I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF December 1, 2004 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

   Provost Barr to give presentation on “Statewide Public Engagement” (Pages 6 - 15

   Pat Singleton-Young, Acting Assistant Director of Residence Life, will discuss the
   upcoming “Call for Proposals” for next year’s Special Interest Housing programs

VI. COMMITTEE REPORTS

   Teresa Burns, Chair, Core Curriculum Committee
   Proposal from the College of Humanities and Fine Arts (Page 2)

   Dan Ennis, Chair, Academic Affairs:
   FOR SENATE INFORMATION ONLY (Page 2)
   SENATE ACTION REQUIRED (Page 3 - 5)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
Teresa Burns, Chair, Core Curriculum Committee  
College of Humanities and Fine Arts

1. The Department of History requests that the Core Curriculum’s history requirement (p. 102 of the 2004-05 Catalog) add History 111, World History I, and History 112, World History II, to the list of courses from which students must choose two. **Justification:** 1) This change helps achieve the core goal of teaching the “Knowledge of the Structure and Development of Other Countries of the World.” The core does not now *require* that students take a course dealing primarily with a non-western culture or cultures. It does, however, allow options such as the two World Literature surveys. We believe the World History surveys should also be options within the core. In an increasingly globalized environment, courses that help our students understand themselves in relation to other cultures are more important than ever. 2) This is a common practice at many universities, where World History has been taught at the freshman-sophomore level for years and is often included in core requirements.

Dan Ennis, Chair, Academic Affairs: **FOR SENATE INFORMATION ONLY.**  
College of Humanities and Fine Arts.  
1. **Request for Changes in Course Description and Title:** The Philosophy and Methodology of History, HIST 300. Change title to Historical Methods. Proposed new description: (3) (Writing Intensive) A seminar in the principles and practice of historical research, including an introduction to historiography, the interpretation of historical documents, proper documentation, and clarity of expression. Should be among the first upper-level courses taken by majors. S. F. **Justification:** This course description more accurately describes what we actually teach in HIST 300, the only course (besides the surveys) required for the major. While we teach some historiography and cannot therefore completely avoid the philosophy of history and questions of theory, our primary focus is on historical methods. We want this course to prepare our majors to do better research in all our upper-level courses, and are strongly advising majors to take this course early, among the first upper-level courses taken.

2. **Request for Changes in Course Description and Title:** Modern China, HIST 349. Change title to Modern China: Reform and Revolution in the Modern Age. Proposed new description: A survey of Modern China from the rise of the Qing Dynasty in 1644 to the economic boom of the post-Deng 1990’s. Students examine China’s experience of Western incursions since the 1830’s, through the course gives primacy to the impact of domestic-born institutional and cultural innovations that presaged the arrival of the Western Powers. An investigation of China’s inner-history of reform and revolution enables students to appreciate the way in which Modern China was as much the product of domestic processes as it was the result of changes wrought by the West. **Justification:** Reflects the expertise of a new faculty member, and provides a slightly more topical approach to the last several centuries of Chinese history.
Academic Affairs: **SENATE ACTION REQUIRED.**

College of Natural and Applied Sciences  
Department of Mathematics & Statistics  
1. **Proposal for a new Undergraduate Course:** MATH 135, PreCalculus.  
   **Proposed Course Description:** Properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. This class is for science majors who need accelerated study of algebra and trigonometry before taking Math 160.  
   **Justification:** This class is for science majors who need a refresher of algebra and trigonometry before taking calculus.

Wall College of Business  
1. **Request for Change in Degree Program:** Business, PHIL 318. Request for change in prerequisites: Require at least a C in Business Ethics PHIL 318.  
   **Justification:** The Wall College is redefining its learning goals as guided by AACSB. One of the faculty approved learning goals is specific to business ethics: Analyze and understand the interaction and dynamics of personal and professional ethics, mores, and values and how they influence decision-making in organization settings. To be consistent with our learning goals, we believe that a minimum grade of C should be required in PHIL 318.

2. **Request for Change in a Minor:** International Business Studies Minor. Change in required courses to Business Administration 402, 454, 463, 472 and ECON 351, 352, 451 (choose two).  
   **Justification:** As a new Economics Major develops, the Business College would like to integrate the relevant Economics courses into the International Business Studies Minor.

