
ABSENT:  Nancy Ratcliff, Lee Bollinger, Steve Earnest, Eric Hall, Ken Martin, Karen Aquirre, Kevin Goodwin, Brent Lewis, Jeff Linder, John Stamey,

APPROVAL OF MINUTES:  A motion was made by Keshav Jagannathan to accept the February 04, 2009 minutes as read, seconded by Julinna Oxley.
The motion passed.

PROVOST AND OTHER ADMINISTRATIVE REPORTS:

Dr Rob Sheehan, Provost
I will be very brief. The President extends his regrets for not being here.
We have had some very encouraging budgetary news amidst a sea of bad budgetary news. The encouraging is that we over-attained on our income as a consequence of over-attaining in Spring enrollment. As a consequence, I have been able to request cash back of the $200,000 cuts that had been taken out of the faculty travel in the 4 colleges and the library for this year. That money has been returned back to the colleges not in base budget but in one time money form and that money will be allocated by the deans in whatever fashion is appropriate within the structure of the dean communication and governance; hopefully much of that finds its way in to travel. And that money will perhaps, more importantly, carry over into next year as well. So as we build next year's budget the travel will be in combination of what is available as your base money and what is available through the one-time money. We hope to then have sufficient budget to then place that back into base budget as we build the following year and regain that particular line. (NOTE: As of 4/13/09 The Scholarly Reassignment will occur: 2 in Fall, 09; 3 in Spring 10)

Thanks largely to the request of the Faculty Welfare Development Committee; we've been able to reinstate the Scholarly Reassignment. At the point that we were last dealing with it we had about 5 people that had not been able to make their previously approved scholarly reassignment and we asked the Faculty Welfare and Development Committee to come up with a method by which those 5 people were then activated on their scholarly reassignment if they chose to do so and we then have 2 of them taking that scholarly reassignment one of the following 2 semester and 3 the following semester. So hopefully it puts us back on target with those people who had hoped to be on Scholarly Reassignment and hopefully again we will get back to the business of doing that.
Again, at the request of Faculty Welfare and Development Committee we made some adjustments to some of our grant programs. We have increased them to make them more competitive both with other opportunities for money but also more competitive for summer. In particular we have been able to increase the stipend that is available through the Academic Enhancement Grants/Research Enhance Grants from $1500 in the summer to $4000 which makes that competitive with teaching as an opportunity. As we have rounded a little of the first quarter in terms of the budget we are attempting to try to restore things back to some sense of normality and our priority next year of course is to try to address the teaching load and there is a committee that’s now been identified and will be working on that as well.

So that is very good news and I think that you should be thankful to your Faculty Welfare and Development Committee for having brought those items forward.

We have second unrelated news, we have now completed the search for VP for Advancement there will be an announcement of that in the next few days. The President obtained the signature on the dotted line for that position, Jim Adams currently at Virginia Military Institute (VMI) and he will be coming as of about May 1st or the first week or so of May and we will be getting that announcement out. That is a critical hire. We hope to finish the Dean Search in Education and we have the last candidate due in tonight weather permitting and we hope to have some success being able to close that out by early next week to give us then a full contingent of our deans.

Lastly, the president and I have been making the rounds to the various Senate Committee’s and non-Senate Committee’s to address our concerns relative to the requirement we place on students who are suspended for academic reasons due to low GPA and behavioral or non-academic reasons. So we have been visiting together with the Student Affairs Committee of the Senate, with the Judicial Affairs Committee which is a Committee appointed by the President, and lastly we are scheduled to meet with the Academic Affairs Committee of the Senate to try to bring forward a more coherent proposal than the one we were supporting at the last senate meeting.

And very much last, I am very pleased to report to you the FX grade is in place and available for grading purposes this Spring during the next grading part of this Spring season. The FX grade is to be used in assigning failing grades when a student has failed as a result of academic misconduct. We will be sending out notification of this to students in the next few days and ensure that the FX grade is designated by name in the student manual and appropriate policy statements as well. What this will do, and I just caution you as Senators to be aware of it, is it will mean that you will need to document as you already do, when you give a failing grade as a consequence of academic misconduct grade but then my suggestion in a meeting earlier today with Department Chairs and Deans is that there be a file established in the Deans office by which this documentation can be stored so that in subsequent years when a student is inappropriately seeking to have a repeat a grade failed for academic misconduct we will have the documentation there whether you are there or not. You may be away on sabbatical that semester, but at least it will be there in the file. So thank you for the kick start that we needed. The FX grade is available the programming is done and in the system. There should be no excuse why when you open up your grades for this Spring why you do not see among your options for a grade is a FX. An FX by the way will be in the system forever. It will be on non-official transcripts, it will not be on official transcripts.

