I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF May 4, 2005 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. REPORTS

   Annual Reports
   (1) Linda Schwartz, Chair, Calendar Committee (Page 2)
   (2) Dan Ennis, Chair, Academic Affairs (Page 3)
   (3) Mike Gilbert, Student Life Committee 2004-05 Annual Report (Page 4)

   Committee Reports
   (1) Dennis Wiseman, Graduate Council (Pages 5 - 9)
   (2) Sharon Gilman, University Student Retention and Assessment Committee Resolutions
       (Page 10)
   (3) Mike Gilbert, Code of Student Conduct Revisions (Pages 11 – 27)
   (4) Dan Ennis, Academic Affairs (Pages 28 – 40)
   (5) Michael Ruse, Faculty Welfare and Development Committee forwards the following
       three motions to the Faculty Senate for consideration. (Page 41)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
Calendar Committee Annual Report for 2004-2005

To: Dr. Dave Evans, Chair, Faculty Senate and Faculty Senators

From: Linda Schwartz, Chair, Calendar Committee

Date: May 4, 2005

Subject: Calendar Committee Annual Report for 2004-2005

Calendar Committee for Academic Year 2004-2005

Linda Schwartz, Chair (elected by the faculty)
Steve Berkowitz, Secretary (elected by the faculty)
Susan Slavik (elected by the faculty)
Jonathan Bernick (appointed by the Chair of the Faculty Senate)
Portia Davis (Student Representative)
Deon Glenn (Student Representative)
Brenda Sawyer, Registrar (Ex-officio, Non-voting)
Scott Callahan, Bursar (Ex-officio, Non-voting)

The members of the Calendar Committee discussed and approved the academic calendar for 2010-2011. This calendar was approved by the Faculty Senate on December 1, 2004.
TO: Dave Evans, Chair of Faculty Senate

FROM: Dan Ennis, 2004-2005 Chair of the Academic Affairs Committee

DATE: June 29, 2005

RE: 2004-2005 Academic Affairs Committee Report

This cover memo and the attached documents constitute the annual report of the Academic Affairs Committee for 2004-2005. With the submission of this report I have completed my duties as committee chair and defer to Nancy Ratcliff, the chair for the 2005-2006 academic year.

MEETINGS

FALL SEMESTER
September 30
October 14
November 11
December 2

SPRING SEMESTER
January 24
February 10
March 7
April 14
May 2

MEMBERSHIP

Voting:
C. C. Edwards (Natural and Applied Sciences)
Louis Keiner (Natural and Applied Sciences)
Taylor Damonte (Business)
Carl Dresden/John Marcis (Business)
Micheline Brown (Library)

Sharon Thompson (Education)
Nancy Ratcliff (Education)
Dan Ennis (Humanities and Fine Arts)
Elizabeth Keller (Humanities and Fine Arts)

Ex Officio:
Dennis Wiseman (Office of the Provost)
Brenda Sawyer (Registrar)

Judy Vogt (Enrollment Management)
Clara Rogers (Secretary)

ACTIONS

Attached is a detailed listing of the actions taken that affect the university curriculum.

If I may characterize these actions I would say that while the committee excelled in its role as a review body for curricular changes, the group was unable to devote significant time to its larger charge to consider the academic direction of this institution. This development leads me to urge the Senate to seriously consider a restructuring of our own academic governance bodies so as to exert more faculty control over the development of Coastal’s academic programs.
Student Life Committee 2004-05 Annual Report

The Student Life Committee met regularly during the 2004-05 academic year. There were four new faculty members on the Committee: Mike Ferguson, Andrew Incognito, Maggie Ivanova, and Yoav Wachsman. Jane Guentzel served as recorder.

Three items of business were carried over from last year. First, the committee discussed the idea of creating a faculty ombudsman position in connection with the campus judicial process and decided that the Code of Student Conduct already provides for adequate advisory assistance regarding judicial matters (see 2004-05 CCU Student Handbook, p. 48). Secondly, following up on its recommendation last year to look into an “academic manual” containing a campus-wide plagiarism policy and other pertinent documents, the Committee decided to propose that the Faculty Senate create a special committee on academic honor which is to pursue these matters further. That recommendation was passed by the Senate at its May meeting. Thirdly, the Committee deferred action with regard to a grade penalty of “F” for non-academic infractions in the classroom pending further study.

The first item of new business was creating (with the expert assistance of Philip Sellers, ITS) an online application and review system for the Who’s Who in American Colleges and Universities selection process. The committee also established a new Who’s Who subcommittee (including several previously elected students) to conduct the balloting and recommend new members to the Student Life Committee. 41 students were elected out of a record 210 applicants.