3. **Request for Change in Degree Program:** Business BSBA Degree. Change in prerequisites: Require a minimum grade of C in MATH 130/130I and MATH 132.  
   **Justification:** There is a conflict in the curriculum requirements and the curriculum prerequisite structure. CBAD 291 (Business Statistics) requires a C in MATH 130 or 130I. The curriculum requires a C average in MATH 130 and MATH 132, so, the prerequisite for CBAD 291 implicitly requires a C in both course. Therefore, the requirements for the math courses need to be changed.

4. **Request for Change in Degree Program:** Business (ENGL 390) Business Degree. Change in prerequisites: Require at least a C in ENGL 390 to satisfy Business.  
   **Justification:** The Wall College is redefining its learning goals as guided by AACSB. One of the faculty approved learning goals is specific to business communication: Clearly and concisely express their knowledge and ideas effectively through written and oral communication, using appropriate technologies. To be consistent with our learning goals, we believe that a minimum grade of ‘C’ should be required in ENGL 390.

College of Humanities and Fine Arts  
Department of History  
1. **Request for a new course:** Renaissance Europe, 1250-1517, HIST 328. Proposed Catalog description: A survey of renaissance culture as it emerged in the northern Italian city-states. Topics include republican and despotic governments, war and diplomacy, humanism, art,
individualism, religion, the growth of secularism, gender, the family, and the Northern Renaissance. **Justification:** Renaissance and Reformation Europe (1250-1648) were previously taught as one course, HIST 303. Splitting the two into Renaissance Europe 1250-1517 (328) and Reformation Europe, 1517-1648 (329) allows for a greater depth of coverage and conforms to the practice of most departments.

2. **Request for a new course:** Reformation Europe, 1517-1648, HIST 329. Proposed Catalog description: An examination of the Protestant Reformation and its European context. Topics include the renaissance background, Luther’s break with Rome, the major reformed traditions, the Catholic response, the nation-state, warfare and diplomacy, colonialism, the new science, and the rise of toleration and individualism. **Justification:** Renaissance and Reformation Europe were previously taught as one course, HIST 303. Splitting the two into the Renaissance course (328) and a Reformation course (329) allows for a greater depth of coverage and conforms to the practice of most universities. This course was taught successfully as HIST 495 last year.

3. **Request for a new course:** History of East Asia, HIST 340. Proposed Catalog description: A survey of East Asian history from prehistory to the recent past. Topics include the early Chinese imperium; the emergence of Confucianism and arrival of Buddhism, the regional diasporas of resultant cultural forms to Korea, Japan, Vietnam, Thailand, and Cambodia; feudal rule; commercial and social conditions; arrival of Western Imperialists; and the rise of anti-imperialist, nationalist, and de-colonization movements. **Justification:** Though we offer courses in Japanese and Chinese history, we have no survey of Asian history.

4. **Request for a new course:** The Early Republic 1783-1820, HIST 360. Proposed Catalog description: This course examines the emerging nation in the wake of the American Revolution. Topics include the Confederation period, the Constitutional Convention, the battle over ratification, and the presidencies of Washington, Adams, Jefferson, Madison and Monroe. **Justification:** This course is one of two new courses that will fill the gap in our sequence between Revolutionary America (HIST 370) and Civil War and Reconstruction (HIST 371).

5. **Request for a new course:** Antebellum Period 1820-1850, HIST 361. Proposed Catalog description: This course examines the political, social, and economic forces that enlarged, enriched, and empowered the United States while simultaneously hastening the nation toward civil war. **Justification:** This course is one of two new courses that will fill the gap in our sequence between Revolutionary American (HIST 370) and Civil War and Reconstruction (HIST 371).

Department of Performing Arts

1. **Request for a new course:** Stage Management, THEA 329. Proposed Catalog description: Learn the basics of the art and science of stage management for live theatre. Topics will include script analysis, the audition process, the rehearsal process and strike. Differing styles of stage management as well as different theatrical genres will be presented, discussed, and analyzed. **Justification:** Upper level theatre elective to complement Theatre Management and to train Stage Managers for Coastal theatre productions.