Q. Renee Smith asked if it was possible to make the FX grade available during the middle of this semester as she has encountered a number of times that a student has learned that they are going to fail for academic reasons and then want to withdraw before the drop date.

A. Dan Lawless, Registrar, replied that we could.

Q. Sherer Royce asked if it possible to apply the FX grade retroactively if the student is still currently enrolled and carrying an F on their transcript.

A. Dan Lawless, Registrar, replied that it was an administrative decision. This was followed up by Provost Sheehan statement:
I think I am the one that signs off on that so if, in fact, you have awarded a F for a failing grade due to academic misconduct and you wish to change that grade from an F to an FX and the student has been communicated with and the student knew that the student got the F as a result of academic misconduct than I will be more than happy to take those on a one-on-one basis and the FX in, in place. I think I’m near the end of my opportunity at the microphone as I see a shadow behind me. Are there any additional questions?

A short questions and answer session followed regarding student conduct on and off campus.

**EXECUTIVE COMMITTEE REPORT:**

Dr Susan Webb, Professor of Sociology and Chair, Faculty Senate, stated as Chair and voice of the faculty that she wanted to comment on what our provost, Dr. Sheehan, began with which was the unexpected abundance of students returning for the Spring semester and she commended faculty collectively for our work in retaining our students. Next, she noted that there are two more Senate meetings before the summer break and reminded committees to get their reports and recommendations to Senate as soon as possible. Third, she reported that the Executive Committee of the Senate has had a protracted discussion with the Provost regarding the role of the University Committees; those that supplanted standing Faculty Senate Committees, especially the University Committees that address some of the areas that we collectively embraced and endorsed in sections of the Faculty Manual that have been approved by the Senate and Administration the areas that the Senate has legislative authority over. The Provost assures the Senate Executive Committee that those University Standing Committees will be bringing all their actions to the Senate, often times in the forms of motions, so they will not be making autonomous decisions and then imposing them on us - we will have the Senate voice in that process.

The fourth thing Webb asked was that Senators and colleagues be thinking about election of Senate officers. All three, your Senate Chair, Vice-Chair, and Secretary, are serving one way or another the final year of their terms. Webb, formerly Vice-Chair, is serving the remaining year of Dave Evans’ term as Senate Chair, Maria Bachman was elected for a one year term as Vice-Chair replacing Webb for her second year in that position, and Susan Slavik is completing her term this year as Senate secretary. All those positions are open. Webb said, "I encourage each of you to think some whether you want to step into the leadership role. We're going to go back to doing what the Faculty Manual says that we're supposed to do. The Executive Committee will ask the Colleges to have their elections of Senators in April. We would like to have elections of the Senate Executive Committee (Chair, Vice Chair, and Secretary) in May. The Provost has graciously said that he would provide some mechanisms that will facilitate the transition when there is a transition, each time there is a transition, for the Senate Chair, by having support for both the continuing Chair and the incoming Chair in the summer so the transition can go more smoothly. We're sort of feeling our way along in the absence of Janet Straub who was the Faculty Senate Recording Secretary who did so much for so long that many of us took for granted. Talk with your colleagues, give us a call if you're interested in serving on the Senate Executive Committee or if you need any information on what it entails."

**COMMITTEE REPORTS:**

Dr. Darla Domke-Damonte, Assistant Dean of International Programs / Associate Professor of Strategic Management presented a report on International Programs Committee and a motion for Senate for review and approve. Darla Domke-Damonte requested feedback via email to her on the International Programs Committee Report. She stated that the committee was looking for support programming for foreign students because without the money, obviously the program was not viable. She suggested a dedicated resource pool to coordinate the International Initiative amounting to 50% of tuition received from international students. The proposed use of that money would be allocated as follows: 30% for students to study abroad, 40% to colleges where students
are taking courses, and 30% to be used by the Associate Provost to increase international enrollment and international programs. Dr. Domke-Damonte referred Senators to see page 23 of the report for tuition exchange information.

Dr. Domke-Damonte also mentioned a disparity/inequity issue about the reduced cost of tuition for out-of-state students attending Coastal Carolina University who participate in study abroad programs that is not extended to in-state students who choose to study abroad. Currently out-of-state students only have to pay in-state tuition to study overseas. In-state students feel that they get no tuition financial break for study abroad and feel that a 20% reduction is in order for South Carolina students to compensate.