The second item of new business involved a set of revisions to the Code of Student Conduct recommended by Dean of Students Lloyd Holmes. Those revisions were approved and forwarded to the Senate Executive Committee on an informational basis since they merely involved separating the academic and non-academic provisions of the Code, alphabetizing the list of prohibited conduct, and making minor editorial changes.

The third item of new business was a resolution received from the Student Government Association in April to add sexual orientation to the University’s affirmative action statement. In affirming the spirit of the resolution, specifically the intent to foster a more welcoming and diversified campus environment, the Committee decided to refer the matter to Human Resources & Equal Opportunity Vice President Janis Chesson for further study (Dr. Chesson is to report back to the Committee this fall).

Finally, the chair commends the student representatives, in particular graduating senior Lisa Sharpe and incoming SGA President John Adamec, for their contributions to the Committee’s work this past year.

Respectfully submitted,

Dr. Mike Gilbert, Associate Professor of Foreign Languages, SLC Chair
Dennis Wiseman submits the following items that were reviewed and approved by the Graduate Council on May 4, 2005. This is for senate information only.

**College of Humanities and Fine Arts**

**Recommendation for New Courses:**

HIST 502  World History for Middle School Instructors. (3) Study of the emergence of humans up to the Agricultural Revolution and an examination in greater depth the developments in human history from 1600 to 2001 (from the emergence of modernity to the post-9/11 world). Instruction will be selective and topical, emphasizing the origin and development of the great world civilizations, the philosophical heritages of Europe and Asia, the artistic and literary expressions that defined modernity, and the impact of global exploration, trade, conquest, and colonization.

**Rationale:** Beginning in the academic year 2005-2006, S.C. middle schools will be required to offer 7th grade instruction in World History from 1600 to the present. State curriculum standards mandate that social studies in grade seven “examine the history and geography of the societies that have been developing concurrently during the period from 1600 to the present, including the growing interaction among the societies (Europe, Africa, Asia, and the Americas) as well as the exchange of ideas, beliefs, technologies, and commodities.” This course is designed to provide the content-specific training middle school teachers will need to meet or exceed the state mandated curriculum goals.

HIST 505  United States Survey History for Secondary School Instructors. (3) An overview of United States History from prehistory to the present. Course designed for those who anticipate teaching at the college preparatory level.

**Rationale:** South Carolina high schools require the instruction of U.S. history from the 10th grade through 12th grade. State curriculum standards mandate that history instructors examine the history and geography of the U.S. from prehistory to the present. This course is designed to provide content-specific training that high school teachers will need to meet the state mandated curriculum goals.

HIST 528  Renaissance and Reformation Europe. (3) An examination of the most recent scholarly literature on Renaissance and Reformation Europe (c. 1300-1648). Emphasis is on how the Renaissance and Reformation contributed to the development of the modern world, particularly with regard to such concepts as individualism, capitalism, nationalism, and the scientific revolution.

**Rationale:** Course developed to support the content needs of students in the M.Ed. and M.A.T. programs.

HIST 592/593/594  Special Topics in History. (3) In depth readings and research selected in historical subjects; themes and/or methods not currently or regularly available in the graduate history curriculum. May be repeated for credit under different topics.
Rationale: To allow students in the M.Ed. and M.A.T. programs to gain content knowledge related to their area(s) of teaching interest.

Spadoni College of Education

Recommendation for Change in Course Numbering:

The College requests that all education courses associated with the M.Ed. programs be given 600 level numbers to clearly designate the graduate program to which each course is associated.

The College requests that all education courses associated with the M.A.T. programs be given 500 level numbers to clearly designate the graduate program to which each course is associated. Rationale: These changes will allow for better communication about program requirements and greater ease in data collection to be used for reporting to accrediting agencies.

Recommendation for Change in Course – Early Childhood Education
ECED 742 to EDEC 642

Current Course: ECED 742  Advanced Study of Early Childhood Curricula and Program Models. (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student’s philosophy of education.

Proposed Course: EDEC 642  Advanced Study of Early Childhood Curricula and Program Models. (3) Historical traditions and contemporary programs and curriculum models are analyzed with an emphasis on dominant practices, methodologies, current research that influences curriculum development in programs serving young children and implications for today’s classrooms.

Rationale: The change in course prefix is requested to ensure that all courses offered within the M.Ed. programs are listed together in the catalog for ease of access by students. The course description has been revised to more clearly articulate the intent of the course and ensure closer alignment with accreditation guidelines.

Recommendation for New Course – Elementary Education

Rationale: The M.Ed. program has been revised to reflect current research, more clearly align with accreditation guidelines, and to more closely meet the needs of the school districts served. EDEL 615 is being added as a degree requirement to the M.Ed. in Elementary Education.