2. **Request for a new course:** Wind Band Literature, MUS 369. Proposed Catalog description: A comprehensive study of wind band literature focusing on the instrumentation and works from the earliest beginnings to the present. Special emphasis on major pieces, composers,
compositional styles, programming, and conducting. **Justification:** Demand from students and industry standards.
The genesis of the state service learning initiative can be identified at two specific points: 1) the Foundations for the Future Report; and 2) the Commission’s interest in addressing the state’s high school dropout rate. Given the recommendations presented in the Foundations for the Future Report, and at the request of Commission members to explore ways to promote civic responsibility among students, the Commission staff selected representatives from the two- and four-year colleges and universities, Education Oversight Committee, SC Commission on National and Community Service, and the National Dropout Center to serve on the Service Learning Task Force. The Service Learning Task Force convened on September 28, October 27 and November 18, 2004 to discuss possible ways to address high school retention while engaging college students in service learning.

Several members of the Task Force provided information about service learning programs around the state and ways to encourage students to participate in service learning. Service learning promotes learning through active participation in service experiences, provides structured time for students to reflect by thinking, discussing and/or writing about their service experience, provides an opportunity for students to use skills and knowledge in real-life situations, extends learning beyond the classroom and into the community, and finally, fosters a sense of caring for others. The Task Force reviewed the Characteristics of Service Learning (National and Community Service Act, 1990) and agreed that service learning should: 1) link to academic content and standards; 2) involve students in helping to determine and meet real, defined community needs; and 3) be reciprocal in nature, benefiting the community, the higher education institution, participants and providers by combining service experiences with learning experiences.

The Task Force agreed to: 1) focus on service learning to encourage college students to participate in service to the state to decrease high school drop-out rates in South Carolina; 2) examine possible
pilot programs at public colleges and universities; and 3) explore voluntary and/or required service learning focused on mentoring middle and high school students.

The Task Force recommended that the Commission sponsor a pilot program at a higher education institution that would incorporate service learning into the curriculum. Although each institution would have its own unique needs and therefore require different types of service learning programs to address specific community and institutional concerns, the pilot program would assess how a “best practices” model could be replicated among the three sectors and among several types of institutions across the state.

Given Coastal Carolina’s experience with service learning, the Task Force recommended that the Commission sponsor the first service learning pilot program at Coastal Carolina University. Coastal Carolina has implemented a first year experience curriculum focused on the freshman year including ethical and social responsibility. Coastal Carolina placed a service learning component in seven sections of English 101. The focus of the service learning component in English 101 was on internal (personal values and ethics) student responsibility. However, the service learning program has expanded and the University is now beginning to look outward to include external responsibilities to the community. By Fall 2005, Coastal Carolina will have expanded its service learning curriculum into 25 sections of English 101. Beginning Fall 2006, Coastal Carolina will expose all students enrolled in English 101 to service learning. The University will also review English 102 courses this fall to explore possible incorporation of service learning components. Coastal Carolina determined that because of its importance and ease of integration into coursework, service learning should be content-based to enhance each student’s academic experience. During Summer 2005, Coastal Carolina will ask for faculty volunteers to teach service learning within the major discipline courses at the sophomore, junior and senior level and develop service learning into course content as it applies to high school retention and mentoring.

The Task Force recommends that the Commission allow Coastal Carolina University to conduct a full year of research as a pilot to see how best to implement a service learning program before adding another college or university to the statewide initiative. During the first year of the service learning pilot program at Coastal Carolina, the Task Force recommends that the Commission assess several measurements including the effectiveness of the program in meeting its objectives during 2005-2006, infusing service learning in the curriculum and student engagement in the learning process. The assessments should also include Horry County School District middle and high school student participant data (PACT Scores, grades, student attendance, high school retention data, etc) to evaluate the impact of service learning on participants and providers for a period of five years.

**Budget**

Funding for the first year of the service learning pilot program at Coastal Carolina (curriculum design for first year course and content-based development training for faculty) is $65,000. Funding for the second year of the pilot program (competitive Commission awards and conference expenses) is $44,500. Funding for the third year (competitive Commission awards for additional service learning programs, conference expenses and program assessment) is $88,000. Attachment I and II.

Members of the Task Force include Dr. Pete Barr, Coastal Carolina University, Dr. Ken Kitts, Francis Marion University, Dr. Mary Rawls, Midlands Technical College, Dr. Marty Duckenfield,
National Dropout Center Clemson University, Dr. Fran Welsh, College of Charleston, Dr. Lauren Collier, College of Charleston, Ms. Susan Marlowe, Education Oversight Committee, Dr. Kathy Carter and Dr. Karen Horne, SC Commission on National and Community Service, and Dr. Karen Woodfaulk, Commission staff. Commission members serving on the Service Learning Task Force are Mr. Dan Ravenel (Chair), General Thomas Olsen, Ms. Cindy Mosteller, Dr. Mike Zais, Ms. DeLoris Oliver, and Dr. Bettie Horne.

