catalog description: Applications of integration, techniques of integration, parametric equations, the polar coordinate system, conic sections sequences and series. F, S, Su.

**Justification:** Updating catalog entry to match course.

32. **Request for change in undergraduate course:** MATH 205 Algebraic Thinking for Middle School Teachers. Prerequisite change from MATH 160 to MATH 160 with a C or better. Updating the *when offered* entry in the catalog. Proposed catalog description: 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. F odd years.

**Justification:** Ensuring that students are prepared for the course.
33. **Request for change in undergraduate course:** MATH 210 Introduction to Operations Research. Prerequisite change from MATH 130 or 130I to MATH 174 with a grade of C or better. Proposed catalog description: Introductory course in deterministic operations research. Elementary linear algebra, the linear programming model and graphing, simplex and software methods of solution, duality and sensitivity analysis, transportation and assignment problems. Emphasis is on modeling and problem solving. S

**Justification:** Updating catalog entry to match course.

34. **Request for change in undergraduate course:** MATH 219 Problem Solving Strategies for Middle School Teachers. Prerequisite change from MATH 330 to course # MATH 160 with a grade of C or better. Proposed catalog description: Methods of problem solving used for middle school students. Includes pattern recognition, diagrams, matrix logic, and the study of special cases. Major emphasis on explanation and reflection of the problem solving process. S even years.

**Justification:** Updating catalog entry to match course. Prerequisite change will make this course more accessible to Middle School Education Majors. This is important since we only have enough students to offer this course in alternating years.

35. **Request for change in undergraduate course:** MATH 220 Mathematical Proofs and Problem Solving. Proposed catalog description: Detailed investigation of the methods of mathematical proof, direct, indirect, induction, contradiction, case analysis and counter examples. Topics include set theory, functions, relations, cardinality, elements of number theory, elements of real analysis and elements of abstract algebra. Major emphasis placed on understanding, attacking and solving problems. F, S

**Justification:** Letting students know which semesters this course will be offered.

36. **Request for change in undergraduate course:** MATH 242 Modeling for Scientists. Proposed catalog description: The class is designed to introduce students to concepts in mathematical modeling and scientific computing. The course is project based, and Computer Software will be used extensively to implement models, solve problems, and visualize results. Topics include counting by enumeration, population dynamics, Newton’s method for finding roots of equations, and fractal generation. F, S

**Justification:** Letting students know which semesters this course will be offered.

37. **Request for change in undergraduate course:** MATH 242L Modeling for Scientists Laboratory. Proposed catalog description: Students are introduced to using a computer modeling software package. Lab assignments help students utilize software to implement models, solve problems, and visualize results.

**Justification:** Letting students know which semesters this course will be offered.

38. **Request for change in undergraduate course:** MATH 320 Elementary Differential Equations. Proposed catalog description: This course represents a systematic introduction to ordinary differential equations. Topics may include first order equations, linear equations with constant coefficients, techniques for higher order equations, variation of parameter, systems of equations, and numerical solutions. F, S

**Justification:** Updating catalog entry to match course.

39. **Request for change in undergraduate course:** MATH 330 Geometry for Middle School. Proposed catalog description: Geometry taught from varying viewpoints. Includes basic
geometric topics, taxicab geometry, and proof by pictures, and compass and straightedge constructions. May include a component involving technology. Other topics which may be covered include convex sets and the geometry of transformations. F even years

**Justification:** Updating catalog entry to match course.

40. **Request for change in undergraduate course:** MATH 331 Foundation of Geometry. Proposed catalog description: A rigorous development of Euclidean and Non-Euclidean geometries. May additionally cover the Theory of Isometries. F

**Justification:** Updating catalog entry to match course.

41. **Request for change in undergraduate course:** MATH 344 Linear Algebra. Proposed catalog description: Vector spaces, linear transformations, matrices, systems of equations, determinants, eigenvectors and eigenvalues. F, S

**Justification:** A C or better is already required for most of these students. This change will help to ensure students take courses in the order which they are designed.

42. **Request for new undergraduate course:** MATH 407, Coding Theory. Proposed Catalog description: This course covers the issues involved in designing efficient codes, including error detection/correction. Topics to be covered include distance, nearest neighbor decoding, Hamming codes and linear codes. Other topics which may be covered are Golay codes, Reed-Muller codes, cyclic codes, and spherical codes.

