COASTAL CAROLINA UNIVERSITY
AY 2011/2012
FACULTY SENATE MINUTES
February 1, 2012
Wall Building, Room 309
4:30 PM

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.


ABSENT: Yoav Wachsman and Elizabeth Howie.

APPROVAL OF MINUTES: (Moved by Wes Fondren and seconded by Erin Burge.) The December 7, 2011 minutes were approved.

CONSENT AGENDA: Prior to the meeting, a Senator requested that the proposal for a course change to the prerequisites of CBAD 350: Marketing be removed from the Consent Agenda and placed under New Business on the Order of Business for discussion. However, the Chair was told the issues were addressed and asked that the CBAD 350: Marketing proposal be placed back on the Consent Agenda. There were no objections or discussions.

All items on the Consent Agenda passed.

FACULTY SENATE MEETINGS: A motion was made to move the March 7, 2012 Faculty Senate meeting one week earlier to Wednesday, February 29, 2012 due to SAC’s on-site visit during the scheduled March 7, 2012 meeting. The meeting will be held in WALL 309 at 4:30 p.m. (moved and seconded out of Executive Committee)

Motion passed (35 in favor, 4 not in favor, 1 abstain).

PROVOST AND OTHER ADMINISTRATIVE REPORTS:
None
EXECUTIVE COMMITTEE REPORT:

Keshav Jagannathan, Chair, presented the Executive Committee Report.

A. The following Administrative Actions were received and approved without stipulations from the December 7, 2011 meeting:

- AA 10: All items from the December 7, 2011 Consent Agenda.
- AA 11: Approval of a minor in Web Application Development.
- AA 12: Approval of changes to the B.S.B.A. Resort Tourism Management Major.
- AA 13: Approval of changes to the proposed original course descriptions for ARTD 440 and ARTS 440.
- AA 14: Approval of ARTD 440 and ARTS 440 as new undergraduate courses with their approved amended course descriptions.
- AA 15: Approval to designate ARTD 440 and ARTS 440 as Experiential Learning (Q) in the Undergraduate University Catalog.

COMMITTEE REPORTS:

A. Margaret Fain, Chair of the Core Curriculum Committee, presented the Core Curriculum Mission Draft. The draft was made available for information purposes to ensure that everyone was made aware of the direction of the committee so that discussions could be held during the process and not at the end of it. The committee representatives are available for any questions, concerns, and/or feedback and anyone interested in attending their meetings is always welcome. Margaret Fain can be reached by email at margaret@coastal.edu, phone extension 2410, or she is located in the Kimbel Library. Or, any of the other committee members may be contacted. Their names are underlined below.

Approved as a working draft by the Core Curriculum Committee on November 4, 2011:

The purpose of the core curriculum is to provide an educational foundation in the liberal arts tradition that promotes free inquiry and creative and critical thinking.

The core curriculum instructs students in the methods and practice of the humanities, the natural and social sciences, and the arts in the context of global and multi-cultural perspectives.

The core curriculum provides opportunities for students to develop skills in the following: written and oral communication; quantitative and information literacy; and methods of inquiry.

Background:
The Core Curriculum Committee has been reviewing the Core Curriculum Assessment Data, along with best practices of liberal education outcomes. In this process, it became apparent that the existing Core Curriculum mission was not being supported by the existing knowledge goals and student learning outcomes of the Core Curriculum. Over the past four months, the committee has been examining the mission statement in relationship to the University mission statement, the Core Knowledge goals and student learning outcomes and best practices.
The draft above reflects many hours of hard work by the committee to articulate the broad mission of the Core Curriculum. The committee is seeking faculty input into this statement. Send your comments to any member of the Core Curriculum Committee.

Margaret Fain, Library, Chair
Members: Sandy Wilson, Education; Cathy Jones, Education; Prashant Sansgiry, Natural and Applied Science; Nick Pritchard, Natural and Applied Sciences; Tripthi Pillai, COHFA; Jose Sanjines, COHFA; Erika Small, Business; Jay Teets, Business; Agatha O’Brien Gayes, University College.

OLD BUSINESS:
None

NEW BUSINESS:

A. Graduate Council:

1. **Motion to approve changes to the Master of Science in Coastal Marine and Wetland Studies program (moved and seconded out of Graduate Council Committee):**

   Department of Biology

   **Proposed changes:** Addition of courses to program: CMWS 701 and CMWS 702.

   Other: Explain: Allowing a non-thesis option. Requiring continuous enrollment in the program.

   **Proposed Catalog Description:**

   MASTER OF SCIENCE (M.S.) IN COASTAL MARINE AND WETLAND STUDIES

   MISSION STATEMENT

   The Master of Science degree program in Coastal Marine and Wetland Studies is taught and administered by College of Science faculty with expertise in the issues and problems facing coastal areas and wetlands both locally and globally. It was selected and developed to take educational advantage of the unique natural resources of the region and thus faculty and students become important intellectual resources for the region. The purpose of this degree program is to provide students with the tools and abilities to assess, comprehend, and synthesize a broad range of scientific information. This will, in turn, allow them to assume employment as professionals in the environmental field, to become stewards of the environment, and to also pursue further graduate study. The goals of the program are satisfied through coursework, teaching opportunities and either the completion of a thesis or an internship.

   The Coastal Marine and Wetland Studies graduate program consists of 24 credit hours of coursework and 6 credit hours of either thesis research or an internship. Courses are taught primarily by faculty members from two academic departments: biology and marine science. The coursework involves three core courses stressing coastal physical processes, ecology, and environmental policy. Various electives provide students with skills in conservation biology, geographic information systems, statistics, wetland delineation, geophysical surveying as well as the theoretical background in specific areas of organism biology and ecology.

   Located near coastal marshes, swamps, a large unregulated river, barrier islands, and the ocean, the program offers exceptional opportunities for basic and applied research. Students pursue projects that contribute to the characterization, preservation or management of the coastal ecosystem and the
organisms that thrive in this ecosystem. Research conducted by graduate students and their faculty mentors is typically presented to the public via seminars, conferences or publications. Teaching assistantships, research assistantships and fellowships are available on a competitive basis.

Student Learning Outcomes
1. Identify and explain the biological, chemical, geological and physical processes influencing the coastal zone.
2. Describe connections among the biological, chemical, geological and physical processes influencing the coastal zone.
3. Describe how a coastal zone policy or regulation is influenced by scientific research in the coastal zone.
4. Demonstrate proper research, writing and oral communication skills.

Graduate Applications
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

Admission Requirements
Regular admission to the Master of Science in Coastal Marine and Wetland Studies is met by satisfactorily meeting the following criteria:
1. Completion of an application form.
2. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study). Transcripts should show a minimum overall graduating GPA of 3.0 and a minimum GPA of 3.0 in any graduate work already completed.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program.
4. Completion of the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 150 on both the verbal and quantitative portions.
5. Submission of at least two letters of recommendation.
6. Submission of a written statement of educational and career goals, how this degree will fulfill those goals and the subject area of research interest while completing this degree.
7. Submission of a resume.

International students whose native language is not English must also submit scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) with a score of at least 575 (paper-based test) or 89 on the TOEFL (internet-based test) or 6.5 on the IELTS with no subscore lower than 5.0 on the IELTS or students may complete the ELS Centers level 112 English language training program.

Scores on the GRE and TOEFL or IELTS must be less than three years old.

Provisional Admission
Applicants may receive provisional admission in the Master of Science in Coastal Marine and Wetland Studies degree program if they do not meet the stated admission requirements and are entering the University for the first time or are returning to the University after an extended absence. Students on provisional admission are limited to 12 hours of course work.
Removal of Provisional Status
To remove provisional status the student must, within the first two academic semesters (either Fall, Spring, or Spring, Fall):
   a. Earn a B or better in two core courses;
   b. Maintain a 3.0 GPA in all graduate courses taken;
   c. Earn a B or better in all undergraduate prerequisites required as specified in the provisional acceptance letter.

Admission to Candidacy
Admission to the graduate program in Coastal Marine and Wetland Studies does not signify Admission to Candidacy. To be eligible for Admission to Candidacy for the Master of Science in Coastal Marine and Wetland Studies, a student must choose either the thesis or non-thesis option and then satisfy the corresponding requirements.

Thesis Option
1. Achieve regular admission status;
2. Have a degree plan and thesis proposal approved by the major professor, thesis committee, Program Coordinator, and the Dean;
3. Complete a minimum of 12 semester hours of graduate work at Coastal Carolina University;
   and
4. Have earned a B or better average on all graduate work pursued and a B or better in the three core courses (CMWS 601, CMWS 602, CMWS 603).

Non-Thesis Option
1. Achieve regular admission status;
2. Have a degree plan and internship proposal approved by the Coastal Marine and Wetland Studies Graduate Committee, the Program Coordinator, and the Dean;
3. Complete a minimum of 12 semester hours of graduate work at Coastal Carolina University;
   and
4. Have earned a B or better average on all graduate work pursued and a B or better in the three core courses (CMWS 601, CMWS 602, CMWS 603).

The final decision for admission to Candidacy is made by the Dean of the College of Science. All students, including transfer students, must clear the English Proficiency Requirement, if applicable, before being admitted to Candidacy. Candidacy Applications are available in the Dean’s office.

Degree Requirements
The Master of Science in Coastal Marine and Wetland Studies requires:
1. Successful completion of an approved program of study with a minimum of 30 graduate hours;
2. Admission to Candidacy;
3. A minimum grade point average of 3.0 (B) on all course work;
4. Completion, presentation, and successful defense of a thesis; or, completion of an internship followed by an oral presentation and written report summarizing the internship experience.
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.
Note: Transfer credit(s) cannot be used to raise the GPA at CCU.
Thesis Option
Students choosing the thesis option based on original research must assemble a thesis committee of at least three members by the second semester of enrollment. The committee will consist of at least three full-time CCU faculty members including the major professor who will chair the committee. An approved member from an outside institution may be included. The entire thesis committee will meet with the student semi-annually to assess progress and to give advice. Before graduation, students will submit the completed thesis to the CMWS coordinator who will schedule the public defense.

Non-Thesis Option
Students interested in future employment as professionals in the environmental field with federal, state, local agencies, not-for-profit organizations or private businesses may choose a non-thesis option. Students who select a non-thesis option will complete an internship (CMWS 701, total of 6 credits) with a sponsoring public, non-profit or private laboratory, agency or business. The internship will be at least 450 hours. The internship must be approved by the CMWS coordinator and the outside supervisor, and should be related to the student’s educational and career goals. The details of the work should be described and filed with the CMWS coordinator before beginning the internship. Although the faculty will provide guidance to students, it is the responsibility of each student to seek and secure an internship. A final written report describing the activities and outcomes of the internship is required for graduation and should be filed with the CMWS office. The report should analyze and detail how the student’s internship activities integrate with the interdisciplinary field of CMWS and the current state of knowledge, and identify the directions of growth in the future student’s career. The report must be submitted and approved before graduation. The on-campus presentation, summarizing the material in the report, will be followed by a meeting of the candidate with CMWS graduate committee to discuss the report and its connections to core CMWS courses taken by the candidate.

Enrollment Requirement
Students in the Coastal Marine and Wetland Studies program must be continuously enrolled during all phases of graduate work. This includes fall, spring and summer terms. (The summer term here is inclusive of Summer 1, Summer 2 and Maymester.) This requirement is typically satisfied by registering for a minimum of one graduate credit in each term. However, the situation may arise where students have completed all course requirements except for the thesis or internship. In this case, students must enroll in CMWS 702 Project Completion in order to satisfy the continuous enrollment requirement. Registering in CMWS 702 maintains email and library privileges and also allows access to university facilities and faculty advisers. CMWS 702 does not count toward degree requirements and does not substitute for the 6 credit hour requirement in CMWS 700 Thesis Research or for the 6 credit hour requirement in CMWS 701 Internship.

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)
The Master of Science in Coastal Marine and Wetland Studies requires the successful completion of an approved program of study with a minimum of 30 graduate credit hours. Within the approved program are three core courses, three seminar courses, electives, and a required thesis or internship.

CORE COURSES (9 credit hours)
CMWS 601: Coastal Marine and Wetland Processes (3)
CMWS 602: Coastal Marine and Wetland Ecology (3)
CMWS 603: Coastal and Wetland Policy and Management (3)

GRADUATE SEMINAR COURSES (3 credit hours)
CMWS 697: Graduate Seminar I (1)
CMWS 698: Graduate Seminar II (1)
CMWS 699: Graduate Seminar III (1)

ELECTIVES (12 credit hours)
(Choose 12 credit hours)
Electives must be 500 level or above courses from BIOL, CHEM, CMWS, MATH, MSCI, PHYS, or STAT.
A maximum of 6 credit hours at the 500 level may be used towards completing degree requirements.

THESIS RESEARCH (6 credit hours) or INTERNERSHIP (6 credit hours)
CMWS 700 or CMWS 701 (6)

Motion passed (38 in favor, 0 not in favor, 3 abstain).