John Navin asked, “Are we throwing money at a program with unknown success? Should we limit support to a specified time to allow an assessment of outcomes to be made?”

Paul Peterson declared that he was speaking against the proposal in light of the recent budget cuts because he cannot see committing this amount of money at the present time.

Yoav Wachman claimed that it was “actually a very small amount of money in terms of net costs. The question is whether we are willing to make the commitment to recruit students and pursue this initiative.”

Sherer Royce asked a question about reduced tuition for out-of-state students. “Is it any study-abroad program or only those with sister institutions?” Darla Domke-Damonte clarified that reduced tuition was only available for participation with sister institutions and also added that most foreign students receive free higher education in their home countries.

John Marcis asked “What is it for the international student?” Darla explained that “a more effective ability to support partnerships equates more effective recruiting of international students. The entrepreneurial challenge to the colleges at CCU is to come up with creative ways to recruit international exchange.”

Comments about a “better way” were voiced by Theresa Burns and Mark Mitchell. Renee Smith said that she was “reluctant to pass this motion until knowing what impact this program will have on other current programs at Coastal.”

Chris Hill stated that he was “leaning against the proposal without having feedback that what we recommend will be successful.”

Judy Engelhard asked about “any data on what would constitute success. What would be the magic number that would indicate success?” Darla referred her to review the information in the report.

Judy Vogt stated that the university department that she heads “simply does not have the funds to recruit internationally.”

Julinna Oxley voiced concern about whether the dollar amount is too much. “Can the 50% be renegotiated?” she asked.

Provost Rob Sheehan stated that “We are capped by South Carolina law at the amount of scholarship money we can provide. Taking the funds for international study would offer less aide to South Carolina students and domestic students. When you take 30%, 40%, 50% out of general funds you are taking it out of your own faculty travel funds and any funds available for student travel.” Sheehan questioned the equity of student funding with the example of the Wall Fellows Program. Sheehan added that “$50,000 was brought in to support the Wall Fellows. However the Wall Fellows program actually costs $100,000 so that is $50,000 that must be raised to essentially support eight students.”
It was recommended that the topic of International Programs and increasing the number of international students be revisited at a later date because of the global economic crisis.

Michael S. Ruse, Chair, ad hoc Faculty Manual Rewrite Committee Chair presented updates from the Faculty Manual Rewrite Committee and the grievance section of the manual for senate approval. Chris Hill moved to accept the changes to section 5, and the motion was seconded by Keshav Jagannathan. Motion passed.

OLD BUSINESS: None

NEW BUSINESS:
Dr. Richard L. Johnson, Associate Provost Graduate Studies and Academic Outreach present course changes, new courses, and graduate program curriculum changes for Senate review/approval.

**Edwards College of Humanities and Fine Arts**

A. **Request for Addition of New Course Graduate Level.**

MUED 534A Advanced Choral Conducting (3) (Prereq: Admission to a graduate program & permission of instructor). Study of applied techniques, score study, analysis and interpretation as it relates to conducting a choir. This course will be a combination of studio instruction and laboratory experience.

**Rationale:** This course is an extension of undergraduate conducting and literature courses that synthesizes skills at an advanced level. Provides opportunities for practical real-time experiences in conducting and teaching ensembles.

MUED 534B Advanced Instrumental Conducting (3) (Prereq: Admission to a graduate program & permission of instructor). Study of applied techniques, score study, analysis and interpretation as it relates to conducting a wind band. This course will be a combination of studio instruction and laboratory experience.

**Rationale:** This course is an extension of undergraduate conducting and literature courses that synthesizes skills at an advanced level. Provides opportunities for practical real-time experiences in conducting and teaching ensembles.

MUED 599 Special Topics in Music (3) (Prereq: Admission to a graduate program & permission of instructor). Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-department study of specific areas of concern.

**Rationale:** MAT and MED students comes to this program with a variety of pedagogical and practical experiences. This course parallels offerings in the Spadoni College of Education that will allow students to explore individually specific topics.

Motion to accept by John Marcis, seconded by Chris Hill. Motion passed.

**Spadoni College of Education**

A. **Request for Addition of or Change in Degree Program**
Master of Education degree program in Learning and Teaching (30) The Masters of Education in Learning and Teaching requires a completion of 30 semester hours of graduate work consisting of: Core Studies constitutes 15 Hours with an additional 15 hours of Specialization Studies in Instructional, Technology, Literacy, Early and Elementary Grades, or Middle and Secondary Grades.