**Justification:** Coding Theory is the basis for all digital electronic communications including cell phones and DVD players. Having a basic understanding of Coding Theory makes our students more attractive for jobs in industry and the NSA (the number one employer of mathematicians in the US).

43. **Request for new undergraduate course:** MATH 408, Cryptography. Proposed Catalog description: This course introduces students to the fundamentals of cryptography and cryptanalysis, primarily focusing on data encryption and decryption. Topics will include: modular arithmetic, classical encryption schemes, modern encryption schemes, password security, and digital signatures, secret sharing.

**Justification:** Cryptography is the basis for security of digital communications. Having a basic understanding of cryptography makes our students more attractive for jobs in industry and the NSA (the number one employer of mathematicians in the US).


**Justification:** Updating catalog entry to match course.

45. **Request for change in undergraduate course:** MATH 452, Complex Variables. Proposed catalog description: Complex numbers and functions (trigonometric, exponential, logarithmic, hyperbolic, inverse, analytic and harmonic) and complex limits, continuity, differentiation, integration, sequences and series. F even years.

**Justification:** Letting students know which semesters this course will be offered.

46. **Request for change in undergraduate course:** Math 460, Numerical Calculus. Proposed catalog description: Introduction to numerical methods of interpolation, polynomial approximation,
solving equations in one variable, solving linear systems of equations, numerical differentiation, numerical integration and error analysis. 

**Justification:** Updating catalog entry to match course.

#### 47. Request for change in undergraduate course: STAT 315, Regression Analysis.

**Proposed catalog description:** This course, which provides an in-depth coverage of regression analysis, is suitable as a second course in statistics. Topics include correlation, simple and multiple linear regressions, method of least squares, model building and diagnostic checking, hypothesis testing, outliers, influences, multicollinearity, transformation, categorical regressors, and logistic regression. Examples and case studies are drawn from the sciences and business. Computers and statistical software will be used extensively.

**Justification:** Letting students know which semesters this course will be offered.

#### 48. Request for change in undergraduate course: STAT 318, Biostatistics.

**Proposed catalog description:** This course, suitable as a second course in statistics, covers statistical issues and methods for biological, medical, and health sciences. Topics include study design, hypothesis testing, linear models, and multivariate methods, analysis of rates and proportions, analysis of survival data, logistic regression, and log-linear models. Examples and case studies are drawn from biology, medicine and health-related fields. Computers and statistical software will be used extensively.

**Justification:** Letting students know which semesters this course will be offered.

Motion made by John Stamey to accept and seconded by Erin Berg.

There was a question regarding line 41 and whether it was the same as on the paperwork put forward to the Senate Committee. It has been read into the record that *The change is when offered value in the catalog from course Math 161 to Math 161 with a grade of C or better.*

There was a motion to accept.

#### Spadoni College of Education:

#### 49. Request deletion of course from Program: Course Number COMM140, Oral Communication.

**Justification:** Under new core curriculum requirements, the RSM students are taking ENGL 102 and 211 to meet communication requirements.

#### 50. Request deletion of course from Program: Course Number HPRO 121, Personal and Community Health.

**Justification:** RSM students currently have the option to take HPRO 121 to meet Core Goal #7 in the core curriculum. Part of larger program revision to better meet the student’s professional needs as well as program accreditation and approval requirements.

#### 51. Request deletion of course from Program-Foundation: Course Number HPRO 121, COMM 140.

Changing the number of credit hours in the RSM Foundation from 28-31 to 9-12 credit hours. RSM 242, ECON 101, PSYC 101 or SOC 101, and CBAD 350 will now be the only four courses in the Foundation. HPRO 121, COMM 140, RSM 337, RSM 389, RSM 396, RSM 432, and RSM 494 will be removed from the Foundation. RSM 337, RSM 389, RSM 396, RSM 432, and RSM 494 will be moved to the RSM Major courses.

**Justification:** This change will help the RSM program better align with other programs across campus. Majority of programs have fewer courses in their foundation area and more in their
major course area. It will also assist students who are pursuing a minor since courses in the major course area cannot be counted towards a minor.