2. **Motion to amend the Admissions criteria for graduate students whose native language is not English. The change is to remove the Computer-based test (CBT) for TOEFL (as it is no longer offered), to add the International English Language Testing System (IELTS) alternative test for non-native English speakers, and to add the ability to use the completion of level 112 of the English Language Center (ELS) as a standard for admission to Coastal Carolina University. (moved and seconded out of committee):**

**Change Requested:**
Amend Admissions criteria for Graduate programs to remove the Computer-based test (CBT) for TOEFL (as it is no longer offered), to add the International English Language Testing System (IELTS) alternative test for non-native English speakers, to add the ability to use the completion of level 112 of the English Language Center (ELS) as a standard for admission to Coastal Carolina University.

**Rationale and Support for Change:**

1. **Changes in TOEFL Exam Provision**
CCU admissions criteria for non-native speakers of English are based on the paper-based TOEFL (Test of English as a Foreign Language) exam, and include also the internet-based test (iBT) and the computer-based test (CBT) versions of this exam as alternative ways of satisfying the requirement. **As the TOEFL computer-based test (CBT) is no longer administered by ETS, we recommend that this alternative should be removed from the catalog.**

2. **Inclusion of another commonly accepted English competency exam for academic purposes for admission qualification**
As there is another testing tool used heavily in Asia and Europe, and as many international students take this test as a part of their program at universities worldwide and as currently CCU’s practice has not been to allow this alternative to the ETS TOEFL exam for satisfying admissions criteria for non-native speakers of English, it is prudent to reexamine the question of whether this alternative assessment, the International English Language Test System (IELTS), should be allowed as an assessment tool for non-native speakers of English.
To assess whether IELTS was a reasonable alternative for both TOEFL PBT and iBT, we reviewed a recent research study, released by ETS in December 2010, that denoted the results of a psychometric assessment of student outcomes on both TOEFL internet-based test (iBT) and the IELTS exam (Educational Testing Service, 2010). The results of the study show support for the equivalencies noted below in Table 1 between the TOEFL iBT and the IELTS exams.

**Table 1. Total Score Comparisons between IELTS and TOEFL iBT Scores**

<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>TOEFL iBT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>118 –120</td>
</tr>
<tr>
<td>8.5</td>
<td>115 – 117</td>
</tr>
<tr>
<td>8</td>
<td>110 – 114</td>
</tr>
<tr>
<td>7.5</td>
<td>102- 109</td>
</tr>
<tr>
<td>7</td>
<td>94 – 101</td>
</tr>
<tr>
<td>6.5</td>
<td>79 -93</td>
</tr>
<tr>
<td>6</td>
<td>60- 78</td>
</tr>
<tr>
<td>5.5</td>
<td>46 – 59</td>
</tr>
<tr>
<td>5</td>
<td>35 – 45</td>
</tr>
<tr>
<td>4.5</td>
<td>32 – 34</td>
</tr>
<tr>
<td>0 – 4</td>
<td>0 – 31</td>
</tr>
</tbody>
</table>

*Note: based on a sample of 1,153 students who took both exams and self-reported scores back to ETS.


Further attempts to understand how others compared these outcomes led to the following comparison/equivalency tables being identified, which also support the matching of TOEFL PBT 550 with TOEFL iBT 79 and IELTS 6.5; or TOEFL PBT 575 with TOEFL iBT 89 and IELTS 6.5.
Table 2. Comparison of TOEIC, TOEFL PBT, TOEFL iBT, Cambridge, and IELTS scores

<table>
<thead>
<tr>
<th>TOEIC</th>
<th>TOEFL Paper</th>
<th>TOEFL CBT</th>
<th>TOEFL IBT</th>
<th>IELTS</th>
<th>Cambridge Exam</th>
<th>CEFR</th>
<th>VEC Online Score</th>
<th>Approximate VEC Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 250</td>
<td>0 - 310</td>
<td>0 - 30</td>
<td>0 - 8</td>
<td>0 - 1.0</td>
<td>A1</td>
<td>8 - 34</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>310 - 343</td>
<td>33 - 60</td>
<td>9 - 18</td>
<td>1.0 - 1.5</td>
<td></td>
<td>35 - 33</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>255 - 400</td>
<td>347 - 393</td>
<td>63 - 90</td>
<td>10 - 29</td>
<td>2.0 - 2.5</td>
<td>A1</td>
<td>30 - 45</td>
<td>4 - 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>397 - 433</td>
<td>93 - 120</td>
<td>30 - 40</td>
<td>3.0 - 3.5</td>
<td>A2</td>
<td>46 - 53</td>
<td>5 - 7</td>
<td></td>
</tr>
<tr>
<td>405 - 500</td>
<td>437 - 473</td>
<td>123 - 150</td>
<td>41 - 52</td>
<td>4.0</td>
<td>B1</td>
<td>54 - 57</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td>477 - 510</td>
<td>153 - 180</td>
<td>53 - 64</td>
<td>4.5 - 5.0</td>
<td>B1</td>
<td>58 - 65</td>
<td>7 - 10</td>
<td></td>
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<tr>
<td>605 - 780</td>
<td>513 - 547</td>
<td>183 - 210</td>
<td>65 - 73</td>
<td>5.5 - 6.0</td>
<td>B2</td>
<td>66 - 73</td>
<td>8 - 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>550 - 587</td>
<td>213 - 240</td>
<td>70 - 95</td>
<td>6.5 - 7.0</td>
<td>C1</td>
<td>74 - 81</td>
<td>9 - 14</td>
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<tr>
<td></td>
<td>785 - 900</td>
<td>243 - 300</td>
<td>96 - 120</td>
<td>7.5 - 9.0</td>
<td>CPE</td>
<td>92 - 100</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Level</td>
<td>Top Level</td>
<td>Top Level</td>
</tr>
<tr>
<td>900</td>
<td>677</td>
<td>300</td>
<td>120</td>
<td>9</td>
<td>100</td>
<td>15</td>
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</tbody>
</table>


As both of sources support the equivalency of IELTS and TOEFL PBT or iBT for assessing non-native English speakers’ language competency in English, we recommend that IELTS be accepted as an alternative to TOEFL for incoming graduate students to CCU.

3. Review of comparative practices of peer and aspirant institutions

A review of other institutional admissions practices regarding English Language knowledge is reasonable to review on a periodic basis to determine both our experience with our own admissions standards and how our admissions standards compare to other peer, aspirant, and SC institutions, and to determine whether adjustments are needed. A search was done online to see what other equivalencies were noted by other institutions. The following table depicts the admission requirements for non-native speakers of English by peers, aspirants, and other SC institutions. As noted in Table 3, our level of TOEFL PBT 550 and TOEFL iBT of 79 shows that for graduate students, we are at or above most of the other institutions, especially when some of our programs require a 575 TOEFL PBT score.
## Table 3. Comparative requirements for international students for English language knowledge from peer, aspirant, and SC institutions

<table>
<thead>
<tr>
<th>Aspirant Institutions (incl. acceptance of IELTS and level and ELS Centers level if available)</th>
<th>Undergraduate Paper TOEFL</th>
<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>500</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: 6.5 for graduate – 7.0 for financial assistance; undergraduate: 5.5 IELTS ELS Centers 112 Level accepted: YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Carolina – Wilmington</td>
<td>525</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: 6.5 ELS Centers 112 level Accepted: No, UNCW ESL program level completion</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>James Madison University</td>
<td>550</td>
<td>80-81</td>
<td>570</td>
<td></td>
</tr>
<tr>
<td>IELTS: 6.5 ELS Centers 112 Level: No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowan University</td>
<td>550</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: Yes, level not noted ELS Centers Level 112 Accepted: No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Charleston</td>
<td>570</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: 6.5 ELS Centers Level 112 Accepted: No</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Undergraduate Paper TOEFL</th>
<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winthrop University</td>
<td>520</td>
<td>68</td>
<td>550</td>
<td>79</td>
</tr>
<tr>
<td>IELTS: 6.0 ELS Center level 112: Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>550</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: 6.5IELTS: 6.5 ELS Centers level 112 Accepted: No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia State College and University</td>
<td>500</td>
<td>61</td>
<td>550</td>
<td>79</td>
</tr>
<tr>
<td>IELTS: 6.0 ELS Centers level 112 Accepted: Yes</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Undergraduate Paper TOEFL</th>
<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murray State University</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: 5.0 with no band less than 5.0 ELS Centers level 112 Accepted: No, Murray has own ELS Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radford University</td>
<td>520</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS: No ELS Centers level 112 Accepted: No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Tennessee – Martin</td>
<td>IELTS: 6.0 undergraduate; 6.5 graduate</td>
<td>ELS Centers level 112 Accepted: No, UT Martin has its own ESL program</td>
<td>500</td>
<td>61</td>
</tr>
<tr>
<td>University of Wisconsin – Stout</td>
<td>IELTS: 5.5 undergraduate; 6.5</td>
<td>ELS Centers level 112 Accepted: Yes</td>
<td>500</td>
<td>61</td>
</tr>
<tr>
<td>University of Tennessee – Chattanooga</td>
<td>IELTS: 6.5 for graduate admission; no level noted for undergraduate</td>
<td>ELS Centers level 112 accepted: No, own ESL program</td>
<td>500</td>
<td>61</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>IELTS: 6.0</td>
<td>ELS Centers level 112 accepted: No</td>
<td>523</td>
<td>69</td>
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<tr>
<td>Western Carolina University</td>
<td>IELTS: 6.5</td>
<td>ELS Centers level 112 accepted: No, have their own ESL program</td>
<td>550</td>
<td>79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional SC Colleges</th>
<th>Undergraduate Paper TOEFL</th>
<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
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<tr>
<td>Lander University</td>
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<tr>
<td>USC Columbia</td>
<td>550</td>
<td>77</td>
<td>570 (min.- some programs higher)</td>
<td>80 (min.- some programs higher)</td>
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<tr>
<td>Clemson University</td>
<td>550</td>
<td>79- 80</td>
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<td></td>
</tr>
<tr>
<td>SC State University</td>
<td>Required but no level noted</td>
<td></td>
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<td></td>
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<tr>
<td>Coastal Carolina University CURRENT</td>
<td>550</td>
<td>79</td>
<td>550 – 575</td>
<td>79</td>
</tr>
</tbody>
</table>

Source: Compiled by authors from institutional websites. **Where none noted, it was not obvious on the website.
4. Inclusion of a new qualifier for incoming international students through ELS Centers intensive training in English language

As we continue to work to build our international student enrollment at CCU, we must consider ways to make more seamless the recruitment and training of students who are otherwise academically talented and would like to study for a CCU graduate program, but who lack the level of English language achievement through either TOEFL or IELTS. As we lack an English as a Second Language (ESL) program on our campus, we propose that we also allow for the English language competency for admission for international students to include: “or level 112 successful completion certificate from English Language Centers (ELS)” to satisfy this admission requirement. ELS Educational Services Inc. has been in business since 1961 during which time over 1,000,000 students from 140 countries have studied at their centers. ELS Centers offers ESL instruction at 12 levels at 55 locations throughout the United States and serves as the largest recruiter of international students to the US and Canada. Currently over 600 US and Canadian universities accept level 112 ELS coursework as acceptable admissions criteria for English language for international students at undergraduate and graduate levels. The organization works to recruit talented and qualified students from around the world to study for undergraduate and graduate degrees at universities in the United States. The ELS Centers serve as reference points at which U.S. universities that have agreed to accept official certification of a student’s completion of ELS Centers level 112 as equivalent to TOEFL qualifiers for admission are able to recruit international students already in the United States for ESL training to degree programs on their respective campuses. The ELS Centers programs provide 30 hours of instruction per week for 4 weeks for each level of instruction (beginning at 101 and ending at 112). Incoming students are tested and placed by trained counselors and instruction is offered by masters level certified ESL instructors. Students who are to enter university, must complete the last three levels (110/111/112) to finish certificate at 112 level. These levels are designated as English for Academic Purposes and therefore focus on writing skills, grammar, composition, listening, note taking, speaking, and reading comprehension. Further information is available at http://www.els.edu/en. Staff from OIPS and the Provost’s office have spent the last several months reviewing this program and meeting with their representatives to determine the fit with CCU, as well as calling to other institutions that have ELS Centers on their campuses (such as Clemson University) to determine appropriateness to Coastal Carolina University and therefore make this recommendation.

Changes Required to Graduate Catalog to Accommodate the Requested Proposals:

Places in CCU catalog where changes would be required if the change is adopted: Yellow shading below shows which areas have been changed.

GRADUATE STUDIES CATALOG (2011 – 2012)

a. Admissions Requirements for International Students (Page 17)

CURRENTLY STATES:
Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Graduate school applicants must score 550 on the paper-based test, 213 on the computer based test, or 79 on the internet-based test. Students should consult their desired program to see if a higher TOEFL minimum score has been established.