Recommendation
The Assess & Equity and Student Services Committee recommends that the Commission approve the Statewide Service Engagement proposal (Attachment I), including funding for FY 2005-06, the first year of the three-year service learning pilot program (Attachment II).

Enclosures:
Attachment I: Statewide Service Learning Engagement
Attachment II: Budget
STATEWIDE PUBLIC ENGAGEMENT

The South Carolina Commission on Higher Education recognizes the value of service learning as an effective method of enhancing the educational experience of college students. Over the past several years, the Commission has encouraged the adoption of service learning concepts and techniques and sought new ways to infuse these methodologies into the college curriculum. At the same time, recurrent studies and reports reflect that the lack of a skilled and knowledgeable workforce poses the greatest danger to the economic and social well-being of South Carolina. An especially compelling report funded by the Commission, “Foundations for the Future,” revealed that high school graduation rates in South Carolina rank last in the nation and that just 51 percent of our ninth graders graduate on time. The national average is 68 percent and the highest state, New Jersey, graduates 86 percent of its students.

Experts in elementary and secondary education advise that students likely to drop out can be identified as early as the fourth grade. Interestingly, PACT test results in Horry County show that fourth grade students score significantly better on PACT tests than do eighth graders. These results appear to confirm the concept that non-academic pressures may be adversely affecting students’ academic process.

Accordingly, the Commission seeks to establish a pilot project predicated upon the following determinations:

• The Commission is interested in providing the educational leadership necessary to encourage institutions of higher learning to focus their intellectual, human, and financial capital toward critical social issues of the state.
• The Commission is interested in promoting an ongoing sustainable close collaboration between P-12 and higher education institutions throughout the state.
• The Commission is interested in developing a service-learning model that can be replicated and expanded throughout the state.
• The Commission believes that continuous and structured mentoring programs between college and P-12 “at risk” students may increase the likelihood of high school graduation.
• The Commission believes that incorporating “content based” service-learning courses into the college curriculum greatly enhances the overall educational experience. Moreover, content courses incorporating mentoring provide the maximum benefit if they are integral to a student’s major field of study.

The proposed three-year pilot project is based on an emerging program at Coastal Carolina University. With successful results of the pilot project, the participation of other public institutions will be solicited. At the conclusion of the pilot project, Coastal Carolina will be designated a Center of Excellence for Public Engagement and all public institutions will be engaged.
Description of Coastal Carolina’s Emerging Program

Despite the sweeping changes that mark Coastal Carolina’s 50-year history, the University has consistently maintained an adherence to the founders’ vision of an institution of higher education formed and designed to better the quality of life for citizens of the Waccamaw region. During 2003-2004, Coastal Carolina Provost, Dr. Peter Barr, supported by President Ron Ingle, proposed a major institutional endeavor to assure that Coastal Carolina remains true to its founding covenant.

To focus its public engagement activities and concentrate its resources, Coastal Carolina has elected to take on a single social concern as an institutional commitment. The concern of South Carolina, and Horry County’s, dire high school graduation rates has been identified and adopted as one that the University can adjust and will embrace. After consultation with the faculty, the University has determined that “content based” service learning components be incorporated into disciplinary curricula. While many universities offer service-learning opportunities, they have not identified one university-wide social concern. Coastal Carolina’s initiative is intended to enhance the overall educational experience of our students, to provide meaningful public service(s) to P-12 students, and to gain national recognition.

Coastal Carolina’s program is divided into two major components, internal and external:

Internal Responsibility
As an institution of higher education, Coastal Carolina desires to instill its students with two important principles: 1) that higher education is a privilege and 2) that taking responsibility for self and for our society is at the heart of productive citizenship.

The concept of accepting personal responsibility can be effectively integrated into the English 101 curriculum, which is typically taken by most incoming students. The adjusted English 101 curriculum, while maintaining the usual writing-skills focus, incorporates instruction in and discussion of “life skills”, i.e. values, building character, ethics, physical and emotional wellness, accepting responsibility for one’s actions, and the importance of protecting the environment. Seven specialized English 101 sections of classes are being piloted in fall 2004 with an assessment of writing skills and citizenship to be completed in December. Given a positive assessment, twenty-five sections will be offered in fall 2005 with complete integration scheduled for the following academic year.