52. **Request deletion of course from Program:** Course Number **In the Sport Managements track, ECON 331, ENGL 390.** The RSM program will reduce the number of credit hours in the RSM Major courses from 36 (SM) or 48 (RM) hours to 28 hours. The current RSM Major requirements are broken into two tracks, Sport Management and Recreation Management. The proposed RSM Major requirements would be the same for both tracks and would include RSM 337, RSM 389, RSM 396, RSM 432, RSM 490, RSM 494, and RSM 496. In the Sport Management track, the following classes are removed from the Major Requirements: ECON 331, ENGL 390, PHIL 318, RSM 301 or RSM 309, RSM 320, RSM 340, RSM 369, and RSM 400. RSM 320, RSM 369, RSM 400 will be moved to the Sport Management track requirements. In the Recreation Management track, ECON 320 or ECON 330, HPRO 235, PHIL 318 or PHIL 319, RSM 280, RSM 315, RSM 352, RSM 390, RSM 392, RSM 456 will be removed from the Major Requirements, ECON 320 or ECON 330, PHIL 319, RSM 315, RSM 352, RSM 392, and RSM 456 will be moved to the Recreation Management Track requirements. **Justification:** The change will align our program better with other programs across campus. The changes will also better assist us in meeting national program accreditation and approval requirements. This move will also standardize our program, since the students in both tracks will be required to take the same number of hours in the RSM Major Requirements.

53. **Request a new proposed program and degree:** **Sport Studies Minor**

**Catalog Description:** A Minor in Sport Studies will allow students to explore the dynamic and expanding world of sport and sport management. Coursework will allow the study of sport behavior, culture, organizational theory, and ethics/moral reasoning. Students also learn and apply administrative, managerial, and leadership concepts in educational, public, and commercial sport settings. Minor requirements include courses such as sport behavior/psychology, sport in society, sport ethics, sport event programming, and sport facility planning/management. The sport studies minor complements study in academic areas which may connect with sport, such as business, education, communication, and the social sciences. **Justification:** The proposed Sport Studies minor aligns well with the overall mission of Coastal Carolina University. According to the CCU Mission Statement (2008, p. 16), “Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.” The proposed Sport Studies minor will specifically prepare leaders in recreation and athletics’. In addition, the concept of collaboration is referred to in the mission statement. It states, “this focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships” (CCU Mission Statement, 2008, p. 16). A minor embodies the idea of collaboration. Two programs working together to better meet the student’s educational and professional needs. Another purpose of Coastal is “to nurture this active learning community.” The Sport Studies minor includes courses that require the students to learn the theories and then apply them to “real world” settings. This enables the student to become an active and engaged learner. For example, RSM 490 requires that the student plan and implement a program or sporting event that will be offered to members of the local community. This active learning helps the student become “well prepared for professional careers or graduate programs (CCU Mission Statement, 2008, p. 16).
54. **Request deletion of course from program:** Course Number(s) HPRO 235, PHIL 318, RSM 390, RSM 280, EXSS 340

The number of credit hours in the Recreation Management track will be reduced from 48 to 30. HPRO 235, PHIL 318, and RSM 390 will be removed from track. RSM 496 will be moved to RSM Major Courses. The new Recreation Management track requirements will be ECON 320 or 330 (formally 280), HPRO 333 or PHIL 319, RSM 315, RSM 352, RSM 392, and RSM 456. Students will also have the option of taking HPRO 333, Environmental Health, or PHIL 319, Environmental Ethics. HPRO 333 will replace PHIL 318 on the current RM track. RSM 390 will become RSM 490 and be required by all RSM students in the Major Course requirements. The students will still be required to take 9 hours of RSM selectives. In the list of selectives, RSM 120 and RSM 317 will be added. EXSS (RSM) 340 will be removed from the list of selectives.

**Justification:** The reduction of credit hours in the RM track will assist the program to better align with other programs. It also allows our students at least two elective courses (6 hours) which they do not have now. Six credit hours will increase the transportability of credit hours from one program to another if the student should decide to change majors from RSM to another or vice versa. HPRO 235, Advanced Emergency Care and First, is being cut from the RM track because students can get certified in CPR and First Aid through the American Red Cross classes rather than using 3 credit hours. Since the National Recreation and Parks Association accreditation places a lot of emphasis on environmental ethics, the program needs to have some more options for students so HPRO 333 and PHIL 319 will assist our program to meet this requirement. The students will still get their program planning experience in RSM 490 which is being proposed to move to Major Requirements.

55. **Request deletion of course from program track:** Course Number ENGL 390 Business and Professional Communication

**Justification:** Recreation and Sport Management students are now required to take three writing and communication courses under the new core curriculum requirements. Based upon these three required ENGL courses and RSM 396 which covers resume writing and interviewing, RSM students should be prepared to write and communicate professionally. In addition, Sport Management track students are the only students in our program who are currently required to take ENGL 390.