**Justification:** The Master of Education in Learning and Teaching will offer a unique curriculum to meet the needs of current and future teachers/ Coastal Carolina University seeks to build strong relationships with area school districts in an effort to assist in the professional growth of PK-12 educators. The proposed program is consistent with this desired relationship as it offers the opportunity for educators to develop educational expertise in a new area or to extend their professional knowledge in an area where they already developed a level of expertise.

The program was developed to increase: a) the number of graduate degree options available to certified teachers; b) enrollment degree options; c) the value-added nature of content that develops or extends professional in identified high-need areas; d) the fluidity of graduate degree programming that better meets the dynamic needs of the local school districts; and e) administrative and resource efficiency of a coordinated program that shares coursework, assessments, delivery, and experiences within and between this and other existing graduate programs at the University.

The proposed degree program consists of intensive coursework divided between 15 hours of essential core coursework and 15 hours of study in a high-demand area of specialization. Specializations offered in the program are (1) Literacy, (2) Instructional Technology, (3) Teaching and Learning in the Early and Elementary Grades and (4) Learning and Teaching in the Middle and Secondary Schools.

**I. CORE STUDIES (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 607 Research for Today’s Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 628 Assessment of Performance to Inform Instruction (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 685 Strategies for Serving Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 630 Advanced Study of Curriculum and Instruction (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 604 Teaching with Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. SPECIALIZATION STUDIES (15 credit hours)**

**Instructional Technology**

15

*Select any four of the following five courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIT 610 Instructional Design and Technology Integration (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 620 Technology Planning and Management (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 630 Development of Instructional Multimedia (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 640 Instructional Video Production (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 650 Teaching and Learning Online (New)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIT 690 Seminar in Instructional Technology (New) (Culminating Course)</td>
<td>3</td>
</tr>
</tbody>
</table>
Literacy

- EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading (New) 3
- EDLL 603 Research in Reading Methods and Materials (New) 3
- EDLL 604 Practicum in Literacy Assessment and Evaluation (New) 3

*Select any one of the following three courses

- EDLL 601 Emergent and Early Literacy Development (New) 3
- EDLL 618 Content Literacy 3
- EDLL 605 Organization, Administration, and Supervision of the School Reading Program (New) 3

- EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment (New) 3
  (Culminating Course)

Learning and Teaching in the Early and Elementary Grades

- EDLL 601 Emergent and Early Literacy Development (New) 3
- EDEE 600 Advanced Study of Early and Elementary Curricula and Programs (New) 3
- EDEE 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades (New) 3
- EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education (New) 3
- EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom (New) 3
  (Culminating Course)

Learning and Teaching in Middle Level and Secondary Schools

a. Study of teaching-learning content (select from) 3-6

- EDIT 610 Instructional Design and Technology Integration (New)
- EDIT 620 Instructional Planning and Management (New)
- EDIT 630 Development of Instructional Multimedia (New)
- EDIT 640 Instructional Video Production (New)
- EDIT 650 Teaching and Learning Online (New)
- EDLL 600 Advanced Reading Theory: Philosophical, Historical and Philosophical Foundations of Reading (New)
- EDLL603 Research in Reading Methods and Materials (New)
- EDLL618 Content Literacy (New prefix)
- EDSP 670 Characteristics of Learners with Emotional and Behavioral Disorders
- EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs
- EDSC 650 Advanced Secondary Instructional Methods and Strategies
- EDUC 620 The Middle School Curriculum
- EDUC 692 Foundations and Services for Exceptional Learners
*Or other additional courses approved by the student's advisor

b. Study of discipline-specific content (select from coursework in the candidate's subject matter specialization approved by the advisor)  6-9

EDUC 680 Capstone Experience  
(Culminating Course)  3

**TOTAL CREDITS REQUIRED**  30

**New Courses Developed for Degree**

- EDEE 610 Advanced Study Teaching Mathematics and Science in the Early Childhood and Elementary Grades
- EDIT 610 Instructional Design and Technology Integration
- EDIT 620 Technology Planning and Management
- EDIT 630 Development of Instructional Multimedia
- EDIT 640 Instructional Video Production
- EDIT 650 Teaching and Learning Online
- EDIT 690 Seminar in Instructional Technology
- EDLL 603 Research in Reading Methods and Materials
- EDLL 604 Practicum in Literacy Assessment and Evaluation
- EDLL 605 Organization, Administration, and Supervision of the School Reading Program
- EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment
- EDUC 630 Advanced Study of Curriculum and Instruction