During summer 2005, a faculty taskforce will be charged with developing a common curriculum of English 102 that continues the “life skills” addressed in the selected English 101 courses. The course will include mentoring principles and skills.

External Responsibility
In fall 2004, Coastal Carolina enlisted 10 faculty and 50 students to implement a trial program of mentoring. Faculty were assigned supervision of five students each and developed student teams to mentor fourth- and fifth-grade students at three selected Horry County elementary schools. In December, faculty and students will participate in an extensive review of the fall program to refine a second trial program in spring 2005.

From enrollments in focused English 101 and 102, Coastal Carolina students will begin their second year with a heightened understanding of self and the importance of assuming responsibility for self and others.
In collaboration with the Horry County School District, Coastal Carolina will organize teams of students to act as mentors for identified “at-risk” students from the fourth through tenth grades. Two Coastal Carolina students will be paired with an identified fourth grader and will visit weekly with their student in addition to maintaining electronic communication thru email. Mentoring contact will be monitored within the individual schools and electronically. All Coastal Carolina student mentors will participate via “content based” educational courses in their major. In addition to the individual mentoring experience, the University will encourage academic departments to select courses in which students design and implement programs to host groups of mentors and mentees on the campus for educational, social, physical, and cultural activities. Coastal Carolina will also work closely with the First Tee, ™ and other mentoring programs to provide year-round contact as well as reinforce the basic core values of learning success. While not all Coastal Carolina students will become one-on-one mentors, all will be involved in supporting the mentoring process. With the Public Engagement Initiative, Coastal Carolina fully expects to transform at-risk students while enhancing the educational and social experiences of University students.

Three-Year Pilot Study at Coastal Carolina

1. Beginning summer 2005, faculty will be encouraged to volunteer to revise two or more of their existing courses wrapping content around P-12 monitoring. All students enrolled in the designated course will participate and each discipline will designate one or more courses at the second, third, and fourth-year levels.

2. At the end of the two-year period, external reviewers will judge the successful integration of usual course content with service learning components on a competitive basis. First place is awarded $10K, second $7.5K, and third $5K. To participate in the competition, faculty must teach at least two of their courses per year for the two years using the service-learning model, evaluating effectiveness, and submitting for external review.

3. Thereafter, faculty who incorporate service learning and P-12 mentoring into a minimum of one-half of their course load and have scholarship recipients in their classes receive an incentive of $1K per year.

4. Scholarship recipients who enroll in the freshmen classes described above will be required to maintain a 2.50 GPA rising to a 2.75 in the subsequent years of education. Participating scholarship recipients will be designated as Commission Scholars and, if they participate for four years may be granted an additional year of scholarship support.

The Commission will assist participating higher education institutions with excess capacity for the local P-12 district(s) in identifying an additional social concern that can focus the institution’s resources and provide value to South Carolina.

SUGGESTED INCENTIVES FOR PROGRAM SUPPORT:

Institutional: The Commission will sponsor an annual conference of South Carolina institutions of higher education seeking to implement institution-wide public engagement/service learning programs. The first conference should be hosted by Coastal Carolina in summer 2006 and expanded to include two new institutions in the pilot program.

Faculty: Faculty successfully integrating this focused program will be designated Commission Fellows and receive the additional stipend as noted in number 3 above.
**Students:** Requirements for participating freshmen scholarship recipients will include a minimum GPA of 2.50. Scholarship recipients who continue to participate in the focused mentoring program in their sophomore, junior, and senior years must maintain a minimum GPA of 2.75. Students participating for all four years may receive one additional year of scholarship eligibility.