56. **Request deletion of course from program:** Course Number(s) PHIL 318, PHIL 305, ECON 331, ENGL 390, RSM 301 or 309.

**Justification:** The purpose of these changes to the RSM Sport Management track are to better meet the student needs when entering the work force as well as to meet the national requirements for Sport Management program approval. The changes will provide our sport management students options to pursue areas of interest in the field since the field is rather broad and diverse. These proposed changes also match the changes that were made to the Recreation Management track. Course deletions also freed up more elective hours for Sport Management students (6-19). RSM 496 is still required, but it was moved to RSM Major Requirements. RSM 301 or 309 are proposed to be removed as a requirement for Sport Business option students, since sport business should not emphasis coaching or working with youth. Both courses will be included as a selective for Sport Leadership option. ECON331 can be an elective for the business administration minor, since one is required. It can also be taken by the Sport Leadership option students as a selective.
57. **Request for course change:** RSM 280, Recreation for People with Disabilities. **Prerequisite(s) changed from RSM 242 to RSM 242 or permission of instructor.**  
**Justification:** Current job trends in South Carolina suggest that the greatest growth in jobs will be working with people with disabilities. By changing the course number to a 300 level and changing the prerequisite, students from other programs would be able to take this course as a cognate.

58. **Request for course change:** RSM 309, Youth Sport. **Prerequisite(s) changed from PSYC 101 or SOC 101 or SOC 102 to course # PSYC101 or SOC.**  
**Justification:** SOC 102 is no longer a part of the Core Curriculum. In addition, PYSC 101 and SOC 101 will meet the needs for the course more adequately.

59. **Request for course change:** RSM 317, Sport Law and Ethics. **Prerequisite from course # NONE to course # RSM 242. Change in the title of the course from Sport Law and Ethics to Moral and Ethical Reasoning in Recreation and Sport.**  
**Justification:** We are removing the law focus from this course since we currently have a Recreation and Sport Law course (RSM 337, Legal Issues in Rec & Sport). Based upon Sport Management program approval requirements through NASSM, a sport ethics course needs to be required for students in the sport management track. By offering a sport ethics course, the program will meet the needs of students in both tracks as well as meet the requirements of program accreditation and approval. The prerequisite will be added to maintain sequential order of program.

60. **Request for course change:** RSM 352, Commercial Recreation and Sport. **Prerequisite from course # RSM 242 to course # ECON 320 or ECON 330 or CBAD 350.**  
**Justification:** Commercial recreation and sport is a driving force in the Myrtle Beach economy. By changing the prerequisite to ECON 320 or 330 or CBAD 350, ensures that only upper level RSM and CBAD students can enroll in it and that they have a basic knowledge of recreation demand and participant decision making.

61. **Request for course change:** RSM 389, Recreation and Sport Leadership. **Prerequisite from course # RSM 242 to course # 242 and COMM 140 or ENGL 211**  
**Justification:** The change in prerequisite is part of a larger RSM program change. Since COMM 140 is no longer required, students can take the Core Curriculum class ENGL 211 to meet the communication needs for this course.

62. **Request for course change:** RSM 390, Program Planning and Promotion. **Co-requisite from course # N/A to course # Senior Standing. Title of course changed from Program Planning and Promotion for Recreation and Leisure to Program and Event Planning in Recreation and Sport. Course number from RSM 390 to course # RSM 490.**  
**Justification:** RSM 337 and senior standing will be the co-prerequisites to enter RSM 490. This change is part of a larger program revision in the Recreation and Sport Management program. This course will become part of the senior block which is why course number is being changed. The course will also now be required for Sport Management track students to better meet their professional needs as well as professional program approval requirements.

63. **Request for course change:** RSM 392, Field Experience in Recreation and Sport Management. **Prerequisite from course # RSM 369 or RSM 390 to course # RSM 337.**
Justification: Part of larger program revision in Recreation and Sport Management program. Preparation in sport and recreation law and legal liability will assist students during their field experiences.

64. Request for new undergraduate course: RSM 393. Course Name: Sport Media and Communication
Proposed Catalog Description: This course is designed to provide insight into public and media relations in the recreation and sport management fields. The content of the course will allow the student to examine and apply strategic public relations concepts to the internal and external communication problems encountered in these occupations. The course will cover general principles and strategies of public relations and will include a component of effective communications in recreation and sport organizations. The course will also focus on the application of public relations, media relations, and publicity in a variety of settings.
Justification: This class will serve the students who are interested in going into the sport communication and media realm. Since we are living in the “information age”, there is a need by sport providers to get information to the public. There is a demand for sport-related information. This course will provide the students an understanding in this realm. While it will assist in program approval, there has also been an expressed interest from other majors such as communication to offer this course on a regular basis. It was offered once on a trial basis.