**New Courses Developed Through Modifications to Existing Courses**

- EDEE 600 Advanced Study of Early and Elementary Curricula and Programs  
  (Formerly EDEC 608 Parent Involvement in Early Childhood Education, EDEC 642 Advanced Study of Early Childhood Curricula and Program Models, and EDEL 615 Advanced Study of Elementary Curriculum and Program Models)

- EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom  
  (Formerly EDEL 687 Differentiated Instruction in the Elementary Classroom)

- EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading  
  (Formerly EDUC 600 Foundations of Reading Instruction)

- EDLL 601 Emergent and Early Literacy Development  
  (Formerly EDEC 601 Emergent Literacy and EDEL 602 Developing Early Literacy)

- EDLL 618 Content Literacy  
  (Formerly EDSC 618 Content Literacy)

- EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education
(Formerly EDEL 695 Special Education for Teachers in Elementary Education)

EDUC 607 Research for Today’s Schools
(Formerly EDUC 607 Research and Assessment in Today’s Schools)

EDUC 628 Assessment of Performance to Inform Instruction
(Formerly EDUC 606 Educational Theory to Increase Achievement)

New or Modified Courses in Support of Degree

EDUCATION – EARLY AND ELEMENTARY (EDEE)

EDEE 600 Advanced Study of Early and Elementary Curricula and Programs. (3) This course will include an emphasis on dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings.

EDEE 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades. (3) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.

EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom (3) (Prereq: EDLL 601, EDEE 600, EDEE 605, and EDEE 610). This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

EDUCATION – INSTRUCTIONAL TECHNOLOGY (EDIT)

EDIT 610 Instructional Design and Technology Integration. (3) Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration.

EDIT 620 Technology Planning and Management. (3) Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration.

EDIT 630 Development of Instructional Multimedia. (3) Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.

EDIT 640 Instructional Video Production. (3) Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.

EDIT 650 Teaching and Learning Online. (3) Theory and best practices in the design, development, and implementation of online instruction for blended and distance-based applications.
EDIT 690 Seminar in Instructional Technology. (3) Capstone experience in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the summative evaluation of the Technology Facilitation Portfolio.

EDUCATION – LITERACY (EDLL)

EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading. (3) This course emphasizes theoretical frameworks for reading including psycholinguistics, sociolinguistics, constructivism, and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in elementary and middle school settings.

EDLL 601 Emergent and Early Literacy Development (3). This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children's emergent literacy development. The theoretical framework of this course is based on an advanced study of and understanding of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources for effective early childhood and early elementary literacy instruction.

EDLL 603 Research in Reading Methods and Materials. (3) (Prereq: EDLL 600). This course requires that students conduct in-depth study of current methods and materials of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacies, including digital literacy, visual literacy, and critical literacy and the use of relevant materials for incorporating multimodal literacy in the elementary classroom.

EDLL 604 Practicum in Literacy Assessment and Evaluation. (3) (Prereq: EDLL 600 and EDLL 603) Emphasis on naturalistic, authentic classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required.

EDLL 605 Organization, Administration, and Supervision of the School Reading Program. (3) (Prereq: EDLL 600, EDLL 603 and EDLL 604) This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration, and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests and the use of school wide assessment data for literacy program planning will also be addressed.

EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment. (3) (Prereq: EDLL 600, EDLL 603 and EDLL 604, EDLL 601 or EDLL 618). This course requires the application and integration of instructional strategies and naturalistic, authentic assessment in literacy, with an emphasis on demonstrated practice in the classroom setting. Students construct a portfolio consisting of a reading application, a writing application, and an example of collaborative integrated application. Students must obtain permission from classroom students' parents for videotaping and use of student artifacts within the portfolio. These applications must demonstrate all five propositions of the NBPTS and the six IRA Standards for Reading Professionals.
EDLL 618 Content Literacy (course prefix change from EDSC 618; catalog course description does not change)

EDUCATION – SPECIAL EDUCATION (EDSP)

EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education. (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the early childhood and elementary levels. Emphasizes methods for the development and acceleration of basic academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum.

EDUCATION (EDUC)

EDUC 607 Research for Today’s Schools. (3) Study of the principles of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed-methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of research results. Students are required to develop, implement, write-up, and report on an original, field-based, education research project.

EDUC 628 Assessment and Performance to Inform Instruction. (3) (Prereq: EDUC 607) This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs.

EDUC 630 Advanced Study of Curriculum and Instruction. (3) Study of principles of curriculum and instruction related to PK-12 schools; included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher’s roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. A clinical experience is included.

A. Request for Addition of a Change in a Course – Graduate Level (Change in Title and Course Description)

Old title: Research and Assessment in Today’s Schools New Title and Description: EDUC 607 - Research for Today’s Schools (3.0) Study of the principle of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of results. Students are required to develop, implement, write-up and report on an original, field-based, educational research project.

Rationale: The proposed title and catalog description change is more suitable to the proposed M.Ed. in Learning and Teaching.
B. **Request for Addition of a New Course – Graduate Level**

**EDUC 628 - Assessment and Performance to Inform Instruction (3.0) (Prereq: EDUC 607).** This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs.

**Request for Addition of a New Course – Graduate Level**

**EDEE 600 - Advanced Study of Early and Elementary Curricula and programs (3.0)**

This course will include an emphasis on dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents, and community involvement in early childhood and elementary educational settings.

**Request for Addition of a New Course – Graduate Level**

**EDEE 610 - Advanced Study of Teaching Mathematics and Sciences in the Early Childhood and Elementary Grades (3.0).** This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remedy, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.

**Request for Addition of a New Course – Graduate Level**

**EDEE 615 - Application of Differentiated Instruction in the Early Childhood and Elementary Classroom - Capstone (3.0) (Prereq: EDLL 601, EDEE 600, EDEE 605 and EDEE 610).** This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

**Request for Addition of a New Course – Graduate Level**

**EDUC 630 - Advanced Study of Curriculum and Instruction (3.0)**

Study of principles of curriculum and instruction related to PK-12 schools; included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher’s roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. A clinical experience is included.

**Request for Addition of a New Course – Graduate Level**

**EDSP 605 - Special Education for Teachers in Early Childhood and Elementary Education (3.0)** Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the early childhood and elementary levels.
Emphasizes methods for the development and acceleration of basic academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum.

**Request for Addition of a New Course – Graduate Level**

**EDIT 610 - Instructional Design and Technology Integration (3.0) (Prereq: EDIT 604)** Design and evaluation of technology-supported teaching and learning. Emphasis on research-based best practices in technology integration.

**Request for Addition of a New Course – Graduate Level**

**EDIT 620 - Technology Planning and Management (3.0) (Prereq: EDIT 604)** Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration.

**Request for Addition of a New Course – Graduate Level**

**EDIT 630 - Development of Instructional Multimedia (3.0) (Prereq: EDIT 604)** Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.

**Request for Addition of a New Course – Graduate Level**

**EDIT 640 - Instructional Video Production (3.0) (Prereq: EDIT 604)** Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.

**Request for Addition of a New Course – Graduate Level**

**EDIT 650 - TEACHING AND LEARNING ONLINE (3.0) (Prereq: EDIT 604)** Theory and best practices for the design, development, and implementation of online instruction for blended and distance-based applications.

**Request for Addition of a New Course – Graduate Level**

**EDIT 690 - Seminar in Instructional Technology (3.0) (Prereq: EDIT 604 plus any four of EDIT 610, 620, 630, 640, 650)** Capstone experiences in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the summative evaluation of the Technology Facilitation Portfolio.

**Request for Addition of a New Course – Graduate Level**

**EDLL 600 - Advanced Reading Theory: Philosophical, Historical, & Sociological Foundations of Reading (3.0)** This course emphasizes theoretical frameworks for reading including psycholinguistics, sociolinguistics, constructivism and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approached to teaching reading in elementary and middle school settings.

**Request for Addition of a New Course – Graduate Level**
EDLL 601 - Emergent and Early Literacy Development (3.0)  This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children's emergent literacy development. The theoretical framework of this course is based on an advanced study of and understanding of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources of effective early childhood and early elementary literacy instruction.

Request for Addition of a New Course – Graduate Level
EDLL 603 - Research in Reading Methods and Materials (3.0) This course requires that students conduct in-depth study of current methods of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacy, including digital literacy, visual literacy, and critical literacy and the use of relevant materials for incorporating multimodal literacy in the elementary classroom.

Request for Addition of a New Course – Graduate Level
EDLL 604 - Practicum in Literacy Assessment and Evaluation (3.0) Prereq: EDLL 600 & EDLL 603 Emphasis on naturalistic, authentic classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required.

Request for Addition of a New Course – Graduate Level
EDLL 605 - Organization, Administration, and Supervision of the School Reading Program (3.0) Prereq: EDLL 600, EDLL 603, EDLL 604 This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests and the use of school wide assessment data for literacy program planning will also be addressed.

Request for Addition of a New Course – Graduate Level
EDLL 606 - Practicum in the Evaluation of Literacy Instruction and Assessment (3.0) Prereq: EDLL 600, EDLL 603, EDLL 604, EDLL601 or EDLL 618 This course requires the application and integration of instructional strategies and naturalistic authentic assessment in literacy, with an emphasis on evaluating demonstrated practice in the classroom setting. Students construct a portfolio consisting of a reading application.

C. Request for a Change in a Course - Graduate Level
EDSC 618 Content Literacy (3.0)

Request to change Prefix from EDSC to EDLL
Rationale: To have the course Prefix more closely aligned with the other graduate literacy courses for the new M.Ed. program in Learning and Teaching/Literacy Specialization.

Motion to accept by Judy Engelhard and seconded by Maria Bachman. Motion passed.
1. **MSCI 540 – Applied Coastal Geophysics (3.0) Lec/lab.** 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. The 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. **Justification:** Students will learn concepts and obtain highly marketable skills and experience for a major geosciences 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 electives for geology track marine science majors.

Proposal for Description Change in a Course

2. **CMWS 699 Graduate Seminar III**

   **Current description:** Participation will require the public presentation of the completed thesis.

   **Change to read:** Techniques for communicating results of thesis research.

   **Rationale:** Students typically take this course well before they actually complete the thesis. As such, we often must give them incompletes until they complete the thesis. This change will allow students to complete the course even though the thesis is not completed in the same semester.

Motion to accept by Keshav Jagannathan, and seconded by Erin Burge. Motion Passed.

Pat Piver, Chair Academic Affairs Committee, presents the following academic policy, course changes, new courses, and degree program requirement changes for Senate review/approval:

Proposal to modify academic policy to allow the transfer of courses from an outside institution when a student has previously earned a grade of “W” in the course at Coastal.

**Current 2008 – 2009 University Catalog passage (p. 50):**

Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record.

**Proposed Modification (underlined):**

Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record, (with the exception of courses with grades of “W” earned at Coastal, which are eligible to be taken at another institution and considered for transfer back to Coastal).

Motion to accept by Maria Bachman and seconded by Barbara Buckner. Motion Passed.

Discussion ensued. Keshav Jagannathan asked, “How do we know if a course from a community college is equivalent?” John Marcis asked if “acceptance is automatic or does the student have to first..."
fill out a form?” Registrar Dan lawless stated that the “issues center on the fact that W’s are not always achieved as a result of poor academic performance. Also it sometimes happens that a Coastal student cannot get a particular course in time to graduate” if the course is not offered every year. “In this case, the student must fill out a Special Enrollment Request prior to enrolling in another institution.”

Pat Piver, Chair, Academic Affair Committee, Proposals are being presented by Colleges.

College of Humanities and Fine Arts

1. Request for change in undergraduate course: HIST 304 The Enlightenment: Europe, 1648-1789. Request course number and name change to HIST 330 Enlightenment Europe, 1648-1789.

2. Request for change in undergraduate course: HIST 449 History of Western Medicine from Antiquity to the Renaissance. Request course number change to HIST 447.

3. Request for change in undergraduate course: MUED 243 Fundamentals of Wind Instruments. Request change in course title to Instrumental Music Methods. Proposed catalog to read: MUED 243 Instrumental Music Methods (2). This course examines issues related to the teaching of instrumental music. Special emphasis on program goals and curriculum development, instructional planning, and materials and techniques designed for teaching musical concepts in a performance class. This course will also acquaint the student with effective ways to develop, organize and maintain a successful instrumental program, based on a comprehensive instrumental music education model. Justification: Fulfills NASM accreditation requirements

4. Request for change in undergraduate course: MUS 125 Coastal Carolina Concert Choir. Request to change catalog description to read: MUS 125 Coastal Carolina Concert Choir (1). A missed choral ensemble that is open to any CCU student without an audition. This group gives four major concerts each year as part of the CCU Department of Music concert series. They perform varied and challenging repertoire that is representative of all styles of eastern music history, with an intentional effort to incorporate music of living American composers. A major work for chorus and orchestra or instrumental ensemble is presented each year, and collaborative projects/concerts with other choral ensembles are actively solicited. May be repeated. Justification: To change the description so that an audition is not required for membership in an effort to increase enrollment and encourage more non-music majors to participate. Also, a more extensive description of the type of music studied, as well as number and type of performances, assists students in deciding if they want to register for the class by increasing their understanding of the course requirements.

5. Request for new undergraduate course: RELG 326 Buddhism in Literature and Film (3) (Prerequisite one religious studies course, or instructor consent). Elective or Cognate course restriction. Proposed Catalog Description: RELG 326: Buddhism in Literature and Film (3). A study of representations of Buddhism in selected scriptures and ideas identified as Buddhist in world literature and film. The course considers the nature, power or inability of literature and film to convey various themes such as “no-self,” “suchness,” “Buddhamind” and “enlightenment.” Students are challenged to question ideas of scriptural authority as well as “Orientalist” representation. Justification: With
the imminent shift of global power to Asia in terms of population and economics, further understanding of Asian culture is essential for our students. This particular course will augment the offerings in religious studies and will be part of the minor program which is currently being proposed. The class listed as a 300-level so as to increase our upper-division offerings in Religious Studies. The course will also be part of the Asian Studies Minor which is also currently being proposed.

6. Request for change in undergraduate program: International Studies Minor. This is a revision of the minor to create a clear emphasis for it, as opposed to the current version, which is very vague and open-ended. We still maintain the inter-disciplinary nature of the minor with up to 6 credits of electives. Current Description: Students pursuing the International Studies Minor must consult with their major adviser and with the adviser of the minor to select courses that meet the program requirements. As a part of the application for the minor, students must meet all the courses’ prerequisites and must explain their selections and how they complement their major course of study. Students must select a total of six (6) courses minimum for the minor. In addition, a foreign language competency is required at the 210 level. If the student has studied another modern language at a comparable level, a substitution may be considered. Foreign Language 350 (Study Abroad) can be used to satisfy the language requirement. Students intending to obtain a minor in International Studies might need to take lower levels of the foreign language (e.g., 110, 120, 130), and they should plan to do that ahead of time. A maximum of two (2) courses from one field of study can be used toward the electives for this minor. Of the required six courses (18 credits) for the minor, only two (6 credits) may be below the 300 level. Other appropriate courses can be added to the minor at the discretion of the adviser. Many of the courses listed are offered on a limited basis. It is important to verify that the selections will be taught during the desired period of undergraduate study. The student must earn a grade of C or a passing certificate for each course applied to the minor. Language Requirements (3 Credits) Credits French 210, German 210, Spanish 210 (Choose one 3).Electives (18 Credits) a list of approved courses provided by the International Studies adviser. Student must choose a minimum of 6 courses (18 credits). Of the total minimum credits of 18 required for completion of the minor, only 6 credits may be below the 300 level. TOTAL CREDITS REQUIRED: 21 Proposed Catalog Description: Mission Statement: The International Studies Minor is composed of courses with a strong international and global component to complement major studies and career goals, The minor is designed to provide students with a diverse, multicultural perspective of the planet, as well as an enhanced understanding of global politics and economics. It includes studies in international relations and security, international political economics, comparative government, and issues related to globalization. Language Requirement: Students are expected to achieve a minimum of 210 level of language proficiency either through course work or examination, please see the Coastal Carolina University catalog for information on credits by examination. Recommended Courses: POLI101 Introduction to World Politics (3), GEOG 121 World Regional Geography (3), and ECON 201 Macroeconomics (3), total 9 credits. Course Requirements: POLI 315 International Relations or POLI 340 or 439 (3) POLI 435 Globalization (3), POLI 318 International Political Economy (3). Two 3 Credit Electives at the 300-level or above, 6 credits with global or international emphasis. A list of approved courses will be available through the Advisor. Total 18 credits. *Note: In addition to these courses, any relevant internship, study abroad course, or both, at or above the 300-level may be included for up to 2 courses (6 credits) of abroad experiences must be approved for credit toward the minor by the International Studies Minor advisor and must have
specific and clear international and global objectives, placement, and/or training. Please be advised that no courses in this minor may apply simultaneously to a major or other educational program. **Justification:** The current form of the minor does not provide a clear direction for students, nor does it reflect the international trends for studies of this kind. Most international studies programs emphasize politics, economics, and societies/cultures. Thus, we have revised the minor to better reflect the discipline and to provide students with a strong basis for further studies in this area.

Motion to accept by Maria Bachman, and seconded by Keshav Jagannathan. Motion passed.

**OTHER:** Motion made to extend March Senate meeting by 15 minutes was made by Barbara Buckner. Seconded by Chris Hill at 5:59 p.m., motion passed.

**ANNOUNCEMENTS:**

**GOOD OF THE ORDER:**

**ADJOURNMENT:** The meeting adjourned at 6:07 PM.

Respectfully submitted,

**Approved by Susan Slavik**
Faculty Senate Secretary on March 23, 2009

Moe Murphy
Faculty Senate Recorder