RECOMMENDED CHANGE TO:
“Applicants for graduate programs whose native language is not English must provide official results of one of the following: (a) a minimum score of 550 on the paper-based (PBT) or 79 on
the internet-based (iBT) Test of English as a Foreign Language (TOEFL) or a minimum score of 6.5 on the International English Language Testing System (IELTS) exam within the last three years; or (b) a certificate denoting successful completion of level 112 from English Language Testing Centers. Graduate school applicants must score 550 on the paper based test, 213 on the computer based test, or 79 on the internet based test. Students Applicants for graduate programs should consult their desired program to see if a higher TOEFL or IELTS minimum score has been established.”

b. Requirements for Admission by International Students to MBA program (Page 82)

CURRENTLY STATES:
“4. Completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500. International students whose native language is not English must also submit scores on the Test of English as a Foreign Language [TOEFL] of at least 575.”

RECOMMENDED CHANGE TO:
“4. Completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500. International students whose native language is not English must also submit (1) scores on the Test of English as a Foreign Language [TOEFL] of at least 575 on the paper-based test (PBT) or 89 on the internet-based test (iBT); or (2) an IELTS score of 6.5 with no subscore lower than 5.0 within the last three years; or (3) students may complete ELS Centers level 112 English language training programs.”

c. Requirements for Admission by International Students to MACC program (Page 85)

CURRENTLY STATES:
“International students whose native language is not English must submit Test of English as a Second Language [TOEFL] scores of at least 575.

RECOMMENDED CHANGE TO:
“International students whose native language is not English must submit (1) scores on the Test of English as a Foreign Language [TOEFL] of at least 575 on the paper-based test (PBT) or 89 on the internet-based test (iBT); or (2) an IELTS score of 6.5 with no subscore lower than 5.0 within the last three years; or (3) students may complete ELS Centers level 112 English language training programs.”

d. Requirements for Admission to Fraud Examination Certificate Program (Page 87)

CURRENTLY STATES:
“Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a GPA of 2.9 and completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500 or a score of 1,000 on the Graduate Record Examination (GRE). International students whose native language is not English must also submit scores on the Test of English as a Foreign Language [TOEFL] of at least 575.”

RECOMMENDED CHANGE TO:
“Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a GPA of 2.9 and completion of the Graduate Management Admissions Test [GMAT] within the last five years with a score of at least 500 or a score of 1,000 on the Graduate Record Examination (GRE). International students whose native language is not English must also submit scores on the Test of English as a Foreign Language [TOEFL] or IELTS taken with the last three years with a score of at least 575 (PBT) or 89 on the TOEFL internet-based test.
(iBT) or 6.5 on the IELTS with no subscore lower than 5.0 on the IELTS or students may complete ELS Centers level 112 English language training programs.”

e. Requirements for Admission to Marine and Wetland Studies Graduate Program (Pages 108 – 109)

**CURRENTLY STATES:**
“Completion of the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 400 on both the verbal and quantitative portions. International students whose native language is not English must also submit scores on the Test of English as a Foreign Language (TOEFL). Scores on the GRE and TOEFL must be less than five years old.”

**RECOMMENDED CHANGE TO:**
“Completion of the Graduate Record Examination (GRE). The University expects successful applicants to have a score of no less than 400 on both the verbal and quantitative portions. International students whose native language is not English must also submit scores on the Test of English as a Foreign Language (TOEFL) or IELTS taken with the last three years with a score of at least 575 (PBT) or 89 on the TOEFL internet-based test (iBT) or 6.5 on the IELTS with no subscore lower than 5.0 on the IELTS or students may complete ELS Centers level 112 English language training programs.”

Scores on the GRE and TOEFL or IELTS must be less than five years old.”

**Motion passed (37 in favor, 0 not in favor, 5 abstain).**

**B. Academic Affairs:**

1. **Motion to approve a Minor in Anthropology (moved and seconded out of committee):**

Department of History
Proposal for a new undergraduate minor.

**Proposed catalog description:**
Anthropology Minor

The Anthropology Minor is intended for undergraduate students across the campus, from humanities and fine arts to the sciences. Anthropology offers a framework for the study of human culture, human origins, and adaptation over time. Anthropologists use empirical and theoretical approaches to understand culture change and human diversity, past and present. Understanding what it means to be human and how culture helps each of us to adapt to challenging situations supports students majoring in a variety of fields.

An Anthropology Minor adds a holistic component to human biological sciences, social sciences, and humanities majors. In an applied context, Anthropology adds depth to History, Sociology, Psychology, Gerontology, Geography, Political Science, Business and Communication, and World Languages and Cultures degrees. This minor is an asset to those entering an ever expanding global market, where students exposed to the dynamics of human diversity and variation, past and present, have a competitive and functional edge. It also prepares students to undertake graduate work in Anthropology.

The Anthropology Minor consists of eighteen (18) credit hours of coursework drawn from the
existing anthropology curricular offerings. No course may satisfy both major and minor requirements, and students must earn a grade of C or better in all 18 hours required by the Anthropology Minor. In addition to introductory required courses and the accompanying laboratory courses, students will choose upper-level anthropology electives and may participate in field studies, laboratory analysis, seminars, advanced methods courses or internships. These have all been formally reviewed and approved for the Anthropology Minor.

**MINOR REQUIREMENTS:**
ANTH 101 Primates, People and Prehistory .........................................................3
ANTH 101L Primates, People and Prehistory Laboratory .....................................1
ANTH 102 Understanding Other Cultures ...............................................................3
ANTH 102L Understanding Other Cultures Laboratory ..........................................1

ELECTIVES: Complete 10 ANTH credit hours at the 300 level or above ..........10

TOTAL CREDITS REQUIRED.........................................................................................18

**Semester and year of first graduates:** Spring 2012.

**Motion passed (39 in favor, 1 not in favor, 2 abstain).**

2. **Motion to approve a Minor in Intelligence and Security Studies (moved and seconded out of committee):**

Department of Politics and Geography
Proposal for a new undergraduate minor.

**Proposed catalog description:**
**Intelligence and Security Studies Minor**
A minor in Intelligence and Security Studies is designed to enable students to develop an understanding of the intelligence process, its effect on the policy-making process, and the legal and ethical considerations involved in the endeavor.

**Objectives and Student Learning Outcomes**
The objective of the program is designed to enable students to develop an understanding of the intelligence process, its effect on the policy-making process, and the legal and ethical considerations involved.

1. Develop an understanding about the craft of intelligence and contemporary issues related to homeland and national security.
2. Develop an understanding about the complexities of the relationship between intelligence analysis and the policymaking process, as well as the implications for the broader system of governance.
3. Develop an understanding of the evolution of the field of intelligence by examining its historical evolution, particularly in the U.S. political system.
4. Develop an understanding of the variety of analytical tools and techniques that can be utilized to address security issues in both foreign and domestic contexts.
5. Appreciate the legal and ethical considerations of intelligence in national security policymaking.
Students who complete the Intelligence and Security Studies Minor will be able to:
1. Describe the elements of the intelligence process and how they are related.
2. Explain the role and potential impact of intelligence information on the policymaking process.
3. Analyze the development of the U.S. intelligence community in light of historical trends within American politics and international relations.
4. Identify and describe the major actors who influence the development, acquisition, analysis and dissemination of intelligence information.
5. Analyze and evaluate relevant information to produce intelligence assessments and forecast potential trends on security issues.
6. Evaluate the ethical and legal considerations of intelligence in the contexts of national and homeland security policymaking.

**Intelligence and Security Studies Minor (18 Credits)**

Intelligence and Security Studies Foundation Requirements: (9 Credits)
- POLI 201 American National Government ..................................................3
- POLI 350 Introduction to Intelligence Studies ............................................3
- POLI 356 Intelligence Analysis ..................................................................3

Intelligence and Security Studies Foundation Elective:
Choose one from the following: (3 Credits) ..................................................3
- POLI 351 Intelligence Communications (3)
- POLI 354 Introduction to Intelligence and National Security (3)
- POLI 357 Homeland Security (3)
- POLI 358 Intelligence Operations (3)

Area Specialization:
Choose one from the following: (3 Credits) ..................................................3
- HIST 327 Eastern Europe and the Soviet Union: 1918 to the Present (3)
- POLI 321 State and Society in Modern Latin America (3)
- POLI 330 Introduction to the Middle East (3)
- POLI 334 East Asian Politics (3)
- POLI 348 Introduction to Africa (3)
- SOC 353 Sociology of Crime (3)

**ELECTIVES:**
Choose one from the following: (3 Credits) ..................................................3
- CBAD 203 Fraud Detection (3)
- CSCI 385 Introduction to Information Systems Security (3)
- ECON 375 Economics and National Security (3)
- HPRO 382 Diseases and Disorders (3)
- MATH 408 Cryptography (3)
- POLI 315 International Relations (3)
- POLI 316 Comparative Politics (3)
- POLI 318 International Political Economy (3)
- POLI 339 Diplomacy (3)
- POLI 340 International Negotiations (3)
- POLI 341 Contemporary American Foreign Policy (=HIST 377) (3)
- POLI 343 Terrorism and Political Violence (3)
- POLI 353 Comparative Security Issues (3)
- POLI 355 Foreign Policy Analysis (3)
POLI 359 National Security Strategy
POLI 435 Globalization (3)
PSYC 440 Theories of Personality (3)

TOTAL CREDITS REQUIRED.................................................................18

Motion passed (35 in favor, 2 not in favor, 5 abstain).

3. Motion to approve a Bachelor of Arts in Intelligence and National Security Studies (moved and seconded out of committee):

College of Humanities and Fine Arts - Department of Politics and Geography
Proposal for a new undergraduate program.

Proposed catalog description:
Intelligence and National Security Studies
Bachelor of Arts
Mission Statement: The mission of the Intelligence and National Security Studies program is to prepare students for entry-level positions in security-related career fields that involve research, analysis, planning and evaluation of policies and programs. The program works to this objective by utilizing a multi-disciplinary approach that emphasizes the liberal arts and communications skills. The structure of the curriculum also prepares a student for graduate work in related areas of study.

Student Learning Outcomes:
Students who complete the requirements for a degree in Intelligence and National Security Studies will be able to:

1. Describe the principles of intelligence analysis and apply them to contemporary security issues in light of technical, legal and ethical constraints.
2. Apply critical thinking, reasoning and problem identification/solving skills – both as individuals and in group settings – to intelligence and national security policy issues.
3. Effectively communicate – in both written and oral formats – intelligence and security analysis in a manner that takes into account time, audience, and security considerations.
4. Assess the importance of language, history, culture, politics, geography and economics of a particular region of the world, as well as how that impacts intelligence and national security issues.
5. Demonstrate competencies in the concepts, theories, and contemporary issues in a functional area of intelligence/security policy in order to promote original student research.
6. Evaluate how the institutional and operational environment for an organization involved in security policy influences its objectives, processes, and conduct.

Students who wish to pursue a degree in Intelligence and National Security Studies must conform to the following regulations:
1. Students must register for the major by consulting the program’s administrative specialist and/or the director of the program in order to be counseled and to be assigned an adviser.
2. To remain a member of the major, a student must maintain a C average both in overall academic work and in all courses taken within the major itself. Students who fail to maintain this academic standard may be dropped from the program by the director upon unanimous recommendation of the program’s faculty.
Use of technology: While the program's mode of course delivery may vary according to the individual course, each of the required courses in the curriculum integrates technology and active-learning strategies in the course requirements. Term papers are assigned in several courses to allow students to research specialized topics in greater depth. Most courses will involve long and/or short-term simulations, as well as case-based discussion and problem-solving exercises. Students will also present analysis and research via written and oral presentations that utilize appropriate presentation technologies. Intelligence and National Security Studies is the subject matter of this program, but the primary focus of the program is on the education of the student. In addition to classroom activities, courses will utilize the blackboard learning software and instructor websites (e.g., http://ww2.coastal.edu/jonsmith/- currently under construction). Student-faculty interaction is also anticipated in collaborative research projects. Faculty development may utilize data analysis or visualization (e.g. GIS) software packages in their scholarly research.

CURRICULUM
The curriculum for this program will be interdisciplinary with most of the courses being housed in the Department of Politics and Geography. Students will complete the university core curriculum and a collection of foundation courses to establish a base-line level of knowledge in the relevant subject areas connected to the study of intelligence and national security. These early courses will also introduce students to core skills that are useful in the analysis, evaluation and communication of intelligence information. Students will then be positioned to expand their knowledge and skills in the realms of intelligence and national security, as well as the regional and occupational contexts that inform these issues.