**Proposed Budget**

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<thead>
<tr>
<th>YEAR 1: FY 2005-2006</th>
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<tr>
<td>Curriculum Design for Second First Year Course and Content Based Development Training</td>
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<td><strong>TOTAL</strong></td>
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| YEAR 2: FY 2006-2007                     |                     |
| Competition and Conference Workshop     |                     |
| Awards                                  | $22,500             |
| Conference/Workshop                     | 22,000              |
| **TOTAL**                               | **$44,500**         |

| YEAR 3: FY 2007-2008                     |                     |
| Competition at Additional Campuses and Conference/ Workshop |                     |
| Awards                                  | $45,000             |
| Conference                              | 25,000              |
| Assessment                              | 18,000              |
| **TOTAL**                               | **$88,000**         |

After Year 3, funding must be secured to enable participating institutions to compensate faculty meeting the criteria an additional $1,000 and for the Commission to sponsor the annual conference/workshop.
A. Priority No. _6_ of _7_.
B. (1) Title: **Statewide Public Engagement**
   
   (2) Summary Description: The South Carolina Commission on Higher Education recognizes the value of service learning as an effective method of enhancing the educational experience of college students. Over the past several years, the Commission has encouraged the adoption of service learning concepts and techniques and sought new ways to infuse these methodologies into the college curriculum. At the same time, recent studies and reports reflect that the lack of a skilled and knowledgeable workforce poses the greatest danger to the economic and social well-being of South Carolina. An especially compelling report funded by the Commission on Higher Education, “Foundations for the Future,” revealed that high school graduation rates in South Carolina rank last in the nation and that just 51 percent of our ninth graders graduate on time. The national average is 68 percent and the highest state, New Jersey, graduates 86 percent of its students on time. This proposal is for the first year of a three-year pilot project that is based on an emerging program in development at Coastal Carolina University. If funded, the participation of other public institutions will be solicited. At the conclusion of the pilot project, Coastal Carolina will be designated a Center of Excellence for Public Engagement and all public institutions will be engaged.

(3) Strategic Goal/Action Plan *(if applicable)*:

C. Budget Program Name and Number: N/A

D. Agency Activity: **Administration**

E. Detailed Justification for Funding
   
   (1) Justification for Funding Increase: Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. Coastal Carolina desires to instill its students with two important principles: 1) that higher education is a privilege and

   (2) that taking responsibility for self and for our society is at the heart of productive citizenship. The concept of accepting personal responsibility can be effectively integrated into the English 101 curriculum, which is typically taken by most incoming students. The adjusted English 101 curriculum, while maintaining the usual writing-skills focus, incorporates instruction in and discussion of “life skills”, i.e. values, building character, ethics, physical and emotional wellness, accepting responsibility for one’s actions, and the importance of protecting the environment. During summer 2005, a faculty taskforce will be charged with developing a common curriculum of English 102 that continues the “life skills” addressed in the selected English 101 courses. The course will include mentoring principles and skills.
From enrollments in focused English 101 and 102, Coastal Carolina students will begin their second year of study with a heightened understanding of self and the importance of assuming responsibility for self and others.

In collaboration with the Horry County School District, Coastal Carolina will organize teams of students to act as mentors for identified “at-risk” students from the fourth through tenth grades. Two Coastal Carolina students will be paired with an identified fourth grader and will visit weekly with their student in addition to maintaining electronic communication thru e-mail. Mentoring contact will be monitored within the individual schools and electronically. In addition to the individual mentoring experience, the University will encourage academic departments to select courses in which students design and implement programs to host groups of mentors and mentees on the campus for educational, social, physical, and cultural activities. Coastal Carolina will also work closely with the First Tee™ and other mentoring programs to provide year-round contact as well as reinforce the basic core values of learning success. With the Public Engagement Initiative, Coastal Carolina fully expects to transform at-risk elementary school students into achieving elementary school students, all the while enhancing the educational and social experiences of University students.

<table>
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<tr>
<th>FY 2005-06 Cost Estimates:</th>
<th>State Non-Recurring</th>
<th>State Recurring</th>
<th>Federal</th>
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* If new FTEs are needed, please complete Section F (Detailed Justification for FTEs) below.

(3) Base Appropriation:
- State $ 65,000
- Federal $ 0
- Other $ 0

(4) Is this priority associated with a Capital Budget Priority? No

F. Detailed Justification for FTEs
(1) Justification for New FTEs
(a) Justification:
(b) Future Impact on Operating Expenses or Facility Requirements:
(2) Position Details:
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</tbody>
</table>

3) FTEs in Program Area per FY 2004-05 Appropriation Act:
   - State _____0____
   - Federal _____0____
   - Other _____0____

   Agency-wide Vacant FTEs as of July 31, 2004: **12**

   % Vacant _____30___%

G. Other Comments: