
ABSENT: Ken Martin, Karen Aquirre, Kevin Godwin, Chris Hill, Bill King, Jeff Linder, Darlene Slusher

APPROVAL OF MINUTES: A motion was made by Lee Bollinger, seconded by Susan Slavik to accept the October, 2008 minutes as presented. The motion to accept passed unanimously.

EXECUTIVE COMMITTEE REPORT:

Webb asked for a minute of silence for the life and works of Colonel Bill Baxley who gave so much for this University. Webb stated that the Committee has been involved with the President, Provost, Financial Vice-President and others the last several weeks over concerns of financial planning and financial crises and Webb informed them that they would be hearing more about that at a later time to come. Webb met with Dean of Students and Director of Counseling and they want to hear from us as faculty what we can do to help them change the alcohol culture here at Coastal. Met with Student Athletic Departments Academic Advisor, NCAA and some others regarding academic performance recover plan Student Government Associate has passed a number of resolutions and they were presented for the Senate to see. Sharon Thompson, University Faculty Representative to the NCAA. Thompson presented a power-point presentation, Student-Athletes at Coastal Carolina University Academic Report, for Senate review. They have taken violations serious this past year and have policies in place and plan to enforce them. The NCAA is also very proud of its student-athlete this past year for all of their achievements on both the scholastic and athletic side of their performances.

EXECUTIVE VICE-PRESIDENT REPORT: Earmarks from President DeCenzo that he is delighted about the penny tax which will bring 70-75 million over the next 15 years for the construction of the Campus. And what the State has not done the County have picked up on. Thank Robert Rabon, a member of our Board of Trustees, spoke hundreds of hours across the county to different groups to get the Penny passed. President is on an NCAA visit Sam Houston State University on an accreditation team. You will hear more about what it means for Coastal to be Charter School. We have some ideas and would like for it to be legislated at this point if thing
don’t change and we will be pass this information along to you as well if the decisions is made to move forward by the Board of Trustees in November.
Request to Board of Trustees on the statue, *Chevy in a Breeze*, by R. Grant Singleton for it to be located in the park has been pulled.

_Coastal Carolina University 2008-2013 Strategic Plan* titled Tradition, Integrity, and Excellence: Building a Comprehensive University. It was proposed that the Faculty Senate dissolve the current standing Faculty Senate Strategic Planning Committee. There was no discussion on the matter and it carried unanimously.

**PROVOST REPORT:**

Dr. Sheehan requested indulgence in questions reporting to teaching loads when the motion is on the floor. A couple of comments though:

1. Proposed Academic Change in academic calendar and while the faculty were 50/50 the student reaction was 5/1 opposed to that change. The Student reaction seemed to be keying heavily on the desire to keep the gap between the two semesters at the current several week gap and also concerned of Thanksgiving break being possibly shortened. While we will wait for the Senate Academic Calendar Committee, I wanted to let you know that we are prepared to withdraw that particular request for a change in the academic change in the Academic Calendar. Six Hundred students weighed in and they were very critical and feel it is very unlikely to go forward and we are quite likely to withdraw it as an administrative suggestion.

2. We are also in response to the teaching load conversation that we will certainly be withdrawing administration suggestion and support as well for mandated external letters of review as part of the promotion in tenure process. And quite simply I cannot imagine any external reviewer understanding the context in which scholarship does occur here at Coastal Carolina University in the context of the teaching load that our faculty do have and indeed have been asked to have for the next few semesters as well. So whatever the committee comes up with in terms of the Faculty Manual Committee we will certainly approve and endorse or look positively but we certainly will not be drawing the line in the sand on that particular issue at all in recognition of the sacrifice we are asking for people to make relative to that.

3. Those who have proposals in for either Academic Enhancement or Research Enhancement Grants should be hearing from us shortly as we have received a report from the Faculty Welfare and Development Committee on the Professional Enhancement Grants for 08/09 and by and large that report has been accepted in its entirety and the letters that will be going out sometime later this week or early next week will confirm those particular dollars somewhere in the neighborhood of $55-65K in support for our research activities.

4. There is money in various college travel budgets for the spring for Conference related travel. I have heard anecdotally from several different places that all travel has been cancelled for the Spring in response to this budget cut that indeed is true, at USC Aiken, USC Beaufort, it is true at just about every other campus in the State of South Carolina but in fact we do have that money in the budget at Coastal and we intend to keep that money in the budget. It is about $200,000 that is spread across the colleges, so to the extent that the college travel can be managed within the available budget in
the colleges so please be aware that this is something that we are not just in support of but actively in favor of as well. Please do not give up on your efforts for scholarship as we go into the spring as it relates to travel.

**PENDING BUSINESS:**

**NEW BUSINESS:**

Pat Piver, Chair, Academic Affairs presents the following for Senate review/approval. There are many to present so they will be done so by Colleges.

**College of Humanities and Fine Arts**

1. **Request for a change in undergraduate course:** ARTS 303, Illustration (3) Request change in prerequisite(s) from ARTS 103, 111, 112 TO ARTS 202. Proposed Catalog description to read: Introduction to the ideas and illustrative techniques used in visual communication. Students will explore traditional media including pen, pencil, wash, charcoal, Conte crayon and colored pencil. They will use an illustration program and image scanning extensively to produce topical illustrations for a variety of publications, ads and brochures.
   **Justification:** The new description emphasizes the use of traditional and new technologies and gives the student a better explanation of what to expect from the course. The changes in prereq reflect a restructuring of the program. In order to keep improving our Graphic Design program, we must offer more specialized courses such as packaging, illustration, typography etc. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

2. **Request for new undergraduate course:** ARTS 308, Advanced Typography (3) (Prereq: ARTS 202) Proposed Catalog description: ARTS 308 Advanced Typography (3). A continuation of typography skills and techniques learned in ARTS 201 and ARTS 202, Advanced Typography addresses typographic history, systems, narrative and experiment within a framework of theoretical and real-world problems. The computer will be an important tool, along with alternative methods, such as hand-generated elements.
   **Justification:** This course will expand the typography offerings for interested students by providing an entire semester of alternative methods of typographic-based graphic design. And because students will have had at least two classes dealing with formal principles of typography, they will also have the opportunity, in this course, to address more complex concepts, including typeface design, experimental techniques and social-issue-based design.

the history and production of packaging. Students will explore printing processes associated with the production of packaging as well as branding, point of purchase, and use of color and typography. Folding, scoring, shelf space and market targeting will also be integrated into the projects. Students will design and produce everything from labels to complete packages for real world products.

**Justification:** In order to keep improving our Graphic Design program, we must offer more specialized courses such as packaging, illustration, typography etc. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

4. **Request for new undergraduate course:** ARTS 400, Publication Design (3) (Prereq: ARTS 302). Proposed Catalog description: ARTS 400 Publication Design (3). Publication Design will focus on the history and purpose of different types of publications. Newspapers, books, magazines, annual reports, newsletters, blogs, web pages, and e-newsletters will be among those investigated. Students will explore the production and design approach to each and how the use of color and typography affect the reception by the public.

**Justification:** In order to keep improving our Graphic Design program, we must offer more specialized courses such as packaging, illustration, typography etc. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

5. **Request for change of undergraduate course:** ARTS 402, Advanced Graphic Design (3) Request change in Prereq to be from ARTS401 TO ARTS 302. Proposed catalog description ARTS 402 Advanced Graphic Design II (3). Advanced problems in both the print and web areas of graphic design, emphasizing a versatile, well-rounded and high-quality portfolio that will serve students as they pursue employment in the design field. Students will be expected to purchase a portfolio case for printed samples and also to produce a digital portfolio that will be displayed on the Internet.

**Justification:** This course has become more inclusive over the years. It has always been taught as a capstone course, but we felt the need to broaden the description to coincide with what is currently being taught and emphasized. In order to keep improving our Graphic Design program, we must offer more specialized courses such as this. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

6. **Request for change of undergraduate course:** ENGL 211 (3) Introduction to Technical and Professional Writing. Request to change Prereq from ENGL 210 TO ENGL 101 (c or better).

**Justification:** ENGL 211 is now part of Goal 1b, prereq needs to be removed.

7. **Request for new undergraduate course:** ENG 305 (3) American Literature I. Proposed Catalog Description: ENGL 305 American Literature I (3). A survey of representative
works illustrating the development of American literature from its beginnings through the mid-nineteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.

**Justification:** ENGL287 no longer adequate to prepare ENGL majors, the study of American Literature form majors is now split into two courses (305 and 306).

8. **Request for new undergraduate course:** ENGL 306 (3) American Literature II. Proposed Catalog Description: ENGL 306 American Literature II (3). A survey of representative works illustrating the development of American literature from the mid-nineteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.

**Justification:** ENGL287 no longer adequate to prepare ENGL majors. Class has been split into two courses (305 and 306).

9. **Request for new undergraduate course:** ENGL 350 Language Variation in North America (3) (Prereq: ENG 101 and 102 C or better). Proposed Catalog Description: ENGL 350 Language Variations in North America (3). Language variation in North America is considered from a contemporary sociolinguistic perspective. The course covers social, regional, ethnic, gender and style-related language variation among (English) speakers in the United States and Canada. The course will also explore issues of perception and attitude as reflected in evaluations of language varieties and the speakers of those varieties.

**Justification:** New faculty expertise; changes in discipline.

10. **Request for new undergraduate course:** ENGL 362 Reading and Writing Fiction (3) (Prereq ENGL 201 or 301). Proposed Catalog Description: ENGL 362 Reading and Writing Fiction (3). A literature and workshop course designed to study published contemporary short stories and creates original works of short fiction. Students will read and critique both published and student work.

**Justification:** This course is offered to keep up with the growing creative writing demands (particularly in fiction).

11. **Request for new undergraduate course:** ENGL 365 Reading and Writing Creative Nonfiction (3) (Prereq: ENGL 201 or 301). Proposed Catalog Description: ENGL 365 Reading and Writing Creative Nonfiction (3). Literature and workshop course designed to study published contemporary creative nonfiction and create original work of creative nonfiction. Students will read and critique both published and student work.

**Justification:** This course is offered to keep up with the growing creative demands (particularly in creative nonfiction).

12. **Request for new undergraduate course:** ENGL 368 Reading and Writing Poetry (3) (Prereq: ENGL 201 or 301). Proposed Catalog Description: ENGL 368 Reading and Writing Poetry (3) (Prereq: ENGL 201 or 301). A course designed to improve the students’ abilities to read and write poetry. The first half of the course focuses on reading poetry in order to understand the craft of its author. The second half of the
course is a poetry workshop in which students develop their abilities writing in the genre.

**Justification:** There is a need for an intermediate-level course between the multi-genre writing workshop (ENGL 301) and the senior-level single-genre workshop in poetry (ENG 468). Students need additional training in reading poetry from the perspective of a writer in order to understand more deeply the elements of craft as well as further experience writing and discussing their own and their peers’ poems before proceeding to the senior-level workshop. This course provides that necessary training and experience.

13. **Request for a new undergraduate course:** **ENGL 375** Special Topics in World and Anglophone Literature (3) (Prereq: ENGL 275, 276 or 277). Proposed Catalog Description: ENGL 375 Special Topics in World and Anglophone Literature (3). (Prereq: English 275, English 276) This course extends students’ understanding of and experiences in different cultures of the world by examining issues of cross-cultural interaction and transfer of ideas between and within world cultures, historical periods, and/or literary movements. The course will also introduce students to come strategies of literary criticism and research on world authors through examination of critical texts appropriate to the topic.

**Justification:** Expands upper-level course offerings in English in order to better serve students’ needs by reflecting recent trends in discipline.

14. **Request for new undergraduate course:** **ENGL 376** Confessional Literatures: East/West (3). Proposed Catalog Description: ENGL 376 Confessional Literatures: East/West (3). This course offers a comparative, cross-cultural study of the confessional mode of writing in both the Western and non-Western traditions. The course investigates the intersections of 1) confession and literary writing; and 2) what we call “East” and “West.” The course examines a wide variety of texts, novels, short stories, essays, diaries, letters, and screenplays, and introduces major theoretical views on confessional literatures. The course pays attention to social, historical, cultural, and religious contexts but will focus on the language of confession.

**Justification:** ENGL 376 reflects both a vocal interest among students, English majors and non-majors alike, in East Asian and world literature and growing faculty expertise in the area. In addition, the course will be one of the electives to serve a new multi-disciplinary Asian Studies Minor, currently under Provost review.

15. **Request for a new undergraduate course:** **ENGL 371** Literature and the Absurd: East/West Intersections (3). Proposed Catalog Description: ENGL 371 Literature and the Absurd: East/West Intersections (3). This course offers a comparative, cross-cultural study of texts from both the Western and non-Western traditions. The grounds for comparison are the concept of the “Absurd” in literature. We will study some of the major philosophical grounding to the Absurd and its relations to literature. The cross-cultural study will sharpen awareness of the various modulations that philosophical concepts one may go through in the intersections between traditions of
the East and West. While the Absurd may exist as a theme in literary works, we will focus on texts that seem to engage the Absurd on a variety of levels. **Justification:** ENGL 371 reflects both a vocal interest among students, English majors and non-majors alike, in East Asian and world literature and growing faculty expertise in the area. In addition, the course will be one of the electives to serve a new multidisciplinary Asian Studies Minor, currently under Provost review.

16. **Request for new undergraduate course:** **ENGL 373** Cross-Cultural Perspectives on Asian and Western Drama (3). Proposed Catalog Description: ENGL 373 Cross-Cultural Perspectives on Asian and Western Drama (3). Comparative study of Western and Asian dramatic literature through the focus of shared themes and cultural relationships—parallels, influences, variations, historical encounters. Students will explore relevant aesthetic theories, world views and philosophical outlooks, patterns of human relationships, social functions of drama, and performance styles that will open up a new cross-cultural dialog. **Justification:** ENGL 373 reflects both a vocal interest among students, English majors and non-majors alike, in East Asian and world literature and growing faculty expertise in the area. In addition, the course will be one of the electives to serve a new multidisciplinary Asian Studies Minor, currently under Provost review.

17. **Request for new undergraduate course:** **ENGL 378** The Language of Film (3). Proposed Catalog Description: ENGL 378 The Language of Film (3). This course introduces students to film analysis and the critical study of film. It provides them with a vocabulary and grammar of film (narrative strategies, shot properties, mise-en-scene, acting, editing and the use of sound) that will enable students to recognize, read, and analyze film language, genres, and styles. The course consists of a 75-min lecture/discussion session and a mandatory 2-hour screening lab each week. **Justification:** New faculty expertise, student interest.

18. **Request for a new undergraduate course:** **ENGL 379** Special Topics in Film Studies (3) (Prereq: ENGL 378). Proposed Catalog Description: ENGL 379 Special Topics in Film Studies (3) (Prereq: ENGL 378). Drawing from a variety of genres and styles, historical movements and production contexts, themes and national traditions, this course explores major concepts in film studies as academic discipline. Course content may privilege the work of a particular director, a movement or theme. The course consists of a 75-min lecture/discussion session and a mandatory 2-hour screening lab each week. **Justification:** Expertise of new hire, student interest.

19. **Request for new undergraduate course:** **ENGL 411** English Capstone Seminar (3) (Prereq: ENGL 300 and senior standing). Proposed Catalog Description: ENGL 411 English Capstone Seminar (3) (Prereq: ENGL 300 and senior standing.) This class provides a forum for both reflection upon and assessment of the student’s experience in the major. Readings and writing assignments will focus on the discipline of English in a postgraduate context, the professional potential of the English degree, portfolio
construction, and revision of existing writings for publications. The course will also include activities designed to help the department assess its program as well as the opportunity for an exit interview.

**Justification:** Assessment programming requires a central location for review activities.

20. **Request for change of undergraduate course:** ENGL 468 Writing Workshop – Poetry (3) Request to change prerequisite(s) from ENGL 301 to ENGL 201 or ENGL 201 and ENGL 368 or instructor consent.
   **Justification:** Additional courses added to the creative writing sequence.

21. **Request for new undergraduate course:** ENGL 475 Contemporary Asian Fiction (3).
    Proposed Catalog Description: ENGL 475: Contemporary Asian Fiction (3). A critical study of works by modern and contemporary Asian fiction writers in translation in their literary, social, historical, and philosophical contexts. Drawing from one or more Asian literary traditions, this course explores issues of gender and sexuality, nationalism and colonialism, post colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture, among others.
    **Justification:** ENGL 475 reflects a growing, vocal interest among students, both English majors and non-majors in East Asian and world literature. In addition, the course will be one of the electives to serve a new multi-disciplinary Asian Studies Minor, currently under Provost review.

22. **Request for a new undergraduate course:** ENGL 477 Asian Cinemas (3).
    Proposed Catalog Description: ENGL 477 Asian Cinemas (3). This course comparatively examines Asia’s cinematic traditions from the point of view of shared themes, aesthetics and cultural concerns, and in the context of past and current socio-political and cultural transformations and border-crossings. Drawing from a variety of genres and styles, historical movements and production contexts, this course may explore issues of gender and sexuality, nationalism and colonialism, post colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture. The course consists of a 75-min lecture/discussion session and a mandatory 2-hour screening lab each week.
    **Justification:** ENGL 477 reflects a growing trend in teach world culture through film and visual media and serves as an answer to a vocal interest among students, both English majors and non-majors. In addition, ENGL 477 will be one of the electives to serve a new Asian Studies Minor, currently under Provost review.

23. **Request for a new undergraduate course:** ENG 489 Gender and Sexuality in Literature (3) (Prereq: One literature class at the 200 level or above or permission of instructor).
    Proposed Catalog Description: ENG 489 Gender and Sexuality in Literature (3) (Prereq: one literature class at the 200-level or above or permission of instructor).
    Course that employs feminist principles, philosophies, and pedagogies, to examine literary and/or theoretical treatments of gender and sexuality. Topics vary from
semester to semester and may include issues such as sexual identity, queer theory, feminist criticism, and masculinity studies.

**Justification:** This is a standard course in many English departments; responds to disciplinary developments.

Motion was made Deb Walker and seconded by Philip Whalen. The motion passed unanimously.

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**College of Natural and Applies Science**

24. **Change(s) proposed for an undergraduate program:** Changes proposed for Emphasis Program, Computer Science – Information Systems. Change in number of credits from 83 to 78, Required courses from 31 to 30, Deletion of courses CSCI 210, 220, 310, 410, 490, 3XX elective CBAD 2. Adding CBAD 350, CSCI 110, 415, 400, 495. Specifying a particular science and a second programming language instead of providing several options. Removing ENGL 287 or 288 requirements. Specifying ENGL 211 as a requirement for the Core (instead of having the option of ENGL 102 or ENGL 211).

**Current Catalog Description:** Information Systems Option

I. **Core Curriculum (34-38 credits)**

II. **Freshman Graduation Requirements (0-3 Credits)**

Minimum grade of C is required. University 110, The First-Year Experience (3) UNIV 100 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the student has satisfactorily completed a college transition course.

III. **Foundation Courses (53-69 Credits)**

- CSCI 130/130L*, 140/140L, 150/150L, 170, 210, 220 19
- CSCI 204, 207, 208, or 209 3
- MATH 160*, 174, 210 10
- BIOL 122/122L, CHEM 112/112L, GEOL 112/112L, MSCI 112/112L, OR PHYS 212/212L 4
- CBAD 201, 292, 291, 371 12
- CBAD 292, 293, or ECON 202 3
- ECON 101 or 201 3
- ENGL 390 3
- ENGL 287* OR 288* 3
- HIST 101*, HIST 102*, OR HIST 202* 3
- PHIL 101* OR PHIL 102* 3
- HPRO 121*, PSYC 101*, OR SOC 101* 3

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

IV. **Major Requirements (30 Credits)**

- CSCI 310, 330, 335, 370 385, 409 410, 425, 490 27
- CSCI course numbered 300 or higher (except 399 or 497) 3

V. **Electives (0-3 Credits)**

**Total Credits Required** 120
Proposed Catalog Description:
Information Systems Option

I. Core Curriculum (37-41 Credits)
II. Freshman Graduation Requirement (0-3 Credits)
Minimum grade of C required.

University 110, The First-Year Experience 3
UNIV 100 is required for all new entering freshman and for new transfer students with fewer than 12 transfer credits unless the student has satisfactorily completed a college transition course.

III. Foundation Graduation Requirement (53-63 Credits)*
CSCI 110, 130/130L*, 140/140L, 150/150L, 170 16
CSCI 203 3
MATH 160*, 174, 210 10
CBAD 291 3
BINF 101/101L 4
CBAD 201, 202, 350, 371 12
CBAD 393 3
ECON 101 OR 201 3
ENGL 211 * 3
HPRO 121*, PSYC 101*, or SOC 101* 3

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

IV. Major Requirements (25 Credits)
CSCI 330, 335, 370, 385, 409, 415, 425, 495 24
CSCI 400 1

V. Electives (0-5 Credits) 0-5

Total Credits Required 120

Justification: We are preparing our information Systems track for ABET accreditation. After reviewing our program requirements and comparing them with other accredited Information Systems programs and with the curriculum recommended by ACM/IEEE/AIS, we have decided that these changes will provide the strongest Information Systems program and will serve the needs of our students. We have removed an upper programming course, a theoretical operating systems course, a major elective, and two computer architecture courses, and in their place added a Marketing course, a Business Applications course, and a Systems Administration course. We are also replacing the Software Engineering II (490) course (which has served as a capstone course for both tracks) with an IS Capstone course (495). CSCI 400 Senior Assessment is a one-credit hour class being added to both tracks. Our proposed changes free up 5 credit hours that students may use for general electives.

25. Request for a new undergraduate course: MATH 190 Freshman Seminar in Mathematics (1). Proposed Catalog Description: Problems from various areas of mathematics will be discussed with emphasis placed on introducing students to mathematical ideas beyond computation. Writing in mathematics will also be covered.
Justification: This course is a response to the fact that many first and second year math majors do not have a good idea of what mathematics is. This seminar will give a broad picture of different topics in mathematics and hopefully get students excited even though they have to get through calculus.

Motion was made by Keshav Jagannathan and seconded by Terry Fries
The motion passed unanimously.

Spadoni College of Education

26. Request to change an undergraduate program: Changes proposed for Degree Program, Special Education Learning Disabilities. Deletion of course(s) from program POLI 201; PSYC 225/225L or STAT 201/201L; ENGL 205; HIST 101 or 102; HPRO or EXSS 122. Change of Elective credit hours from 0-5 to 0-11.

Special Education-Learning Disabilities (Pre K-12) Major
The program of study in Special Education focuses on the preparation of teachers of students with Specific Learning Disabilities. Candidates who complete the program will be certified/licenses in grades Pre K-12 in the area of Learning Disabilities. This program involves both in-class and field experiences that prepare candidates for this exciting and rewarding career field. Students must earn a “C” or above in all Foundation and Major Requirement courses. Students should plan carefully with their assigned adviser since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Learning prefix (EDLD) until after being admitted to the Professional Program in Teacher Education.

I. Core Curriculum 34-41

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

III. Special Education Foundation Courses (24-47 Credits)*

General Content
BIOL 101/101L* The Science of Life 4
POLI 201* American National Government 3
GEOG 121* World Regional Geography 3
PSYC 225/225L* Psychological Statistics or
STAT 201/201L* Elementary Statistics 4
### Mathematical Concepts
- MATH 201* Mathematics for Early childhood & Elementary Majors I 3
- MATH 202 Mathematics for Early Childhood & Elementary Majors II 3

### Humanistic Concepts
- ENGL 205* Literature and Culture 3
- Hist 101* or 102* European Civilization 3

### Human Health and Behavior Content
- HPRO 121* Pers & Comm Health or EXSS 122 * Lifetime Fit & Phys Act 3
- PYSC 101 General Psychology 3

### Education
- EDUC 116 Introduction to Teaching in Special Education 3
- EDUC 204 Computer Technology and Instructional Media 3
- EDUC 215 Schools and Diversity 3
- EDUC 335 Educational Psychology 3
- EDUC 336 Introduction to Human Growth and Development 3

*Courses may be taken as part of Core Curriculum Requirements.

### IV. Major Requirements (54 Credits)
- EDLD 370 Foundations of Special Education 3
- EDLD 381 Collaborative Practice & communication for Special Education 3
- EDLD 388 Methods for Students with Language Learning Disabilities 3
- EDLD 390 Characteristics of Specific Learning Disabilities 3
- EDLD 400 Educational Assessment of Exceptional Learners 3
- EDLD 417 Materials and Methods of Teaching Reading K-12 3
- EDLD 420 Elementary Curriculum & Methods for Teaching Students with LD 3
- EDLD 422 Materials and Methods of Teaching Mathematics, K-12 3
- EDLD 430 Secondary Curriculum and Methods for Disabilities 3
- EDLD 440 Managing the Learning Environment and Behavior 3
- EDLD 459 Learning Disabilities Field Experience II 3
- EDLD 469 Learning Disabilities Field Experience III (Elementary) 3
- EDLD 477 Research, Trends and Issues in Learning Disabilities’ 3
- EDLD 478 Internship in Learning Disabilities 12
- EDLD 479 Learning Disabilities Field Experience IV (Secondary) 3

### V. Electives (0-5 Credits)

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<tr>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>University 110, The First-Year Experience</td>
<td>3</td>
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**Total Credits Required: 120+**

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

### Proposed Catalog Description:

**I. Core Curriculum**

**II. Freshman Graduation Requirement (0-3 Credits)**

Minimum grade of C is required

University 110, The First-Year Experience 3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless student has satisfactorily completed a college transition course.

III. Special Education Foundation Courses (18-31 Credits)*

**General Content**
- BIOL 101/101L* The Science of Life 4
- GEOG 121* World Regional Geography 3

**Mathematical Concepts**
- MATH 201* Mathematics for Early childhood & Elementary Majors I 3
- MATH 202 Mathematics for Early Childhood & Elementary Majors II 3

**Human Health and Behavior Content**
- PYSC 101* General Psychology 3

**Education**
- EDUC 116 Introduction to Teaching in Special Education 3
- EDUC 204 Computer Technology and Instructional Media 3
- EDUC 215 Schools and Diversity 3
- EDUC 335 Educational Psychology 3
- EDUC 336 Introduction to Human Growth and Development 3

*Courses may be taken as part of Core Curriculum Requirements.

IV. Major Requirements (54 Credits)
- EDLD 370 Foundations of Special Education 3
- EDLD 381 Collaborative Practice & communication for Special Education 3
- EDLD 388 Methods for Students with Language Learning Disabilities 3
- EDLD 390 Characteristics of Specific Learning Disabilities 3
- EDLD 400 Educational Assessment of Exceptional Learners 3
- EDLD 417 Materials and Methods of Teaching Reading K-12 3
- EDLD 420 Elementary Curriculum & Methods for Teaching Students with LD 3
- EDLD 422 Materials and Methods of Teaching Mathematics, K-12 3
- EDLD 430 Secondary Curriculum and Methods for Disabilities 3
- EDLD 440 Managing the Learning Environment and Behavior 3
- EDLD 459 Learning Disabilities Field Experience II 3
- EDLD 469 Learning Disabilities Field Experience III (Elementary) 3
- EDLD 477 Research, Trends and Issues in Learning Disabilities’ 3
- EDLD 478 Internship in Learning Disabilities 12
- EDLD 479 Learning Disabilities Field Experience IV (Secondary) 3

V. Electives (0-5 Credits)

Total Credits Required 120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

**Justification:** The requested changes will provide students more flexibility without diminishing the quality of the current program if they change majors. The changes also streamline the process for transfer students. Please note that number of credit hours in...
the program will not change. All changes pertain to removing specified foundation courses for the major, thus resulting in a change in the number of elective credit hours.

Motion was made by Nancy Ratcliff and seconded by Jodi Hodges (for Judy Engelhard). The motion passed unanimously.

27. Request to change the language in core goal 5 Part B to read: Global Studies Awareness (May be satisfied through either Option 1 or Option 2.) (3 credit hours) 1. Completion of an approved Study Abroad Course or academic experience abroad.
   **Justification:** The intent of Goal 5 B (1) is for students to acquire an academic experience abroad. The current language of the core requires that students pursuing option (1) satisfying abroad course. The committee believes that this requirement could be satisfied in ways other than completing a specific course, for example, by spending a semester working abroad, doing an international internship, or by extensive travel. Any proposal to approve an academic experience not related to an existing course for satisfying goal 5B would be required to demonstrate that the experience meets the student learning outcomes for Goal 5B, specifically that there is significant interaction with local cultural structures and that the student’s global perspective has been impacted by the experience.

Motion to accept Yoav Wachsman and seconded by Lee Bollinger.

There was some discussion on the floor regarding this motion. After some discussion a question was put to the floor by John Navin and seconded by Steve Earnest. Question approved unanimously.

There was another vote taken with motion to accept the 19 for 21 against. This motion goes back to Academic Affairs for further review.

Richard L Johnson, Associate Provost, Graduate Studies and Academic Outreach presented a new course for information only at this time.

**Request for a new graduate course:** MSCI 540 Applied Coastal Geophysics (3) Lee/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:** Co-listing with MSCI 440 with the additional graduate requirements to include additional presentation, research written projects that distinguish it from undergraduate equivalency.

The motion was made by John Stamey and seconded by Steve Earnest for MSCI 540 to go back to Academic Affairs for approval.

Michael Ruse, Faculty Manual Revision Committee Chair, has asked that the attached documents be held over till the Special Meeting of the Senate November 19th meeting that has been
approved for the purpose of reviewing changes to the VI, Appointments, Promotion, and Tenure section of the Faculty Manual.

December meeting deal with the faculty rights and responsibilities, benefits and privileges and have the manual on schedule and finished at the end of this year. Look for posting on the faculty senate site hopefully next Thursday. This will be after we meet and finish the whole section for you to look at.

Question to the floor as to what would distinguish Associate Professor from a Full Professor. Michael Ruse stated that scholarship is an issue and it is still expected that there will be scholarship those will be further defined by college and departmental criteria based upon discipline and reasonable expectations. You will find that the committee itself is greatly simplifying the criteria in terms of the laundry lists that used to be there won’t be there any longer.

Dr Daniel Ennis, Chair, English Department, Teaching Load Resolution was presented to Senate. It was approved to have an Ad-Hoc Committee formed regarding the Teaching Load Resolution. A motion was made by Dan Ennis and seconded. After some discussion the motion passed unanimously.

Maria K Bachman, Director Interdisciplinary Studies, submitted an Oversight of Art Acquisition at Coastal Carolina University. After much discussion the motion passed to have a Committee on the Acquisition of Words of Art to: selectively review, collect, and/or commission works of art which enhance the buildings and ground of the University and which foster an understanding, enjoyment and appreciation of the visual arts (to include both two and three dimensional works of art as well as decorative and miscellaneous objects of value housed outside of The Rebecca Randall Bryan Art Gallery, and therefore not governed by the professional rules and regulations

ANNOUNCEMENTS:

GOOD OF THE ORDER:

Motion to adjourn by Susan Slavik and seconded by Maria Bachman. Vote to adjourn was unanimous.

ADJOURNMENT: 6:00 PM

Respectfully submitted,

Approved by Susan Slavik
Faculty Senate Secretary

Moe Murphy
Faculty Senate Recorder