Required Courses:
1. Foundation Courses (12-21 Credits)
   - ANTH 102* Understanding Other Cultures ........................................3
   - ECON 150 Global Issues in Economics ..............................................3
   - PHIL 110 Introduction to Logic and Critical Thinking ........................3
   - POLI 101* Introduction to World Politics ..........................................3
   - POLI 201* American National Government ........................................3
   - STAT 201* Elementary Statistics .....................................................3
   - GEOG 121* World Regional Geography or GEOG 200 Digital Earth ..........3

2. Core (15 Credits)
   - POLI 350** Introduction to Intelligence Studies .................................3
   - POLI 351** Intelligence Communications ...........................................3
   - POLI 356 Intelligence Analysis .........................................................3
   - POLI 358** Intelligence Operations ..................................................3
   - POLI 354 Introduction to National Security or POLI 357** Homeland Security ..................................................3

3. Electives (Choose 2) (6 Credits) ......................................................6
   - ECON 375 Economics and National Security (3)
   - POLI 339 Diplomacy (3)
   - POLI 340 International Negotiations (3)
   - POLI 341 Contemporary American Foreign Policy (3)
   - POLI 343 Terrorism and Political Violence (3)
   - POLI 353 Comparative Security Issues (3)
POLI 355 Foreign Policy Analysis (3)
POLI 359*** National Security Strategy (3)

4. Regional Focus (Select 2 courses from the following list, preferably in the same geographic area) (6 Credits) .................................................................6
   GEOG 425 Geography of Europe (3)
   GEOG 426 Geography of Latin America (3)
   HIST 314 The History of Modern Russia and the Soviet Union Since 1855 (3)
   HIST 327 Eastern Europe and the Soviet Union: 1918 to the Present (3)
   HIST 340 History of East Asia (3)
   HIST 341 History of Modern Korea (3)
   HIST 349 Modern China: Reform and Revolution in the Modern Age (3)
   HIST 445 Postwar Japan: The Political Economy of Rapid Growth (3)
   POLI 304 Latin America Through Film (3)
   POLI 320 Introduction to Latin American Civilization (=HIST 355) (3)
   POLI 321 State and Society in Modern Latin America (=HIST 356) (3)
   POLI 327 Women in the Middle East (3)
   POLI 328 Political Islam (3)
   POLI 329 Comparative Politics of the Middle East (3)
   POLI 330 Introduction to the Middle East (3)
   POLI 331 The Israeli-Palestinian Conflict (3)
   POLI 332 Conflict in the Persian Gulf (3)
   POLI 333 Islam and World Politics (3)
   POLI 334 East Asian Politics (3)
   POLI 335 Chinese Politics (3)
   POLI 336 Chinese Foreign Policy and US-Chinese Relations (3)
   POLI 345 Politics and Governments of the Middle East (3)
   POLI 346 Contemporary African Politics (3)
   POLI 347 Africa in a Global Economy (3)
   POLI 348 Introduction to Africa (3)
   POLI 425 The Arab Language, Media and Politics in the Middle East (3)
   POLI 488 Politics and Governments of Contemporary Latin America (3)
   POLI 496 Topics in Latin American Politics and Culture (3)
   RELG 320 Introduction to Buddhism (3)
   RELG 322 Introduction to Islam (3)

5. Occupational Context (Choose 1) (3 Credits) ..................................................3
   CBAD 371 Management and Organizations (3)
   POLI 370 Introduction to Public Administration (3)
   POLI 371 Public Policy (3)
   POLI 376 The Bureaucracy (3)
   POLI 495 Internship in Political Science (3)
   PSYC 470 Industrial/Organizational Psychology (3)

6. Capstone (3 Credits)
   POLI 494*** Intelligence and National Security Studies Capstone .............3

Core Curriculum (34-41 Credits) ................................................................. 34-41
UNIV 110 The First Year Experience (3 Credits) .......................................................... 3
Electives (25-38 Credits) ..................................................................................................... 25-38

TOTAL CREDITS REQUIRED ................................................................................................. 120

Notes:
* Course may be taken as a part of the core curriculum.
** New course that has been approved within the university but not yet added to the catalog.
*** New course that is currently under review in the university process.

Motion passed (34 in favor, 4 not in favor, 5 abstain).

4. Motion to approve changes to the B.S.B.A. Accounting Major (moved and seconded out of committee):

Department of Accounting/Finance/Economics
Proposal for changes in an undergraduate program.

Proposed changes: Change number of credits in the Major Requirements from: 27 to: 24 and the total number of required courses from: 9 to: 8.
Remove course from the Major Requirements: CBAD 483.
Add courses to the Major Requirements: CBAD 434, FIN 401, FIN 404, FIN 421, and FIN 491.

Proposed catalog description:

V. MAJOR REQUIREMENTS (24 Credits)
A minimum grade of C is required in major requirements.
CBAD 330 Intermediate Accounting I ................................................................. 3
CBAD 331 Intermediate Accounting II ............................................................... 3
CBAD 333 Cost Accounting .................................................................

CPA Concentration (15 Credits)
CBAD 332 Intermediate Accounting III ......................................................... 3
CBAD 345 Commercial Law .................................................................
CBAD 437 Auditing Theory .................................................................
CBAD 439 Income Taxation for Business Entities .................................. 3
CBAD 440 Individual Income Taxation ..............................................

OR

CMA Concentration (15 Credits)
CBAD 434 Controllership ................................................................. 3
FIN 401 Corporate Finance ................................................................. 3
FIN 404 Business and Financial Analysis ........................................... 3
FIN 421 Multinational Business Finance ........................................... 3
FIN 491 Advanced Corporate Finance ........................................... 3
Justification: Reinstatement of a deleted concentration. Impact on existing academic programs: This concentration has been offered for many years and will not have any new impact on existing academic programs. Date change is to be effective: Fall 2011.

Motion passed (38 in favor, 0 not in favor, 3 abstain).

5. Motion to approve changes to the Business Core Requirements for the Business Administration degree programs of Accounting, B.S.B.A in Economics, Finance, Management, Marketing, and Resort Tourism Management (moved and seconded out of committee):

Department of Management and Decision Sciences
Proposal for changes in an undergraduate program.

Proposed changes: Add course to the Business Core Requirements (Upper Level): CBAD 373: Business Integration and Application.

Proposed catalog description:

ACCOUNTING MAJOR:
IV. BUSINESS CORE REQUIREMENTS (39-42 Credits)*
Minimum grade of C required in all business core courses.
Lower Level Business Core (15-18 Credits)
   CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II ......6
   CBAD 291* Business Statistics and CBAD 292 Decision Analysis........6
   ECON 201 Macroeconomics and ECON 202 Microeconomics.............6
Upper Level Business Core (24 Credits)
   CBAD 301 Management and Organizations .......................................3
   CBAD 336 Accounting Systems and Data Processing ..........................3
   CBAD 344 Legal Environment of Business .......................................3
   CBAD 350 Marketing .................................................................3
   CBAD 363 Business Finance ......................................................3
   CBAD 364 Production/Operations Management .................................3
   CBAD 373 Business Integration and Application ............................3
   CBAD 478 Strategic Management ................................................3

B.S.B.A ECONOMICS MAJOR:
IV. BUSINESS CORE REQUIREMENTS (39-42 Credits)*
Minimum grade of C required in all business core courses.
Lower Level Business Core (15-18 Credits)
   CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II ......6
   CBAD 291* Business Statistics and CBAD 292 Decision Analysis........6
   ECON 201 Macroeconomics and ECON 202 Microeconomics.............6
Upper Level Business Core (24 Credits)
   CBAD 301 Management and Organizations .......................................3
   CBAD 393 Management Information Systems ....................................3
   CBAD 344 Legal Environment of Business .......................................3
   CBAD 350 Marketing .................................................................3
   CBAD 363 Business Finance ......................................................3
CBAD 364 Production/Operations Management ........................................3
CBAD 373 Business Integration and Application ....................................3
CBAD 478 Strategic Management .........................................................3

**FINANCE MAJOR:**

**IV. BUSINESS CORE REQUIREMENTS (39-42 Credits)**

Minimum grade of C required in all business core courses.

**Lower Level Business Core (15-18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II</td>
<td>6</td>
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<tr>
<td>CBAD 291* Business Statistics and CBAD 292 Decision Analysis</td>
<td>6</td>
</tr>
<tr>
<td>ECON 201 Macroeconomics and ECON 202 Microeconomics</td>
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**Upper Level Business Core (24 Credits)**

<table>
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<tr>
<th>Course</th>
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<tbody>
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<td>CBAD 301 Management and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 336 Accounting Systems and Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 344 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 350 Marketing</td>
<td>3</td>
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<tr>
<td>CBAD 363 Business Finance</td>
<td>3</td>
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<tr>
<td>CBAD 364 Production/Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 373 Business Integration and Application</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 478 Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**MANAGEMENT MAJOR:**

**IV. BUSINESS CORE REQUIREMENTS (39-42 Credits)**

Minimum grade of C required in all business core courses.

**Lower Level Business Core (15-18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II</td>
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</tr>
<tr>
<td>ECON 201 Macroeconomics and ECON 202 Microeconomics</td>
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**Upper Level Business Core (24 Credits)**

<table>
<thead>
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<th>Course</th>
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<tbody>
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<td>CBAD 344 Legal Environment of Business</td>
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<tr>
<td>CBAD 373 Business Integration and Application</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 478 Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**MARKETING MAJOR:**

**IV. BUSINESS CORE REQUIREMENTS (39-42 Credits)**

Minimum grade of C required in all business core courses.

**Lower Level Business Core (15-18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II</td>
<td>6</td>
</tr>
<tr>
<td>CBAD 291* Business Statistics and CBAD 292 Decision Analysis</td>
<td>6</td>
</tr>
<tr>
<td>ECON 201 Macroeconomics and ECON 202 Microeconomics</td>
<td>6</td>
</tr>
</tbody>
</table>

**Upper Level Business Core (24 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBAD 301 Management and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CBAD 393 Management Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
RESORT TOURISM MANAGEMENT MAJOR:
IV. BUSINESS CORE REQUIREMENTS (39-42 Credits)*

Minimum grade of C required in all business core courses.

Lower Level Business Core (15-18 Credits)
- CBAD 201 and CBAD 202 Financial/Managerial Accounting I and II........6
- CBAD 291* Business Statistics and CBAD 292 Decision Analysis.........6
- ECON 201 Macroeconomics and ECON 202 Microeconomics.............6

Upper Level Business Core (24 Credits)
- CBAD 301 Management and Organizations................................3
- CBAD 344 Legal Environment of Business.................................3
- CBAD 350 Marketing....................................................................3
- CBAD 363 Business Finance.......................................................3
- CBAD 373 Business Integration and Application...........................3
- CBAD 478 Strategic Management...............................................3
- RTMA 393 Management Information Systems.............................3
- RTMA 475 Resort Operations Management................................3

Justification: Justification for change (for example: industry trends or socio-cultural trends, demands from students, accrediting needs, etc.):
Assessment data suggest that a class like this is needed. For example, we use a nationally validated test called ETS to test how well our students have mastered business knowledge in content areas including accounting, economics, finance, management, and marketing. For the last three years, business majors as a whole have scored in the 35th-55th percentile in accounting, the 40-65th percentile in finance, and the 35th-60th percentile in economics (note that accounting, finance, and economics majors do well in their respective areas, but other majors do sufficiently poorly to drag down our percentile rank). As our goal is to reach the 75th percentile in these areas, we feel it is necessary to take steps by changing our curriculum to achieve this goal. This course will help us improve our degree in various ways. First, this course will integrate concepts from other courses, assisting the COB in meeting critical thinking and problem solving goals. The course will also allow us to improve retention of basic business knowledge. As seen above, non-accounting and finance majors need a course where they can apply concepts in these areas for greater understanding. This course will also focus on oral and written communication goals. A transition and integration course will provide a fuller, more enriching experience for the student as they will increase their understanding about how the different functional areas relate in the running of a business. **Impact on existing academic programs:** This course will assist the College of Business in improving our curriculum, with a view toward student learning and preparedness, and based on assessment data. **Date change is to be effective:** Fall 2012.

Motion passed (37 in favor, 1 not in favor, 5 abstain).
6. **Motion to approve changes to the B.S.B.A. Resort Tourism Management Major (moved and seconded out of committee):**

Department of Marketing and Resort Tourism
Proposal for changes in an undergraduate program.

**Proposed changes:** Change the number of elective credits within the Major Requirements from: 3 to: 6 and the number of required courses from: 1 to: 2.

Remove course from the Major Requirements: RTMA 467; remove course from the Major Requirements and add it to the elective choices within the Major Requirements.

Add course to the Major Requirements: RTMA 387; add as a new elective choice within the Major Requirements.

**Proposed catalog description:**
RESORT TOURISM MANAGEMENT MAJOR
Degree: Bachelor of Science in Business Administration

Resort Tourism Management (RTM) students develop the skills necessary for managing hospitality or tourism service organizations in resort destination areas. The curriculum is designed to focus on the unique characteristics of the business environment in a resort destination (such as South Carolina’s Grand Strand). Such destinations are usually in relatively remote locations with seasonal demand. These characteristics create unique operational, marketing, and financial challenges. Consequently, the Resort Tourism Management curriculum includes internships and specialized coursework in the areas of resort operations management, managing service quality, and resort planning, which complement the business core curriculum.

**V. MAJOR REQUIREMENTS (21 Credits)**
Minimum grade of C is required in major requirements.

- RTMA 101 Introduction to Resort Tourism Management ........................................3
- RTMA 180 Guest Services I (= PGMP 180) ...............................................................1
- RTMA 280 Guest Services II (= PGMP 280) ............................................................1
- RTMA 282 Survey of Food & Beverage Management (= PGMP 282) ............3
- RTMA 474 Quality Process Management (= CBAD 474) ..............................3
- RTMA 480 Resort Management Training (= PGMP 380) ...............................1
- RTMA 490 Seminar in Resort Tourism Planning (= CBAD 490) ..............3

Choose two from the following: (6 Credits) .................................................................6
- ECON 330 Economics of Tourism (3)
- RTMA 385 Current Issues in Resort Tourism (3)
- RTMA 386 Applied Tourism Research (3)
- RTMA 387 Conventions and Event Management (3)
- RTMA 467 Real Estate Finance and Investments (3)

**Justification:** Only a small portion of RTM majors plan to pursue careers in the real estate development area of the industry; however, many students have expressed an interest in a potential career in the convention, meetings, and event planning area. Consequently, the revised curriculum will allow students to tailor their program based upon their individual career goals. Impact on existing academic programs: None. Date change is to be effective: Fall 2012.

**Motion passed (38 in favor, 0 not in favor, 5 abstain).**

February 1, 2012 Faculty Senate Minutes
7. **Motion to approve changes to the B.A. Early Childhood Education Major (moved and seconded out of committee):**

Department of Early Childhood, Elementary, Physical, and Special Education
Proposal for changes in an undergraduate program.

**Proposed changes:** Remove course from the Major Requirements: EDEC 338.
Add course to the Major Requirements: EDSP 380.

**Proposed catalog description:**
IV. MAJOR REQUIREMENTS (54 Credits)

Minimum grade of C is required

- EDEC 300 Assessment, Evaluation, and Reporting Progress ..................3
- EDEC 314 Language and Emergent Literacy ......................................3
- EDEC 325 Guiding Young Children’s Behavior and Class Management .....3
- EDEC 332 Child Development: The Young Child ...............................3
- EDEC 339 Early Childhood Programs and Curriculum ........................3
- EDEC 340 Early Childhood: Field Experience: Pre-Kindergarten ..........3
- EDEC 376 Integrated Math/Science/Social Studies I ............................3
- EDEC 377 Strategies for Teaching and Learning with Literature ..........3
- EDEC 379 Early Childhood: Field Experience: Kindergarten ...............3
- EDEC 420 Integrated Math/Science/Social Studies II ...........................3
- EDEC 421 Child, Family, Community, Teacher Relations .................3
- EDEC 422 Early Literacy Assessment ................................................3
- EDEC 423 Early Childhood: Field Experience Primary (grades 1-3) .......3
- EDEC 466 Internship in Elementary School (Early Childhood) ............9
- EDEC 496 Internship Seminar .........................................................3
- EDSP 380 Current Trends in the Education of Individuals with
  Exceptionalities PK-12 ........................................................................3

**Justification:** The information and methodology in EDEC 338 "Creative Experiences" has been subsumed into the methods courses the ECE candidates take. Our teacher candidates work with students pre-kindergarten through third grade. Students in pre-k, kindergarten and sometimes first, second or third grade may have special needs. For those students who are not yet identified, EDSP 380 will better prepare our candidates to work with children who have special learning challenges by helping them recognize issues. For students whose special needs have been identified, the candidate will learn how to support the learners. **Impact on existing academic programs:** None. **Date change is to be effective:** Spring 2012.

Motion passed (38 in favor, 0 not in favor, 6 abstain).

8. **Motion to approve changes to the B.A. Elementary Education Major (moved and seconded out of committee):**

Department of Early Childhood, Elementary, Physical, and Special Education
Proposal for changes in an undergraduate program.

**Proposed changes:** Remove course from the Major Requirements: EDEL 386.
Add courses to the Major Requirements: EDEL 385 and EDEL 486.

Proposed catalog description:

IV. MAJOR REQUIREMENTS (45 Credits)

Minimum grade of C is required.

- EDEL 314 Emergent Literacy Development...........................................3
- EDEL 341 Elementary School Curriculum and Organization......................3
- EDEL 343 Instructional Theory and Practice - Elementary Education........3
- EDEL 385 Teaching English Language Arts...........................................3
- EDEL 388 Teaching of Science and Mathematics - Elementary Education...6
- EDEL 414 Intermediate Literacy Development.......................................3
- EDEL 471 Assessment and Evaluation of Literacy..................................3
- EDEL 472 Classroom Management for Diverse Settings..........................3
- EDEL 467 Internship in Elementary Education.......................................9
- EDEL 486 Teaching Social Studies......................................................3
- EDEL 496 Internship Seminar..............................................................3
- EDLL 484 Instructional Strategies for Integrating Children’s Literature
  across the Elementary School Curriculum............................................3

Justification: We are removing the 6-credit hour combined English Language Arts and Social Studies methods course because we have created separate methods courses for each of these two content areas (i.e., EDEL 385 Teaching English Language Arts and EDEL 486 Teaching Social Studies). (A form C has been completed and submitted for each of these courses.) Impact on existing academic programs: Creating two separate methods courses, one for English Language Arts and one for Social Studies will better prepare Elementary candidates to teach these important subjects to students in grades 2-6. Date change is to be effective: Spring 2012.

Motion passed (39 in favor, 0 not in favor, 5 abstain).

9. Motion to approve changes to the B.A. Dramatic Arts Major (moved and seconded out of committee):

Department of Theatre
Proposal for changes in an undergraduate program.

Proposed changes: Change program name: from: Bachelor of Arts in Dramatic Arts to: Bachelor of Arts in Theatre.
Change number of credits: from: 55 to: 50.
Removal of courses from program: THEA 491 Special Topics: New Works Development (3).
Change: THEA 220 Theatre Laboratory from: (taken four times) (4) to: taken two times (2).
Change: Student Learning Outcomes.
Add courses to the program: THEA 142 The Speaking Voice (3) and ENGL 425 World Dramatic Literature (3).
Other: Elimination of tracked emphases within the major. Currently a student must choose either "Performance/Directing" or "Design/Technical" as an emphasis. Under the proposed B.A. in Theatre, the student would not be asked to choose, but would rather be allowed to explore the art of theatre from a variety of perspectives.
Proposed catalog description:

**THEATRE MAJOR**

**Degree:** Bachelor of Arts

**STUDENT LEARNING OUTCOMES**

Theatre students are expected to:

1. Acquire and demonstrate the ability to think conceptually and critically about text, performance, and production.
2. Demonstrate an understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
3. Acquire and demonstrate an acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
4. Demonstrate the ability to develop and defend informed judgments about theatre.
5. Acquire and demonstrate ability in areas of performance and production or playwriting appropriate to individual needs and interests.
6. Demonstrate an understanding of procedures and approaches for realizing a variety of theatrical styles.
7. Acquire and demonstrate an understanding of basic production processes, such as acting; directing; stage, costume, and lighting design; and basic technical operations.

A grade of C or better must be earned in each course within the major.

**THEATRE MAJOR (120 Credits)**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>CORE CURRICULUM (34-41 Credits)</td>
<td>34-41</td>
</tr>
<tr>
<td>II.</td>
<td>FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>FOUNDATION COURSES (32 Credits)</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>MAJOR REQUIREMENTS (18 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

**I. CORE CURRICULUM (34-41 Credits)**

- ENGL 425 World Dramatic Literature .......................................................... 3
- THEA 130 Principles of Dramatic Analysis .................................................... 3
- THEA 142 The Speaking Voice .................................................................. 3
- THEA 150 Acting I ..................................................................................... 3
- THEA 154 Introduction to Costuming .......................................................... 3
- THEA 155 Stagecraft .................................................................................... 3
- THEA 220 Theatre Laboratory (one credit, take twice) ................................. 2
- THEA 288 Directing I: The Director's Vision ............................................... 3
- THEA 361 Theatre History and Literature I .................................................. 3
- THEA 362 Theatre History and Literature II ................................................. 3
- THEA 462 Dramatic Theory and Criticism .................................................... 3

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

Minimum grade of C is required.

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

**III. FOUNDATION COURSES (32 Credits)**

- ENGL 425 World Dramatic Literature .......................................................... 3
- THEA 130 Principles of Dramatic Analysis .................................................... 3
- THEA 142 The Speaking Voice .................................................................. 3
- THEA 150 Acting I ..................................................................................... 3
- THEA 154 Introduction to Costuming .......................................................... 3
- THEA 155 Stagecraft .................................................................................... 3
- THEA 220 Theatre Laboratory (one credit, take twice) ................................. 2
- THEA 288 Directing I: The Director's Vision ............................................... 3
- THEA 361 Theatre History and Literature I .................................................. 3
- THEA 362 Theatre History and Literature II ................................................. 3
- THEA 462 Dramatic Theory and Criticism .................................................... 3

**IV. MAJOR REQUIREMENTS (18 Credits)**

Performance (Choose 6 Credits) .................................................................... 6

- THEA 174 Ballet I (2)
- THEA 175 Jazz I (2)
THEA 176 Tap I (2)
THEA 160 Acting I Studio (3)
THEA 250 Acting II (3)
THEA 322 Creative Dramatics (3)
THEA 372 Movement for the Actor (3)

Design, Technology and Production (Choose 6 Credits)..................6
THEA 329 Stage Management (3)
THEA 355 Scene Design (3)
THEA 356 Lighting Design (3)
THEA 357 Scene Painting (3)
THEA 358 Properties Design and Construction (3)
THEA 429 Theatre Management (3)
THEA 452 Projects in Design (2)

Theatre History and Literature (Choose 6 Credits).........................6
ENGL 405 Studies in Shakespeare’s Tragedies (3)
ENGL 406 Studies in Shakespeare’s Comedies and Histories (3)
THEA 331 Introduction to Playwriting (3)
THEA 363 Musical Theatre History (3)
THEA 381 Modern British and American Drama (=ENGL 381) (3)

V. COGNATE OR MINOR REQUIREMENTS.....................................9
COGNATES
Cognate courses are courses drawn from outside the major, but intended to support the major. Cognate courses must be upper level (Junior-Senior) courses, and must be approved by the student’s adviser. Courses for cognate credit may be drawn from one or more departments. A grade of C or better is required in all cognate or minor courses. Any minor will fulfill this requirement.

VI. ELECTIVES.................................................................15-22

TOTAL CREDITS REQUIRED...............................................120

Justification: With the addition of the B.F.A. degrees in Acting and Design and Technology the emphases in the B.A. seemed redundant and unnecessary. The B.A. should be a liberal arts oriented degree that allows students to explore many options within the art and production of theatre. The titles Bachelor of Arts in Theatre and Bachelor of Science in Theatre are used to designate the study of theatre in a liberal arts framework. We are proposing a liberal arts degree program with a major in theatre offered within the following general context:
a. The degree focus is breadth of general studies in the arts and humanities, the natural and physical sciences, and the social sciences. Theatre study is also general; there is little or no specialization. (NAST Handbook 2010-2011). Impact on existing academic programs: The current B.A. in Dramatic Arts has over 50 majors. With the advent of the B.F.A. degree we expect the number of B.A. students to drop. We also expect that the degree will attract students who love and want to study the art and production of theatre, but who are not focused on a single specialty. This degree allows them the opportunity to explore more areas and still receive some advanced study prior to graduation. Date change is to be effective: Fall 2012.

Motion passed (40 in favor, 0 not in favor, 3 abstain).
10. **Motion to approve changes to the B.F.A. Theatre Arts (Acting Concentration) (moved and seconded out of committee):**

Department of Theatre
Proposal for changes in an undergraduate program.

**Proposed changes:** Change number of credits: from: 66 to: 72.

Add courses to the Acting Concentration: THEA 364 Acting III Studio (3) and THEA 442 Actor’s Voice Lab (3).

**Proposed catalog description:**

III. MAJOR REQUIREMENTS (25 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 425</td>
<td>World Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>THEA 100</td>
<td>Theatre Seminar (required every semester)</td>
<td>0</td>
</tr>
<tr>
<td>THEA 130</td>
<td>Principles of Dramatic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 150</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 154</td>
<td>Introduction to Costuming</td>
<td>3</td>
</tr>
<tr>
<td>THEA 155</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THEA 230</td>
<td>Complete Stage Makeup</td>
<td>3</td>
</tr>
<tr>
<td>THEA 361</td>
<td>Theatre History and Literature I</td>
<td>3</td>
</tr>
<tr>
<td>THEA 362</td>
<td>Theatre History and Literature II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 462</td>
<td>Dramatic Theory and Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>

CHOOSE ONE CONCENTRATION:

**ACTING CONCENTRATION (47 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 160</td>
<td>Acting I Studio</td>
<td>3</td>
</tr>
<tr>
<td>THEA 171</td>
<td>Stage Auditions</td>
<td>1</td>
</tr>
<tr>
<td>THEA 240</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>THEA 245</td>
<td>Introduction to Physical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THEA 250</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 260</td>
<td>Acting II Studio</td>
<td>3</td>
</tr>
<tr>
<td>THEA 288</td>
<td>Directing I: The Director’s Vision</td>
<td>3</td>
</tr>
<tr>
<td>THEA 329</td>
<td>Stage Management</td>
<td>3</td>
</tr>
<tr>
<td>THEA 350</td>
<td>Acting III</td>
<td>3</td>
</tr>
<tr>
<td>THEA 364</td>
<td>Acting III Studio</td>
<td>3</td>
</tr>
<tr>
<td>THEA 372</td>
<td>Movement for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA 440</td>
<td>Vocal Production for the Actor</td>
<td>3</td>
</tr>
<tr>
<td>THEA 442</td>
<td>Actor’s Voice Lab</td>
<td>3</td>
</tr>
<tr>
<td>THEA 450</td>
<td>Acting IV</td>
<td>3</td>
</tr>
<tr>
<td>THEA 460</td>
<td>Acting IV Studio</td>
<td>3</td>
</tr>
<tr>
<td>THEA 472</td>
<td>Movement for the Actor II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 499</td>
<td>Theatre Capstone Project</td>
<td>1</td>
</tr>
</tbody>
</table>

ELECTIVES ........................................................... 5-13

**Justification:** THEA 364-Acting III Studio was a part of the original proposal. However, the proposed rubric (THEA 360) was not available. Due to my own stupidity, it was not caught until the new courses reached Academic Affairs. Therefore, it was not included in the catalog. This addresses that issue and adds the studio course completing the sequence. THEA 442-Actor's Voice Lab is a new course. In the
spring we hired two voice specialists with the idea that we would take a new look at the voice sequence within the major. We are proposing changing the sequence, but only adding one class. Currently and actor takes THEA 440 - Vocal Production for the Actor their freshman year, and THEA 240 - Voice and Diction their Sophomore year. We are proposing to clean up the sequence and offer THEA 242 - Vocal Production for the Actor, THEA 342 - Voice and Diction and THEA 442 - Actor's Voice Lab. **Impact on existing academic programs:** With only 3 credits that had not originally been planned to be in the major, the impact isn't large. We have proposed a credit reduction in another major that should balance the addition of THEA 442 to the Theatre (Acting) major. **Date change is to be effective:** Fall 2012.

**Motion passed (38 in favor, 0 not in favor, 4 abstain).**

11. **Motion to approve changes to the B. S. Information Systems Major (moved and seconded out of committee):**

Department of Computer Science and Information Systems
Proposal for changes in an undergraduate program.

**Proposed changes:** Remove the following from the Foundation Requirements:
Choose one from the following: (3 Credits) ..........3
  HPRO 121* Personal and Community Health (3)
  PSYC 101* General Psychology (3)
  SOC 101* Introductory Sociology (3)

Add the following to the Foundation Requirements:
Choose one from the following: (4 Credits) ..........4
  BIOL 121/121L Biological Science I/Laboratory (4)
  CHEM 111/111L General Chemistry/Laboratory (4)
  GEOL 111/111L Physical Geology/Laboratory (4)
  MSCI 111/111L Introduction to Marine Science/Laboratory (4)
  PHYS 211/211L Essentials of Physics I/Laboratory (4)

**Proposed catalog description:**

III. FOUNDATION COURSES (50-64 Credits)*
  BINF 101/101L Introduction to Bioinformatics/Laboratory ..........4
  CBAD 201 Financial / Managerial Accounting I ................3
  CBAD 202 Financial / Managerial Accounting II ..............3
  CBAD 291 Business Statistics ......................................3
  CBAD 350 Marketing ................................................3
  CBAD 371 Management and Organizations ................3
  CBAD 393 or RTMA 393 Management Information Systems ....3
  CSCI 130*/130L Introduction to Computer Science/Laboratory ..4
  CSCI 140/140L Introduction to Algorithmic Design I/Laboratory ..4
  CSCI 150/150L Introduction to Algorithmic Design II/Laboratory ..4
  CSCI 170 Ethics in Computer Science ................................1
  CSCI 203 Introduction to Web Application Development .......3
  CSCI 225 Introduction to Relational Database and SQL ........3
  ECON 101 Survey of Economics or ECON 201 Macroeconomics ..3
ENGL 211* Introduction to Technical and Professional Writing ..........3
ENGL 390 Business and Professional Communication ......................3
MATH 160* Calculus I ........................................................................4
MATH 174 Introduction to Discrete Mathematics ...............................3
MATH 215 Introduction to Operations Research .................................3
Choose one from the following: (4 Credits) ........................................ 4
   BIOL 121/121L Biological Science I/Laboratory (4)
   CHEM 111/111L General Chemistry/Laboratory (4)
   GEOL 111/111L Physical Geology/Laboratory (4)
   MSCI 111/111L Introduction to Marine Science/Laboratory (4)
   PHYS 211/211L Essentials of Physics I/Laboratory (4)

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

Motion passed (37 in favor, 0 not in favor, 7 abstain).

12. Motion to approve changes to the B. S. Information Systems Major (moved and seconded out of committee):

Department of Computer Science and Information Systems
Proposal for changes in an undergraduate program.

Proposed changes: Remove courses from the Major Requirements: CSCI 385, CSCI 409, and CSCI 415.
Addition to the Major Requirements: Require 12 hours of 300 level or above CSCI courses.
Proposed catalog description:
IV. MAJOR REQUIREMENTS (25 Credits)
   CSCI 330 Systems Analysis & Software Engineering ..............................3
   CSCI 335 Software Project Management ...........................................3
   CSCI 370 Data Communication Systems and Networks ..........................3
   CSCI 400 Senior Assessment ............................................................1
   CSCI 495 Information Systems Capstone Course and Project ..................3
Choose four CSCI courses numbered 300 or higher (except CSCI 399
   Independent Study or CSCI 497 Computer Science Internship) (12
   Credits) ...............................................................................................12

Justification: Our field changes rapidly, requiring ongoing assessment and modification to our program. In order to be able to offer exciting new courses, we need to free up some elective spots. We kept all the courses recommended by ACM/AIS or required by ABET as required courses. The students will be able to put together a group of four elective courses that are the most interesting and useful for their career or graduate school aspirations. Impact on existing academic programs: This change allows the IS department to offer new and exciting electives. Date change is to be effective: Spring 2012.

Motion passed (37 in favor, 0 not in favor, 6 abstain).
13. **Motion to approve changes to the B.S. Nursing (Completion Program) (moved and seconded out of committee):**

**Department of Health Promotion**
Proposal for changes in an undergraduate program.

**Proposed changes:** Addition of courses to program: BIOL 330/BIOL 330L Microbiology/Lab and STAT 201/STAT 201L Elementary Statistics/Lab

**Other:** Explain: BIOL 330/330L is a recommendation from the National League for Nursing Accrediting Commission. Most nurses already have a Microbiology course when they apply to the BSN completion program. STAT 201/201L is a prerequisite for NUR 424.

Changes to the admission requirements and the catalog description:

**Proposed catalog description:**

**ADMISSION REQUIREMENTS**

The admission requirements for this program are:

1. Active South Carolina, North Carolina or Georgia Nursing License;
2. Graduation from an accredited nursing program with C or better in all courses;
3. Completion of all but three core curriculum and foundation courses;
4. Current BLS certification;
5. Clean seven year background and drug screen check;
6. All immunizations required by the clinical agency;

**NURSING (COMPLETION PROGRAM) (120 Credits)**

I. **CORE CURRICULUM (34-41 Credits)**

   (Transfer students with an earned A.A., A.S., B.A., or B.S. see page 19-20)

II. **FOUNDATION COURSES (14-22 Credits)**

   BIOL 232/232L* Human Anatomy and Physiology I/Laboratory ..................4
   BIOL 242/242L Human Anatomy and Physiology II/Laboratory ..................4
   BIOL 330/330L Microbiology/Laboratory ...........................................4
   HPRO 404 Nutrition ..........................................................3
   PSYC 302 Developmental Psychology .............................................3
   STAT 201/201L* Elementary Statistics/Laboratory .............................4
   *These courses may also meet core curriculum requirements

III. **MAJOR REQUIREMENTS (60-65 Credits)**

   Transferred ADN Nursing courses .................................................. maximum 35
   NUR 301 Transition to Professional Nursing ....................................3
   NUR 305 Health Assessment .........................................................3
   NUR 305L Health Assessment Laboratory ........................................2*
   NUR 408 Primary Nursing Across the Life Span ................................3
   NUR 410 Community Health Nursing ..............................................3
   NUR 410P Community Health Nursing Practicum ................................2*
   NUR 420 Nursing Leadership and Management ..................................3
   NUR 420P Nursing Leadership and Management Practicum ..................2*
NUR 424 Nursing Research ................................................................. 3
NUR 430 Health Care Systems Policies and Policy ................................ 3
NUR courses numbered 300 or above ............................................. 0-16
* Note: 2 credit hours = 6 contact hours
** NUR credits beyond this maximum may be needed to obtain a total of
60 credits, depending on individual transfer credits and exemptions.

IV. ELECTIVES (0-12 Credits)............................................................. 0-12***

*** Elective credits beyond this maximum may be needed to obtain a
total of 120 credits, depending on individual transfer credits and exemptions.

TOTAL CREDITS REQUIRED.............................................................. 120

Date change is to be effective: Fall 2012.

Motion passed (41 in favor, 0 not in favor, 3 abstain).

14. Motion to approve changes to the B.S. Exercise and Sport Science – program
(moved and seconded out of committee):

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

Proposed changes: Other: Removal of “Admissions Requirements to the Program.”
Admission requirements to the program:
1) Completion of 45 credit hours with a cumulative CCU grade point average of 2.25 or higher;
2) “C” or better in BIOL 121, 232 and 242 (and labs); EXSS 122 and 205;
3) Submit application to Adviser and Program and receive notice of acceptance.

Proposed catalog description: None-delete.

Justification: Lack of administrative resources to manage and monitor program admission
requirements; Maintain/strengthen program requirements for admission to the internship (capstone).
Impact on existing academic programs: None. Date change is to be effective: Fall 2012.

Motion passed (36 in favor, 2 not in favor, 2 abstain).

15. Motion to approve changes to the B.S. Recreation and Sport Management – program
(moved and seconded out of committee):

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

Proposed changes: Other: Removal of “Admissions Requirements to the Program.”
Admission requirements to the program:
• Complete an application of admission to the Recreation and Sport Management Program
  and receive notice of acceptance;
• Complete RSM 242 Introduction to Recreation and Sport Management and RSM 337
Legal Issues in Recreation and Sport with a grade of C or better.

• Complete a minimum of 45 credit hours with an overall CCU grade point average (GPA) of 2.25, to be maintained for admission to the following pre-internship block of classes:
  RSM 396 Orientation to Internship
  RSM 432 Research and Evaluation in Recreation and Sport Management
  RSM 490 Program and Event Planning in Recreation and Sport
  RSM 494 Area and Facility Management in Recreation and Sport

Proposed catalog description: None-delete.

Justification: Lack of administrative resources to manage and monitor program admission requirements; Maintain/strengthen program requirements for admission to the internship (capstone).

Impact on existing academic programs: None. Date change is to be effective: Fall 2012.

Motion passed (41 in favor, 0 not in favor, 3 abstain).

16. Motion to approve changes to the B.S. Exercise and Sport Science – internship (moved and seconded out of committee):

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

Proposed changes: Other: Revision of “Admissions Requirements to the Internship.”

Proposed catalog description:
Admission Requirements to the Internship:
1) Demonstration of acceptable professional dispositions
2) Passing score (70% or better) on end-of-program exit exam
3) “C” or better in all EXSS Major Courses
4) “C” or better on all EXSS Foundation Courses
5) Successful completion of all undergraduate required coursework
6) Current CPR certification

Justification: Clarifies and strengthens admission requirements to the capstone course of internship. The internship is an assessed and stringent pre-professional experience. Students and faculty need a clear portal with markers that indicate potential for success. Revision adds requirements of acceptable professional dispositions, exit exam passing grade, and current CPR certification, and deletes 2.25 overall GPA requirement. Impact on existing academic programs: None. Date change is to be effective: Fall 2012.

Motion passed (40 in favor, 0 not in favor, 3 abstain).

17. Motion to approve changes to the B.S. Recreation and Sport Management – internship (moved and seconded out of committee):

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

Proposed changes: Other: Revision of “Admissions Requirements to the Internship.”

Proposed catalog description:
Admission Requirements to the Internship:
1) Demonstration of acceptable professional dispositions
2) Passing score (70% or better) on end-of-program exit exam
3) Successful completion of oral exit interview
4) “C” or better in all RSM Major Courses
5) “C” or better on all RSM Foundation Courses
6) Successful completion of all undergraduate required coursework

Justification: Clarifies and strengthens admission requirements to the capstone course of internship. The internship is an assessed and stringent pre-professional experience. Students and faculty need a clear portal with markers that indicate potential for success. Revision adds requirements of acceptable professional dispositions, exit exam passing grade, and current CPR certification, and deletes 2.25 overall GPA requirement. Impact on existing academic programs: None. Date change is to be effective: Fall 2012.

Motion passed (41 in favor, 0 not in favor, 4 abstain).

18. Motion to approve changes to the B.S. Exercise and Sport Science – foundation
(moved and seconded out of committee):

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

Proposed changes: Other: Changes in the Foundation Courses/Section:
Delete: HPRO 404 and EXSS 413. Add: EXSS 205. Edit: PHYS 201/201L to PHYS 211/211L.

Proposed catalog description:

III. FOUNDATION COURSES (24-36 Credits)*
Science and Math
BIOL 121/121L* Biological Science I/Laboratory .............................................4
BIOL 232/232L* Human Anatomy & Physiology I/Laboratory .......................4
BIOL 242/242L Human Anatomy & Physiology II/Laboratory ....................4
Choose one from the following: (4 Credits) ......................................................4
  CHEM 101/101L* Introductory Chemistry/Laboratory (4)
  CHEM 111/111L* General Chemistry/Laboratory (4)
  PHYS 211/211L Essentials of Physics I/Laboratory (4)
Choose one from the following: (4 Credits) ......................................................4
  MATH 131 Trigonometry (4)
  MATH 132* Calculus (4)
  MATH 135* Precalculus (4)
  MATH 160* Calculus I (4)
STAT 201/201L* Elementary Statistics/Laboratory or
  PSYC 225/225L* Psychological Statistics/Laboratory ..............................4

Health and Human Behavior
EXSS 122* Lifetime Exercise Science and Physical Activity ....................3
EXSS 205 Introduction to Exercise and Sport Science ..............................3
HPRO 121* Personal and Community Health ........................................3
PSYC 101* General Psychology or SOC 101 Introductory Sociology ........3
Justification: Clearer representation of foundation vs. major courses. EXSS 205 is foundational, EXSS 413 is more major/content. Impact on existing academic programs: None. Date change is to be effective: Fall 2012.

Motion passed (38 in favor, 0 not in favor, 4 abstain).

19. Motion to approve changes to the B.S. Exercise and Sport Science – major (moved and seconded out of committee):

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

Proposed changes: Number of credits in Major Requirements From: 45-50 To: 43-46.
Removal of courses from major requirements: EXSS 205, EXSS 400L, EXSS Electives (6-8). Addition of courses to major requirements: EXSS 310 (moved from Foundation, formerly EXSS 413).
EXSS 360L (no additional hours, separate lab component).
EXSS 385L (new course).
EXSS 390, 398, 399, 405, 420, 450, or 499 (revised list).
EXSS 490 (new course).

Proposed catalog description:

IV. MAJOR REQUIREMENTS (43-46 Credits)
EXSS 310 Exercise and Sport Nutrition ......................................................... 3
EXSS 330 Injury Management ................................................................. 3
EXSS 340 Sport and Exercise Behavior ......................................................... 3
EXSS 350/350L Exercise Physiology/Laboratory .......................................... 4
EXSS 360/360L Motor Behavior/Laboratory .................................................. 4
EXSS 385/385L Fitness Assessment and Exercise Prescription/Laboratory .... 4
EXSS 400 Biomechanics .............................................................................. 3
EXSS 410 Cardiopulmonary Rehabilitation ............................................... 3
EXSS 415 Personal Fitness Leadership ......................................................... 3
Choose one from the following: (3 Credits) .............................................. 3
EXSS 390 Strength and Conditioning (3)
EXSS 398 Practicum in Fitness (1)
EXSS 399 Independent Study in Exercise and Sport Science (1-3)
EXSS 405 Exercise Testing and Prescription for Diverse Populations (3)
EXSS 420 Exercise and Aging (3)
EXSS 450 Laboratory Skills in Exercise Science (3)
EXSS 499 Directed Undergraduate Research in Exercise and Sport Science (1-6)
EXSS 490 Seminar in Exercise and Sport Science .................................... 1
EXSS 495 Internship in Exercise and Sport Science .................................. 9-12

Justification: Feedback from program assessments indicate need to add content in program; Anticipated arrival of new faculty to allow EXSS courses (already in catalog) to be offered on a regular basis; Anticipated space allocation allows laboratory portion of classes to be offered (already in catalog).

Impact on existing academic programs: Removal of HPRO 404 (Nutrition) as an option to meet program requirements might lessen the enrollment in that class. No other impact anticipated. Date change is to be effective: Fall 2012
Motion passed (40 in favor, 0 not in favor, 3 abstain).

20. **Motion to approve changes to the B.S. Exercise and Sport Science – policy (moved and seconded out of committee):**

Department of Kinesiology, Recreation, and Sport Studies
Proposal for changes in an undergraduate program.

**Proposed changes:** Other: **Remove Policy and Requirement of:** Students must sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist certification exam.

**Proposed catalog description:**
All EXSS students are required to complete a capstone 9-credit or 12-credit internship at an approved exercise and sport science site. Students are expected to demonstrate mastery of the student learning outcomes during this experience. An end-of program exam is required of all students prior to the beginning of the internship. Students will also have the opportunity to sit for the national American College of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification exam. The purpose of both exams are to determine how well students have mastered program content within the student learning outcomes. The ACSM HFS exam provides students with an opportunity to gain a valuable external credential/certification.

**Justification:** Many EXSS students have little motivation to complete the ACSM certification exam successfully, as it does not align with career goals. As a result, assessment exam data may not serve as a valid program assessment. The cumbersome cost of the certification exam (about $250) is also a factor. We prefer to offer the exam as optional and encouraged, and plan to offer program support and incentives for students who want to use it for pre-professional advancement. **Impact on existing academic programs:** None. **Date change is to be effective:** Fall 2012.

Motion passed (39 in favor, 0 not in favor, 3 abstain).

21. **Motion to amend the Admissions criteria for undergraduate students whose native language is not English.** The change is to remove the Computer-based test (CBT) for TOEFL (as it is no longer offered), to add the International English Language Testing System (IELTS) alternative test for non-native English speakers, to add the ability to use the completion of level 112 of the English Language Center (ELS) as a standard for admission to Coastal Carolina University, and to reduce the required incoming English score from equivalent TOEFL score or 550 to 527 (TOEFL paper-based test) or 71 (TOEFL internet-based test) for undergraduate admission. (moved and seconded out of committee):

Changes Required to Undergraduate Catalog to Accommodate the Requested Proposals:

Places in CCU catalog where changes would be required if the change is adopted: Yellow shading below shows which areas have been changed.

1. Page 18 bottom of the page:

**CURRENTLY STATES:**
“...For international students the minimum admission criteria for invitation into the Honors Program are:
(1) TOEFL score of 575*…”

February 1, 2012 Faculty Senate Minutes
RECOMMENDED CHANGE TO:
"For international students the minimum admission criteria for invitation into the Honors Program are:
(1) TOEFL or IELTS exam results taken in the last three years with a TOEFL PBT score of 575, or TOEFL iBT of 89, or an IELTS (International English Language Testing System (IELTS) score of 6.5 with no subscore lower than 5*, or successful completion of ELS Language Centers Academic English Program level 112."

2. International Student Admission (page 25)
CURRENTLY STATES:
“Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate or graduate admissions. International applicants must complete either the undergraduate or graduate Application for International Admission, include all necessary official transcripts and leaving certificates (English translation required), submit required standardized test scores, and submit the Confidential Financial Statement which provides evidence of sufficient financial resources to study in the U.S. Applicants whose native language is not English must submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score required is 550 on the paper-based exam, 213 on the computer-based exam and 79 on the internet-based TOEFL. Applicants whose first language is English must submit the results of either the SAT or the ACT. International applicants whose native language is not English may apply for an exemption from the TOEFL by filing a Request for Waiver of TOEFL Requirement …"
RECOMMENDED CHANGE TO:
“Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate or graduate admissions. International applicants must complete either the undergraduate or graduate Application for International Admission, include all necessary official transcripts and leaving certificates (English translation required), submit required standardized test scores, and submit the Confidential Financial Statement which provides evidence of sufficient financial resources to study in the U.S. Applicants whose native language is not English must submit one of the following results at the noted level: (a) official results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 527 on the paper-based exam (PBT) or a minimum score of 71 on the internet-based test (iBT); or (b) official results of the International English Language System (IELTS) exam with a minimum score of 6.0 with no subscore lower than 5; or (c) a certificate showing successful completion of level 112 of the ELS Language Centers Academic English Program. TOEFL or IELTS exam scores must be from no earlier than 3 years prior to the date of application. International applicants who otherwise meet all admissions standards for their respective program except for their English language requirement will be admitted conditionally for up to 1 year based on their completion of the noted requirements prior to enrolling in classes. International applicants whose first language is English must submit the results of either the SAT or the ACT. International applicants whose native language is not English may apply for an exemption from the TOEFL/IELTS by filing a Request for Waiver of TOEFL/IELTS Requirement …”

3. Core Curriculum – Core Goal 5 Part A...(Page 108)
CURRENTLY STATES:
“The Global Studies component of the Core Curriculum (Cultures, Languages, Social Structures - Part A - Foreign Languages) will be satisfied for international students who are non-native speakers of English with an acceptable TOEFL score, such that those affected will be required to complete (or transfer) additional elective courses to make up for the difference in credits toward graduation.”
RECOMMENDED CHANGE TO:
“The Global Studies component of the Core Curriculum (Cultures, Languages, Social Structures - Part A - Foreign Languages) will be satisfied for international students who are non-native speakers of English with an acceptable TOEFL or IELTS score or by successful completion of ELS Centers Academic English at level 112, such that those affected will be required to complete (or transfer) additional elective courses to make up for the difference in credits toward graduation.”

4. Honors Program – Admission (Page 113)
CURRENTLY STATES:
“For international students, the minimum admission criteria for invitation into the Honors Program are: 1) TOEFL score of 575*;
RECOMMENDED CHANGE TO:
“. For international students who are non-native speakers of English, the minimum admission criteria for invitation into the Honors Program are: (1) TOEFL or IELTS exam results taken in the last three years with a TOEFL PBT score of 575, or TOEFL iBT of 89 or an IELTS (International English Language Testing System (IELTS) score of 6.5 with no subscore lower than 5, or successful completion of ELS Language Centers Academic English Program level 112.”

5. Special Cases: Exemption from the foreign language requirement (Page 200)
CURRENTLY STATES:
Students whose native language is other than English and who have scored either 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL) can elect to be exempt, without credit, from Coastal’s language requirement. These students are required to contact the Chair of the Department of World Languages and Cultures to obtain a letter verifying their exemption.
RECOMMENDED CHANGE TO:
Suggest removing this paragraph entirely since it is already stated on Page 108 that these students are exempt from these requirement and that they do so without credit. Requiring a letter from Chair of World Languages and Cultures and Dean of COHFA is unnecessary since the exemption already occurs in the system when the student is admitted who demonstrates the criteria clearly spelled out in the admissions section on page 108.

Change Requested:
Amend Admissions criteria for undergraduate to remove the Computer-based test (CBT) for TOEFL (as it is no longer offered), to add the International English Language Testing System (IELTS) alternative test for non-native English speakers, to add the ability to use the completion of level 112 of the English Language Center (ELS) as a standard for admission to Coastal Carolina University, and to reduce the required incoming English score from equivalent TOEFL score or 550 to 527 (TOEFL paper-based test) or 71 (TOEFL internet-based test) for undergraduate admission.

Rationale and Support for Change:

5. Changes in TOEFL Exam Provision
CCU admissions criteria for non-native speakers of English are based on the paper-based TOEFL (Test of English as a Foreign Language) exam, and include also the internet-based test (iBT) and the computer-based test (CBT) versions of this exam as alternative ways of satisfying the requirement. As the TOEFL computer-based test (CBT) is no longer administered by ETS, we recommend that this alternative should be removed from the catalog.

6. Inclusion of another commonly accepted English competency exam for academic purposes for admission qualification
As there is another testing tool used heavily in Asia and Europe, and as many international students take this test as a part of their program at universities worldwide and as currently CCU’s practice has not been to allow this alternative to the ETS TOEFL exam for satisfying admissions criteria for non-native speakers of English, it is prudent to reexamine the question of whether this alternative assessment, the International English Language Test System (IELTS), should be allowed as an assessment tool for non-native speakers of English.

To assess whether IELTS was a reasonable alternative for both TOEFL PBT and iBT, we reviewed a recent research study, released by ETS in December 2010, that denoted the results of a psychometric assessment of student outcomes on both TOEFL internet-based test (iBT) and the IELTS exam (Educational Testing Service, 2010). The results of the study show support for the equivalencies noted below in Table 1 between the TOEFL iBT and the IELTS exams.

**Table 1. Total Score Comparisons between IELTS and TOEFL iBT Scores.**

<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>TOEFL iBT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>118 - 120</td>
</tr>
<tr>
<td>8.5</td>
<td>115 - 117</td>
</tr>
<tr>
<td>8</td>
<td>110 - 114</td>
</tr>
<tr>
<td>7.5</td>
<td>102 - 109</td>
</tr>
<tr>
<td>7</td>
<td>94 - 101</td>
</tr>
<tr>
<td>6.5</td>
<td>79 - 93</td>
</tr>
<tr>
<td>6</td>
<td>60 - 78</td>
</tr>
<tr>
<td>5.5</td>
<td>46 - 59</td>
</tr>
<tr>
<td>5</td>
<td>35 - 45</td>
</tr>
<tr>
<td>4.5</td>
<td>32 - 34</td>
</tr>
<tr>
<td>0 - 4</td>
<td>0 - 31</td>
</tr>
</tbody>
</table>

*Note: based on a sample of 1,153 students who took both exams and self-reported scores back to ETS.*


Further attempts to understand how others compared these outcomes led to the following comparison/ equivalency tables being identified, which also support the matching of TOEFL PBT 550 with TOEFL iBT 79 and IELTS 6.5 (and TOEFL PBT 527 with TOEFL iBT 71 and IELTS 6.0).
Table 2. Comparison of TOEIC, TOEFL PBT, TOEFL iBT, Cambridge, and IELTS scores.

<table>
<thead>
<tr>
<th>TOEIC</th>
<th>TOEFL Paper</th>
<th>TOEFL CBT</th>
<th>TOEFL iBT</th>
<th>IELTS</th>
<th>Cambridge Exam</th>
<th>CEFR</th>
<th>VEC Online Score</th>
<th>Approximate VEC Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 250</td>
<td>0 – 310</td>
<td>0 - 30</td>
<td>0 - 8</td>
<td>0 - 1.0</td>
<td>A1</td>
<td>0 - 34</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>310 - 343</td>
<td>33 - 60</td>
<td>9 - 18</td>
<td>1.0 - 1.5</td>
<td></td>
<td>35 - 38</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>255 - 400</td>
<td>347 - 393</td>
<td>63 - 90</td>
<td>19 - 29</td>
<td>2.0 - 2.5</td>
<td>KET (IELTS 3.0)</td>
<td>A1</td>
<td>39 - 45</td>
<td>4 - 5</td>
</tr>
<tr>
<td></td>
<td>397 - 433</td>
<td>93 - 120</td>
<td>30 - 40</td>
<td>3.0 - 3.5</td>
<td>PET (IELTS 3.5)</td>
<td>A2</td>
<td>46 - 53</td>
<td>6 - 7</td>
</tr>
<tr>
<td>405 - 600</td>
<td>437 - 473</td>
<td>123 - 150</td>
<td>41 - 52</td>
<td>4.0</td>
<td>PET (IELTS 4.5)</td>
<td>B1 (IELTS 4.5)</td>
<td>54 - 57</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>477 - 510</td>
<td>153 - 180</td>
<td>53 - 64</td>
<td>4.5 - 5.0</td>
<td>FCE (IELTS 5.0)</td>
<td>B2 (IELTS 5.0)</td>
<td>58 - 65</td>
<td>9 - 10</td>
</tr>
<tr>
<td>605 - 780</td>
<td>513 - 547</td>
<td>183 - 210</td>
<td>65 - 78</td>
<td>5.5 - 6.0</td>
<td>FCE</td>
<td>B2</td>
<td>66 - 73</td>
<td>11 - 12</td>
</tr>
<tr>
<td></td>
<td>550 - 587</td>
<td>213 - 240</td>
<td>79 - 95</td>
<td>6.5 - 7.0</td>
<td>CAE</td>
<td>C1</td>
<td>74 - 81</td>
<td>13 - 14</td>
</tr>
<tr>
<td>765 - 990</td>
<td>590 - 677</td>
<td>243 - 300</td>
<td>96 - 120</td>
<td>7.5 - 9.0</td>
<td>CPE</td>
<td>C2</td>
<td>82 - 100</td>
<td>15</td>
</tr>
<tr>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Score</td>
<td>Top Level</td>
<td>Top Score</td>
<td>Top Score</td>
</tr>
</tbody>
</table>


As both of sources support the equivalency of IELTS and TOEFL PBT or iBT for assessing non-native English speakers’ language competency in English, **we recommend that IELTS be accepted as an alternative to TOEFL for incoming undergraduate students to CCU.**

7. Review of comparative practices of peer and aspirant institutions

A review of other institutional admissions practices regarding English Language knowledge is reasonable to review on a periodic basis to determine both how our experience with our own admissions standards and how our admissions standards compare to other peer, aspirant, and SC institutions, and to determine whether adjustments are needed. In addition, we are on occasion making exceptions in admitting students with scores over 527 (TOEFL paper based test) but under 550 TOEFL PBT equivalent anyway, and these students do well in CCU undergraduate classroom settings. As noted later in this briefing, this reduction is not inconsistent with practices in place at peer and aspirant institutions.

A search was done online to see what other equivalencies were noted by other institutions. The following table depicts the admission requirements for non-native speakers of English by peers, aspirants, and other SC institutions. As noted in Table 3, our level of TOEFL PBT 550 and TOEFL iBT of 79 is in the middle of the range of other institutions for undergraduates. A score requirement of TOEFL PBT 527, TOEFL iBT 71, or IELTS 6.0 would retain our status in the middle of the grouping.
Table 3. Comparative requirements for international students for English language knowledge from peer, aspirant, and SC institutions.

<table>
<thead>
<tr>
<th>Aspirant Institutions (incl. acceptance of IELTS and level and ELS Centers level if available)</th>
<th>Undergraduate Paper TOEFL</th>
<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>500</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Carolina – Wilmington</td>
<td>525</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Madison University</td>
<td>550</td>
<td>80-81</td>
<td>570</td>
<td></td>
</tr>
<tr>
<td>Rowan University</td>
<td>550</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Charleston</td>
<td>570</td>
<td>88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Undergraduate Paper TOEFL</th>
<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
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<tbody>
<tr>
<td>Winthrop University</td>
<td>520</td>
<td>68</td>
<td>550</td>
<td>79</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>550</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia State College and University</td>
<td>500</td>
<td>61</td>
<td>550</td>
<td>79</td>
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<tr>
<td>Murray State University</td>
<td>500</td>
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<tr>
<td>Radford University</td>
<td>520</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Tennessee – Martin</td>
<td>500</td>
<td>61</td>
<td>525</td>
<td>71</td>
</tr>
<tr>
<td>University of Wisconsin – Stout</td>
<td>500</td>
<td>61</td>
<td>500</td>
<td>61</td>
</tr>
<tr>
<td>University of Tennessee – Chattanooga</td>
<td>Undergraduate Paper TOEFL</td>
<td>Undergraduate iBT TOEFL</td>
<td>Graduate Paper TOEFL</td>
<td>Graduate iBT TOEFL</td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>IELTS: 6.5 for graduate admission; no level noted for undergraduate ELS Centers level 112 accepted: No, own ESL program</td>
<td>500</td>
<td>61</td>
<td>550</td>
<td>79</td>
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<tr>
<td>Valdosta State University</td>
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<td>Graduate Paper TOEFL</td>
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<tr>
<td>IELTS: 6.0 ELS Centers level 112 accepted: No</td>
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<td>69</td>
<td>550</td>
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<tr>
<td>IELTS: 6.5 ELS Centers level 112 accepted: No, have their own ESL program</td>
<td>550</td>
<td>79</td>
<td>550</td>
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</table>

<table>
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<th>Additional SC Colleges</th>
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<th>Undergraduate iBT TOEFL</th>
<th>Graduate Paper TOEFL</th>
<th>Graduate iBT TOEFL</th>
</tr>
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<td>Lander University</td>
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</tr>
<tr>
<td>IELTS: No ELS Centers level 112 Accepted: No</td>
<td>550</td>
<td>80</td>
<td>550</td>
<td>79</td>
</tr>
<tr>
<td>USC Columbia</td>
<td>Undergraduate Paper TOEFL</td>
<td>Undergraduate iBT TOEFL</td>
<td>Graduate Paper TOEFL</td>
<td>Graduate iBT TOEFL</td>
</tr>
<tr>
<td>IELTS: 6.5 undergraduate (level not stated for graduate but noted as acceptable) ELS Centers level 112 accepted: no, have own ESL program</td>
<td>550</td>
<td>77</td>
<td>570 (min.-some programs higher)</td>
<td>80 (min.-some programs higher)</td>
</tr>
<tr>
<td>Clemson University</td>
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<td>Undergraduate iBT TOEFL</td>
<td>Graduate Paper TOEFL</td>
<td>Graduate iBT TOEFL</td>
</tr>
<tr>
<td>IELTS: No ELS Centers level 112 accepted: Yes (ELS Center on campus)</td>
<td>550</td>
<td>79-80</td>
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<td>79</td>
</tr>
<tr>
<td>SC State University</td>
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<td>Graduate Paper TOEFL</td>
<td>Graduate iBT TOEFL</td>
</tr>
<tr>
<td>IELTS: No ELS Centers level 112 accepted: No Required but no level noted</td>
<td>550</td>
<td>80</td>
<td>550 - 575</td>
<td>550 - 575</td>
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</tbody>
</table>

Source: Compiled by authors from institutional websites. **Where none noted, it was not obvious on the website.

8. **Inclusion of a new qualifier for incoming international students through ELS Centers intensive training in English language**
   As we continue to work to build our international student enrollment at CCU, we must consider ways to make more seamless the recruitment and training of students who are otherwise academically talented and would like to study for a CCU undergraduate program, but who lack the level of English language achievement through either TOEFL or IELTS. As we lack an English as a Second Language (ESL) program on our campus, *we propose that we also allow for the English language competency for admission for international students to include: “or level 112 successful completion certificate from English Language Centers (ELS)” to satisfy this admission requirement.* ELS Educational Services Inc. has been in business since 1961 during which time over 1,000,000 students from 140 countries have studied at their centers. ELS Centers offers ESL instruction at 12 levels at 55 locations throughout the United States and serves as the largest recruiter of international students to the US and Canada. Currently over 600 US and Canadian universities accept level 112 ELS coursework as acceptable admissions criteria for English language for international students at undergraduate and graduate levels. The organization works to recruit talented and qualified students from around the world to study for undergraduate and graduate degrees at universities in the United States. The ELS Centers serve
as reference points at which U.S. universities that have agreed to accept official certification of a student’s completion of ELS Centers level 112 as equivalent to TOEFL qualifiers for admission are able to recruit international students already in the United States for ESL training to degree programs on their respective campuses. The ELS Centers programs provide 30 hours of instruction per week for 4 weeks for each level of instruction (beginning at 101 and ending at 112). Incoming students are tested and placed by trained counselors and instruction is offered by masters level certified ESL instructors. Students who are to enter university, must complete the last three levels (110/111/112) to finish certificate at 112 level. These levels are designated as English for Academic Purposes and therefore focus on writing skills, grammar, composition, listening, note taking, speaking, and reading comprehension. Further information is available at http://www.els.edu/en. Staff from OIPS and the Provost’s office have spent the last several months reviewing this program and meeting with their representatives to determine the fit with CCU, as well as calling to other institutions that have ELS Centers on their campuses (such as Clemson University) to determine appropriateness to Coastal Carolina University and therefore make this recommendation.

**Motion passed (37 in favor, 4 not in favor, 2 abstain).**

C. A presentation on “Facts about a Smoke-Free Campus: What you may not Know” was given by Dr. Andy Pope. He opened up the floor for any questions and/or comments and was also available after the meeting for further questions and/or comments. The presentation may be found on the Faculty Senate website at www.coastal.edu/facsenate.

**QUASI COMMITTEE OF THE WHOLE:**

None

**OTHER:**

None

**ANNOUNCEMENTS:**

Michael Ruse made the following announcement:

- SACs will be on campus for an on-site visit March 6th through March 8th.
- QEP will have an Experiential Learning Fair on Thursday, February 16th from 1 p.m. until 3 p.m. in the Edwards Courtyard. There will be free pizza and popcorn, and perhaps some entertainment.
- Dr. Donna Qualters, the Director of the Center for the Enhancement of Learning and Teaching at Tufts University, will be an expert guest on experiential learning for the following:
  - A symposium on Experiential Learning in University Education on Thursday, February 16th from 4:15 p.m. until 5:30 p.m. in WALL 317.
  - A workshop on Integrating Experiential Learning Across the Curriculum on Friday, February 17th from 10 a.m. until 11:55 p.m. in the Kline Hospitality Suite in Brooks Stadium. To sign up, please send an email to qep@coastal.edu.
  - A workshop on Deep Reflections in Assessing Learning Activities on Friday, February 17th from 2 p.m. until 3:30 p.m. in the Kline Hospitality Suite in Brooks Stadium.
Dodi Hodges made the following announcement:
- The CeTEAL center is now up and running. The TEAL Center and CETL have merged and are now known as the Center for Teaching Excellence to Advance Learning. A grand opening is in the works starting in February. There is a No Guilt Book Club that includes five different books. No Guilt means that you do not actually have to read to show up because it is understandable that sometimes there isn’t enough time. You may find these on the website at www.coastal.edu/teal, Find/Register Classes (February).
- Dodi encouraged everyone to build professional learning communities and writing circles. She understands there is a demand for professional development and they are there to help. If anyone has any ideas for professional development, please send those to Dodi as soon as possible.

GOOD OF THE ORDER:

None

ADJOURNMENT:

The meeting was adjourned at 5:33 p.m.

Respectfully submitted,

Approved by Dodi Hodges, Secretary

Monica Streicher, Faculty Senate Recorder