65. Request for new undergraduate course: RSM 394. Course Name: Sport Technology, Proposed Catalog Description: This course will introduce students to current technology advances that enhance various management aspects of sport organizations. Emphasis will be on the use of computer technology with topics including fundamental website development, relational database management, potential application of data mining in sport organization decision making, internet based recruiting, electronic ticketing, virtual signage, video streaming, use of technology for facility and risk management, and use of multimedia for instruction or promotion of sport related programs.
Justification: Technology is becoming a big part of the sport experience. It would be valuable and make our students more marketable if they have experience with technology packages used in sport such as ticketing software, scoreboard and sound machine technology as well as webpage design, spreadsheets, and data bases. As of right now our sport management students are not getting any experience with technology.

66. Request for course change: RSM 400, Sport in Contemporary Society. Prerequisite from course # PSYC 101 or SOC 102 to course # PSYC 101 or SOC 101
Justification: The overall RSM program includes the removing of SOC 102 from Foundation Requirements. Since the course was removed from the Core Curriculum, we did not want the students to take an extra class.

67. Request for new undergraduate course: Course Name: Financing Sport and Sales, Course Number RSM 410
Proposed Catalog Description: This course introduces students to the concepts of financial management and sales as applied to the unique world of sports. This course will analyze and produce skills essential to the revenue production and sales process commonly found in the sport business. The course concentrates on understanding the application of several key financial analyses, contract negotiation and understanding the use of economic impact studies.
to justify sport events and facilities in host communities. Furthermore, this course discusses the financial concepts and theories and their application on the professional, intercollegiate, and commercial sport industries.

**Justification:** Students who are entering the world of sport management are going to find that the majority of entry level jobs are in the sport sales realm. In addition, both sport sales and finance are important academic requirements for program approval through the North American Society of Sport Managers (NASSM).

68. **Request for course change:** RSM 432, Research and Evaluation in Recreation & Sport Management. **Prerequisite from course # RSM #369 or 390 to course # RSM 369 or ECON 320 or ECON 330 and Senior Standing**

**Justification:** The overall RSM proposal includes the changing of RSM 432 to a senior block course. RSM 432 will only be followed by RSM 496, Internship in RSM, Sport Marketing and Promotion, (for Sport Management track students) and ECON 320 or ECON 330, Environmental and Natural Resource Economics, and Economics of Leisure and Tourism (for Recreation Management track students); will provide the students the practical and theoretical experience needed to succeed in this course.

69. **Request for course change:** RSM 456, Recreation Administration. **Prerequisite from course #RSM 390 to course #RSM 392**

**Justification:** The overall RSM proposal includes the changing of RSM 390 to RSM 490 which will become a senior block course. RSM 490 will only be followed by RSM 496, Internship in RSM. Since RSM 456 is an upper level course, RSM 392 and the prior requirements will provide the students the practical and theoretical experience needed to succeed in this course.

70. **Request for course change:** RSM 492, Campground Administration. **Prerequisite from course #RSM 390 to course # 392**

**Justification:** The overall RSM proposal includes the changing of RSM 390 to RSM 490 which will become a senior block course. RSM 490 will only be followed by RSM 496, Internship in RSM. Since RSM 456 is an upper level course, RSM 392 and the prior requirements will provide the students the practical and theoretical experience needed to succeed in this course.

71. **Request for course change:** RSM 494, Area and Facility Management in Recreation and Sport. **Prerequisite from course #RSM 320 or RSM 390 to course #RSM 337 and Senior Standing**

**Justification:** This is part of a larger program revision in the Recreation and Sport Management program. Currently RSM 390 is a prerequisite for RSM 494. With the proposed revisions, RSM 390 will become RSM 490 and be taken during the same semester as RSM 494 (within the RSM senior block). RSM 337 will ensure that they have an understanding of legal issues that play a big role in facility design. By also requiring the student to be a senior, they have a knowledge level that will assist them in understanding facility design.

A motion was made to accept Keshav, Chris Hill seconded. Motion passed.

**OTHER:** None

**ANNOUNCEMENTS:** None
GOOD OF THE ORDER: Yoav asked to speak regarding saving money at the college. We can save energy by turning out the lights and turning off copy machine. He also suggested that we could save a lot of paper by printing on both sides and by bringing our laptops to the meeting and avoid making copies to bring to the meeting.

ADJOURNMENT: The meeting adjourned at 6:00 PM.

Respectfully submitted,

Moe Murphy
Faculty Senate Recorder
Overview of the Office

The Office of the Faculty Ombuds is intended to serve as an information resource to faculty and to enhance the workplace and mission of the university by providing support and assistance to faculty. The Faculty Ombuds strives to insure that each faculty member is treated fairly and equitably and maintains the standards of confidentiality, impartiality, independence and informality according to the Code of Ethics and Best Practices of the International Ombudsman Association of which the Ombuds is a member.

Case Activities

Since the announcement of the Faculty Ombuds position in March 2008, there have been 23 contacts, representing 14 faculty initiators made to the office in person or by phone. Length of time of contacts varied from 10 minutes to three hours, such as a quick phone conversation to a dispute resolution session. The average time spent per contact was 35 minutes. The numbers of faculty initiators were fairly evenly distributed from among the colleges, except from the Wall College of Business from which no faculty contacted the Faculty Ombuds Office and the Library in which two contacted the Ombuds office.

Types of assistance provided included individual consultations (60%), general information (20%), shuttle diplomacy (with the Ombuds serving as a “go-between”) and dispute resolution. The issues of concern expressed in cases included:

- benefits/ compensation
- equity of treatment
- assignments and schedules
- communication
- career progression and development
- trust and integrity
- priorities, values and beliefs
- behavior of service providers
- standards of conduct
- respect/treatment
- work-related stress and work/life balance
- policies and procedures
- administrative decisions / interpretations
- retaliation
More specifically, these concerns related to the need for improved access to information regarding benefits, policies and procedures (and their interpretations) regarding evaluations and compensation, methods of assigning summer class assignments and compensation, opportunities for career advancement and general tensions and lack of collegiality among faculty and between faculty and mid-management administrators. In about fifty percent (50%) of the cases, the Ombuds referred the faculty initiator to another office for more information or assistance or arranged meetings with the faculty member’s supervisor, sometimes with the faculty member present and other times without, to discuss their issues of concern. Other cases involved problem clarification and assessment with no referrals.

**Observations**
The Faculty Ombuds office represents a systemic change at Coastal. It offers another resource for faculty seeking answers to their questions about their welfare and development and their workplace environment. The International Ombudsman Association estimates that academic Ombuds offices serve an average of 2% of its entity’s population. As more faculty members become aware of the office and its services, it is hoped that more will seek its assistance as appropriate. There were three (3) staff members who visited the Faculty Ombuds office seeking individual consultation. While they are not represented in the numbers or activities of this report, their concerns mirrored those of the faculty and each expressed a need for an Ombuds who serves staff.

**Other Activities**

**Campus Collaboration**
The Faculty Ombuds met with each Dean and/or Associate Dean, the Interim Associate Vice President for Student Affairs, the Chief of University Police, the Executive Director of Human Resources and Organizational Development, the Director of Benefit Services, and the Equal Employment Opportunity Commission Officers to introduce the services and standards of the Ombuds office and to discuss methods for collaboration and/or referral between and among offices where appropriate. The Faculty Ombuds served on a panel presentation with human resources staff at the Fall 2008 New Faculty Orientation program. The Faculty Ombuds regularly attends Faculty Senate, the Ad Hoc Committee to Review and Revise the Faculty Manual and local chapter meetings of the American Association of University Professors as a non-voting resource person. A printed brochure outlining the Ombuds office’s services was distributed at the Fall 2008 General Faculty Meeting and at Faculty Senate.

**Ombuds Training and Professional Activities**
The Faculty Ombuds attended several sessions at the International Ombudsman Association (IOA) Conference and two training workshops, Ombuds 101 and Ombuds 101 Plus. As a member of the IOA, the Ombuds serves on its Standards, Ethics and Best Practices Committee and serves as a liaison to the IOA Communications Committee. Upon request through the IOA Mentoring Program, the Faculty Ombuds has been assigned a mentor who is an Ombuds at another South Carolina university.

**Acknowledgements**
My special thanks to the faculty and administrators who have supported the office, used the Ombuds services, referred individuals, and/or expressed their appreciation for my assistance with their concerns.

Respectfully submitted,

Charmaine Tomczyk, Faculty Ombuds