Recommendation for New Courses – Secondary Education

EDSC 618 Content Literacy. (3) Course designed to assist teachers in developing methods and materials that will improve their students’ literacy skills. After gaining a sound theoretical
knowledge of the reading and writing processes and the basic tenets of the media literacy movement, teachers will apply what they’ve learned to their own disciplines, creating strategies that will support students in reading, writing, and working with media in the context of content area instruction.

Rationale: The M.Ed. program has been revised to reflect current research, more clearly align with accreditation guidelines, and to more closely meet the needs the school districts served.

EDSC 675 Advanced Study of Secondary Curriculum and Program Models. (3) Study of effective principles of secondary curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher’s role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment.

Rationale: The M.Ed. program has been revised to reflect current research, more clearly align with accreditation guidelines, and to more closely meet the needs of the school districts served.

*EDSC 618 and EDSC 675 are being added as degree requirements to the M.Ed. in Secondary Education.

Recommendation for New Courses – General

EDUC 606 Educational Theory to Increase Achievement. (3) Presentation and application of theories and principles of human learning, cognition, and individual differences to the classroom. Participants will develop and use tools to determine the individual needs of learners and will explore the appropriate use of such tools to increase student achievement.

Rationale: In order for a teacher to be pedagogically sound, that person must understand the interaction of the phenomena of teaching, learning, cognition, and individual differences. The information and classroom experiences contained in this course provide, in part, the theoretical and practical foundations upon which the teacher may build the knowledge, skills, and attitudes necessary for understanding and appropriately applying the theoretical and practical aspects of the content listed above. EDUC 606 replaces EDUC 706 as a degree requirement for the M.Ed. in Early Childhood, Elementary and Secondary Education.

EDUC 607 Research and Assessment in Today’s Schools. (3) Study of the development of accurate and reliable assessment instruments for evaluating student achievement. The course also focuses on how teachers can conduct educational research that will positively impact instruction.

Rationale: The M.Ed. program has been revised to reflect current research, more clearly align with accreditation guidelines, and to more closely meet the needs of the school districts served. EDUC 607 replaces EDUC 700 as a degree requirement for the M.Ed. in Early Childhood, Elementary and Secondary Education.

EDUC 625 Student Motivation and Management. (3) Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of
the management of students as well as classroom organization and the relationship between
motivation and management.

**Rationale:** The M.Ed. program has been revised to reflect current research, more clearly align with
accreditation guidelines, and to more closely meet the needs of the school districts served. EDUC
625 is being added as a degree requirement for the M.Ed. in Early Childhood, Elementary and
Secondary Education.

EDUC 685 Strategies for Serving Diverse Learners. (3) Course designed to assist teachers in
exploring issues in multicultural and special education to recognize how such factors as
socioeconomic status, racial and ethnic backgrounds, gender, language proficiency, and disabilities
may affect a child’s performance. Teachers will study ways of making classrooms, curricula, and
instructional strategies suitable for a diverse student population.

**Rationale:** The M.Ed. program has been revised to reflect current research, more clearly align with
accreditation guidelines, and to more closely meet the needs of the school districts served. EDUC
685 is being added as a degree requirement for the M.Ed. in Early Childhood, Elementary and
Secondary Education.

EDUC 692 Advanced Topics in Special Education. (3) Presentation of an overview of
exceptionalities of children and youth, as well as curricular and instructional modifications or
accommodations that may be needed to meet their needs in the general education classroom.
Philosophical and historical foundations of special education, current trends and issues in service
delivery, federal and state law, court cases and regulations for special education programs are
addressed.

**Rationale:** The M.Ed. program has been revised to reflect current research, more clearly align with
accreditation guidelines, and to more closely meet the needs of the school districts served. EDUC
692 is being added as a degree requirement to the M.Ed. in Early Childhood, Elementary and
Secondary Education.

**Recommendation for Change in Courses and New Courses – Master of Arts in Teaching**

**Change in Course Prefix:**

- EDUC 547 to EDSC 547 Principles and Methods of Teaching English
- EDUC 548 to EDSC 548 Principles and Methods of Teaching Foreign Language
- EDUC 549 to EDSC 549 Principles and Methods of Teaching Social Studies
- ARTE 549 to EDSC 550 Principles and Methods of Teaching Art
- MUED 554 to EDSC 551 Principles and Methods of Teaching Music
- EDUC 540 to EDSC 552 Principles and Methods of Teaching Math
- EDUC 553 to EDSC 553 Principles and Methods of Teaching Science

**Rationale:** The change will clearly indicate that these courses are Education Secondary.

**Change in Course Prefix and Number:**
FROM EDUC 646  Basic Principles of Curriculum development TO
EDSC 546  Foundations of Secondary Education

Rationale: The course emphasis has been changed to focus on a survey of curriculum development at the secondary level. The prefix has been changed to denote education secondary. The number has been changed so that all MAT courses will be at the 500 level.

New Course:

EDSC 500  Assessment and Action Research. (3) An introduction to assessment at the secondary level. Students design, apply, and interpret the results of measurements. Test formats, the correlation of test items with learning objectives and the interpretation of teacher-made and standardized test results are addressed.

Rationale: NCATE regulations require an assessment course in the M.A.T. program. EDSC is being added as a degree requirement to all M.A.T. programs.

Course Removed as Program Requirement:

EDUC 504  Technology and Instruction.

Rationale: To address other program needs, i.e., the addition of a special course on assessment, EDUC 504 is being removed as a program requirement.
June 1, 2005

To: Faculty Senate, Dr. Dave Evans, Chair
From: University Student Retention and Assessment Committee,
     Dr. Sharon Gilman, Chair
Re: Resolutions

The University Student Retention and Assessment Committee recommends the following resolutions for consideration by the faculty senate. The Committee will monitor progress on each of these throughout the 2005-2006 academic year.

I. The Faculty Senate asks the Office of the Provost to implement the following recommendations for the 2005-2006 academic year.
   A. Enforce CCU’s attendance policy as written in the current catalog
   B. Advise faculty to make use of the “Helping Students Succeed” program as an early warning system for poor attendance
   C. Provide midterm grades of A-F rather than the current S/U for freshmen
   D. Provide the resources necessary to make the Freshman Success Seminar program mandatory for all freshmen and new transfer students
   E. Increase faculty involvement in the Freshman Success Seminar Program and co-curricular activities by providing appropriate incentives
   F. Administer an academic advisor evaluation form to students (perhaps along with the student course evaluation forms)
   G. Increase awareness of retention issues among faculty

II. The Faculty Senate asks the Office of the President to implement the following recommendations for the 2005-2006 academic year.
   A. Hire a coordinator of campus-wide student retention programs
      1. develop goals/benchmarks for student retention and graduation
      2. develop a structure/mechanism for reviewing/implementing/ coordinating recommendations directed at freshmen
   B. Provide information, professional development programs, and appropriate incentives for faculty and staff who engage in freshmen support efforts
   C. Revise student employment practices to increase availability of on-campus jobs for new students

III. The Faculty Senate asks the Office of the Provost, along with the Vice President for Student Affairs, Dr. Lynn Willett, to develop a freshman support/advising center for the following purposes.
   A. Provide resources to coordinate academic support services for new students and provide academic advising for all first year freshmen
   B. Explore a freshman year college concept that connects academic advising, special interest housing/learning communities, co-enrollment, the Big Read, success seminars, etc.
   C. Ensure that all students have a complete academic plan
To: Dave Evans, Chair, Faculty Senate

From: Mike Gilbert, Chair, Student Life Committee

Subject: Code of Student Conduct Revisions

Date: May 31, 2005

At the recommendation of Dean of Students Lloyd Holmes, the Student Life Committee approved the following revisions to the Code of Student Conduct at its April 21st meeting.

In the judgment of the Committee, these revisions can be referred to the Faculty Senate on an informational basis since they do not entail changes in policy and procedure. The Committee concurs with Dr. Holmes’ rationale for the revisions, which would enable the Student Affairs Division and specifically his office to better meet the needs of our students and other constituents. The changes are as follows:

- The order, not the content, of various sections were changed in order to provide for a Code that is more fluid.
- Though no changes were made to the academic sections of the Code, the academic and non-academic standards of conduct were separated in order to provide a greater understanding of what procedures will be followed with various occurrences.
- Non-academic standards of conduct were “re-ordered” alphabetically and broken down in less general statements. By doing this, the Division will be able to more easily identify specific violations which occur on campus. The Code of Student Conduct will be able to serve as a “stand-alone” document even if other policies are not present; at present, there are matters that come to the office where other policies have to be researched in order to determine if the student is in violation of University policy. In addition, these changes, in effect, will give the ability to provide greater detail to faculty, staff, students, parents, etc. as we attempt to meet one of the goals and objectives of our strategic plan: disseminate more information to our constituents regarding judicial matters. Moreover, the Office of the Dean of Students and the Division will more easily be able to assess various areas of misconduct and create programs/policies which meet the institution’s needs.
- The title Dean of Students was included in the Code where appropriate.

If you have questions, please feel free to contact me.

Sincerely,

Mike Gilbert, Chair, Student Life Committee
CODE OF STUDENT CONDUCT

I. Introduction
Human beings grow and mature in communities. Living in a community requires depending upon the knowledge, integrity, and decency of others. In turn, the best communities help individuals mold habits and values that will enable them to achieve the highest personal satisfaction, including the satisfaction associated with helping to make a better world. The rules enforced by the University are designed to protect individual liberties, and other values stated in the University’s mission statement, especially the commitment to: “embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one’s own actions and choices, an appreciation for work and self-discipline, and appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others.”

II. Student Rights and Responsibilities
A. General Information
Responsibility for good conduct rests with students as individuals. All members of the academic community are expected to use reasonable judgment in their daily campus life to show due concern for the welfare and rights of others. Students should be aware that educational institutions are not sanctuaries from the jurisdiction of the civil and criminal laws of the communities and states wherein such institutions exist. While the rules and regulations of the University are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader civic interest treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities, as well as liable for disciplinary action under University rules when their conduct violates institutional standards.

Students, no less than other citizens, are entitled to be secure in their personal safety and welfare, lodgings, papers, and effects against unreasonable searches and seizures. This does not prohibit normal inspections of University facilities for maintenance, health, or safety purposes. Nor does it preclude searches and seizures properly authorized by administrators in emergency situations where the welfare and safety of persons or property are involved. Approval for such procedures will be granted in strict accord with required legal standards. Searches and seizures by law enforcement personnel related to investigations or arrests are conducted only under proper warrant and are not the responsibility of the University.

The University reserves the right, in the interest of all its students, to decline admission to, suspend, or to require the withdrawal of a student after appropriate University judicial procedures have been followed. Students agree to abide by all rules and regulations of the University as a condition of admission.

B. Rights of the Accused
1. Persons accused of violations of existing rules and/or regulations of the University are entitled to the following rights under the University judicial process:
   a. Written notice of charge(s), account of the alleged misconduct, and notice of the scheduled hearing.
b. The right to (a) disciplinary hearing(s) and hearing procedures or any other pertinent information.
c. The right of a timely judicial process and decision.
d. The right to challenge the admissibility of evidence.
e. The right to appeal to the next higher authority.
f. The presumption of innocence until proven responsible by a majority of the evidence.
g. Notice of the maximum allowable penalty.
h. The right to a personal advisor.
i. The right to testify or remain silent.
j. The right to present witnesses and reasonable number of character statements.
k. A written decision specifying the violation, penalty assessed, and right of appeal.
l. The right to challenge the seating of any hearing administrator for good cause.
m. The right to have the case heard only on the misconduct specified in the written notice.

C. Rights of a Person Filing a Complaint

1. A person who has filed a complaint will have the following rights:
   a. The right to review the statements of the student who is the subject of the alleged violation;
   b. The right to present evidence supporting his or her version of the alleged violation;
   c. In cases of sexual assault, the right to know the outcome, including sanctions of the hearing.

III. Standards of Conduct (Academic)

In addition to the regulations of the Coastal community, we are also responsible for abiding by the laws of the greater federal, state and local communities of which we are also a part. Certain aspects of student life are addressed both by Coastal regulations as well as by the laws of these outside communities, and the University reserves the right to take disciplinary action in response to cases in which the behavior in question falls in both jurisdictions.

A. Prohibited Conduct

1. Plagiarism, cheating and all other forms of academic dishonesty
   a. Examples of plagiarism include but is not limited to the following:
      (i) Words, sentences, ideas, conclusions, examples and/or organization of an assignment are borrowed without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student’s paper).
      (ii) A student submits another person’s work in place of his/her own.
      (iii) A student allows someone else to revise, correct or edit an assignment without explicit permission of the instructor.
(iv) A student submits work without proper acknowledgment from commercial firms, Web sites, fraternity or sorority files or any other outside sources, whether purchased or not.
(v) A student allows another person to take all or any part of a course, including quizzes, tests, and final examinations.
(vi) A student submits any written assignments done with the assistance of another without the explicit permission of the instructor.
(vii) A student knowingly aids another student who is engaged in plagiarism.

b. Examples of cheating include but is not limited to the following:
   (i) A student uses unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination.
   (ii) A student knowingly aids another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office
3. Forgery, alteration or misuse of any University document or record
4. Disruption or obstruction of teaching, research, administration, academic discipline proceedings, or other activities when the behavior disrupts the environment and violates the standard of fair access to the academic experience

B. General Guidelines and Reporting Procedures for Academic Violations
1. Academic violations include, but are not limited to, all acts of academic dishonesty or other behaviors described in Section II-A (1-2) in this handbook.
2. Academic violations may be reported to the VPSA after the student-faculty conference and upon consultation with and approval of the department chair and dean.
3. Academic violations should be reported in writing within ten (10) business days to the instructor of the class, the department chair or college designee by:
   a. The student accused of committing the violation.
   b. Any student observing the violation.
   c. Any faculty or staff member observing the violation.
4. Reports of academic violations should include the following information:
   a. Name of the accused student.
   b. Specific Violation.
   c. Name(s) of witness(es).
5. Refer to Section III-C for Rights of a Person Filing a Complaint.
6. Anonymous written reports may alert a faculty member to an existing problem in the classroom, but these reports cannot serve to initiate disciplinary action.
7. In cases where reports are made to the department chair/dean, the department chair/dean will immediately inform the instructor(s) of the course(s) in which the alleged violation(s) took place so that the instructor can proceed with appropriate action. (See IV.B)
8. Subsequent actions, including written notification of the accused and hearings or appeals, should occur on a schedule dictated by the need for prompt action to resolve the issue while providing ample time to protect the rights and responsibilities of all parties. The faculty member will be a party to all subsequent hearings or appeals.
C. Disciplinary Procedures for Academic Violations

1. The accused student will be notified in writing by the faculty member of the violation and available evidence and a copy will be forwarded to the department chair (where no chair exists, to the associate or assistant dean, or college designee). The notification will include a request that the student appear at a student-faculty conference.

2. At the student-faculty conference, the student will be informed of the possible sanction(s) and the student will have an opportunity to respond to the charge(s).

3. The student-faculty conference should occur within the semester during which the violation occurred. If the violation occurs within the last two weeks of a semester or during a period between semesters, the conference must occur as early as practical the following semester.

4. In the case of a student who chooses to not respond to the notification, the student-faculty conference may proceed in the student’s absence.

5. Participants at a student-faculty conference will include the accused student and instructor, but can also include the student(s), faculty or staff member(s) who observed and reported the infraction.

D. Decisions and Appeal Process for Academic Violations

1. Refer to Section VI: Hearing Decisions and Notification for Violations and Section VII: Sanctions.

2. If a student believes he or she has been wrongly accused, the sanction(s) imposed are too harsh or that due process has been denied, the student may appeal the matter to the department chair or assistant or associate dean or college designee. The department chair or designee will then consult with the student and instructor and issue a written decision regarding the appeal.

3. The student may appeal the decision of the department chair to the college dean. The request for appeal must be in writing and state the reason(s) for believing the decision of the department chair or designee improper. The college dean will then issue a written decision regarding the appeal.

4. The decision of the college dean may be appealed to the Provost or designee. The request for appeal must be in writing and state the reason(s) for believing the decision of the college dean to be improper.

The Provost or designee will then issue a written decision regarding the appeal.

5. The decision of the Provost or designee is the final step in the process within the University. Only in extraordinary circumstances and at their discretion may the President and Board of Trustees choose respectively to review a decision.

6. Once resolved, case files will be maintained by the college dean’s office under which the violation occurred. A copy of the final written decision will be sent to the Office of the Provost.

IV. Standards of Conduct (Non-Academic)

A. General Guidelines for Non-Academic Violations
1. The Vice President for Student Affairs (VPSA) has primary responsibility and authority for the administration of student discipline for non-academic violations. Further delegation of this authority may be made by the VPSA to the Dean of Students, Director of Residence Life, and other staff members.

2. Anyone may initiate a complaint regarding a University student by submitting the following information to the Dean of Students:
   a. The name(s) of the accused.
   b. A clear, signed statement explaining the nature and circumstances of the complaint.
   c. The names, addresses, and telephone numbers of those filing the complaint.

3. Anonymous reports may alert an administrator to an existing problem, but these reports cannot serve to initiate disciplinary action.

4. Cases of alleged misconduct by any University student, on or off campus, are within jurisdiction of the campus judicial process.

5. Refer to Section III-C Rights of a Person Filing a Complaint.

B. Prohibited Conduct

1. Abuse of the Judicial System - The university prohibits any and all abuses of the judicial system. Abuse includes but is not limited to the following:
   a. failure to appear before a hearing body when proper notice is given
   b. falsification, distortion, or misrepresentation of information before a hearing officer, hearing body, or university official prior, during, or after a judicial proceeding
   c. disruption of or interference with the orderly conduct of a judicial proceeding
   d. attempting to discourage an individual from participation in or use of the judicial system
   e. attempting to influence the impartiality of a member of a judicial board, the charging party, a witness, or victim prior to, during the course of, or after a judicial proceeding
   f. influencing or attempting to influence another person to commit an abuse of the judicial system

2. Accessory to Prohibited Conduct - The University prohibits acting as an accessory to any conduct which is deemed a violation of university policy.

3. Alcohol
   a. The university prohibits the possession, sale, distribution, and consumption of alcohol on campus
   b. The university prohibits driving under the influence of alcohol.
   c. The university prohibits any behavior that is the direct result of consuming too much alcohol. Any student found to be visibly overcome by alcohol consumption will be found in violation of the alcohol policy.
   d. The university prohibits possession of any items that provide for the common distribution of alcoholic beverages on university property or in university facilities.

4. Assault - The University prohibits physical abuse, verbal abuse, threats, intimidation, harassment, coercion and other conduct which threatens or endangers the health or
safety of any person or any act which unreasonably interferes with, impedes or harasses other students in the pursuit of their education or way of life.

5. Disorderly Conduct - Conduct that disrupts the academic and social environment of the campus may be deemed disorderly. Examples include but are not limited to obscene conduct and/or indecent exposure, disruption of social and/or academic functions, excessive vulgarity, and the use of fighting words.

6. Drugs
   a. The university prohibits the illegal selling, manufacture, possession, delivery, and/or professionally unsupervised usage of all prescription drugs, hallucinogenic drugs, and controlled substances
   b. The university prohibits the sale, possession, and/or distribution of drug paraphernalia
   c. The university prohibits behavior that is a direct result of alcohol and/or other drug consumption. Any student found to be visibly overcome by the usage of drugs will be found in violation of this policy.

7. Failure to comply - It is a violation of University policy to not comply with the lawful directions of University officials or law enforcement officers acting in the performance of their duties, and the failure to identify oneself to these persons when requested to do so. In addition, failure to comply with the sanctions of judicial hearing officials or bodies violates university policy.

8. Fire Safety
   a. The university prohibits the attempt to set, the setting of, or the adding to unauthorized fires on University property.
   b. It is a violation of university policy to tamper with, damage, or misuse any fire protection equipment. In addition to University judicial action, the student may be subject to criminal prosecution.
   c. The university prohibits the possession and/or usage of any explosive devices, materials, or dangerous chemicals. This rule prohibits but is not limited to all types of fireworks.

9. Fraud - Coastal Carolina University strictly prohibits the alteration, falsification, or other misuse of a student’s documents or university documents, records, or forms of identification. Additionally, fraud may include but is not limited to the following: furnishing false information to the university, forgery, unauthorized alteration of any official documentation, or misuse of a University official’s signature.

10. Hazing - The university considers hazing to be any intentional action taken or situation created by a student or organization on or off university premises for the purpose of producing mental or physical discomfort, embarrassment, harassment or ridicule. Such activities and situations include but is not limited to paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities; wearing, publicly, apparel which is
conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities, late work sessions which interfere with scholastic activities and any other activities which are not consistent with policies of the institution. Coastal Carolina University prohibits such behavior.

11. Information Technology - The university prohibits unauthorized access to, or abuse of University network and computing systems, or any other violations of the University computer use policy.

12. Residence Life policies - See Residence Life Living Guide

13. Smoking - Smoking is banned inside all university facilities with the exception of designated residence hall rooms. Violations of this policy will lead to disciplinary action.

14. Theft - Coastal Carolina University prohibits the unauthorized taking, misappropriation, or possession of any property owned or maintained by the university or any person on campus or attending a university-related function. In addition, it is a violation of university policy to possess stolen personal or public property belonging to others outside the university community.

15. Unauthorized entry or usage - The university prohibits unauthorized entry into or usage of a University facility and/or property. This rule includes the failure or refusal to leave University grounds or a specific portion thereof or a university facility when requested by an authorized university official. Additionally, this policy applies to unauthorized possession, duplication or use of keys or access cards to any University premises.

16. Vandalism - The university prohibits the willful abuse or damage of university property or the property of other students, faculty, staff, and guests.

17. Weapons and/or Dangerous Instruments
   a. It is a violation of university policy to possess illegal or unauthorized firearms or other ammunition on university property whether operable or inoperable, loaded or unloaded.
   b. No student shall possess or use a dangerous instrument. Any instrument may be defined as dangerous if it is used, attempted or threatened to be used, or is readily capable of being used to cause physical injury.

18. Other - Violation of federal, state or local law on University premises, at University sponsored or University-supervised activities, or elsewhere, if such conduct adversely affects the University community is a violation of university policy.

C. Disciplinary Hearing Options
   1. Preliminary Investigation
a. The Dean of Students will investigate reports of alleged violations of the Code of Student Conduct or local, state, or federal law. After completing a preliminary investigation and finding evidence of an alleged violation, the student will be called to appear at a Judicial Conference or receive notice of their hearing with an administrator or the Campus Judicial Board.

2. Judicial Conference
   a. The hearing officer will conduct the Judicial Conference. The complainant may or may not be present.
   b. This conference will occur within two weeks or as soon as possible after the report or complaint is received. The hearing officer will inform the accused student of these facts:
      (i) The charge(s) against him or her.
      (ii) The disciplinary hearing options.
      (iii) Possible sanctions involved.
   c. At the Judicial Conference, one of the following courses of action will be followed:
      (i) Find no basis for the complaint and dismiss the allegation as unfounded.
      (ii) The hearing officer and the student agree on the facts of the case and the assigned sanctions. No further action is necessary.
      (iii) The hearing officer and the student do not agree on a resolution and the case is referred to a hearing with a Student Affairs administrator or the Campus Judicial Board.

3. Administrative Hearing
   a. The student may waive all or part of the written notice requirements listed below and proceed immediately with a hearing. All waivers will be executed in writing. The hearing officer will provide the accused:
      (i) A written notice of the charge(s) and an outline of rights. In the event that additional charges are brought, a further written notice must be forwarded to the student. These notices may be mailed or hand delivered.
      (ii) Review of all available information, documents, exhibits, and a list of witnesses that may testify against him/her.
      (iii) Choice not to appear at the hearings. In that case, the hearing will be conducted in the student’s absence.
      (iv) Assistance by a personal advisor. The personal advisor provides the student moral support and may or may not be a member of the University community. Upon request of a student, the personal advisor may:
         1. Advise the student concerning the preparation and presentation of the case. The advisor may not speak for the student, except in exceptional circumstances with the discretion of the hearing administrator.
         2. Accompany the student to all judicial proceedings.
         3. Have access to all materials relating to the case.
         4. In cases involving sexual offenses, the alleged victim may have (a) support person(s) present during the Administrative and/or Campus Judicial Board hearings. The support person(s) may not participate in any way in the hearings.
   a. Once resolved, case files will be maintained by the Office of the Dean of Students.
b. If the accused student pleads responsible to the charge(s) and accepts the sanction(s) offered, there may be no appeal and the action has ended.

c. If the accused student pleads responsible to the charge(s) but does not wish to accept the sanction(s) offered, he or she can request an appeal to the Campus Judicial Board. This review can result in an upholding of the sanction(s) or modification of the sanction(s).

4. Campus Judicial Board Hearing. Refer to Section VIII: Campus Judicial Board for the Campus Judicial Board hearing process.

C. Decisions and Appeal Process for Non-Academic Violations
   1. Refer to Section VI: Hearing Decisions and Notification for Violations and Section VII: Sanctions.
   2. If a student believes he or she has been wrongly accused, the sanction(s) imposed are too harsh or that due process has been denied, the student may appeal the matter to the VPSA. The request to appeal must be in writing and state the reason(s) for believing that the decision of the hearing officer was improper.
   3. If the VPSA served as the original hearing officer, the student may appeal to the Campus Judicial Board. The request for appeal must be in writing and state the reason(s) for believing the decisions to be improper.

VI. Hearing Decisions and Notification for Violations
   A. Finding of Not Guilty
      1. A finding of not guilty as a result of a decision by the VPSA or designee, Provost or designee, College Dean, Campus Judicial Board, University President, or Board of Trustees will result in a complete reversal of all sanctions or penalties previously imposed. A finding of not guilty by any of the appellate bodies may not be appealed further, and the action is ended. After a finding of not guilty, all record of the sanction(s) or penalty or penalties previously imposed will be removed from the student’s record.

   B. Finding of Guilty - Penalties and Sanctions
      1. Disciplinary sanctions may be imposed upon students guilty of violating the Code of Student Conduct. All sanctions may be imposed either singularly or in combination.
      2. The purpose of imposing sanctions is twofold: to protect the University community from behavior that is detrimental to the community and to assist students in identifying acceptable limits and consequences of future behavior that fall within the regulations of the University. From the date of suspension to the date of return, the student does not have access to the petition process. The Office of the Registrar will inform instructors of a W or WF assigned for non-academic reasons.
      3. Sanctions include, but are not limited to those listed within Section VII: Sanctions.

   C. Notification
      1. At the discretion of the VPSA, decisions of cases and sanctions may be shared with the student’s parents or guardian, the complainant and/or the academic dean or other appropriate University officials on a need-to-know basis. In cases involving sexual
assault and serious criminal acts, both the complainant and the accused will be notified of the outcome of the proceedings by the Vice President’s office.

2. Notifications and hearing decisions to the student will be in writing and mailed on a certified/return receipt requested basis and in some cases hand delivered.

**VII. Sanctions**

Sanctions issued for Code of Student Conduct violations include but are not limited to the following:

1. **Warning.** (This sanction is not entered as a matter of University record.)
2. **Fines.** Requirement that a student remit a specific amount of money as a consequence for his/her misbehavior. (Refer to the *Residence Life Living Guide* for a schedule of fines.)
3. **Restitution.** Order to make restitution issued when a student has engaged in conduct injurious to the property of another (individual, group, or the University) for which monetary damages may be determined. For example, this sanction may be assessed in cases of property damage, theft, fraud, deception, or misappropriation.
4. **Community Service.** Provide some type of community service to the University or community as a whole. The service should be relevant to the nature of the violation, should have some educational value and should not be unduly burdensome to other staff or students. This sanction may include, but is not limited to, accompanying staff on duty, researching and writing a paper on a relevant issue, providing assistance to a disabled student or completing a programming assignment.
5. **Reprimand.** An official rebuke for misconduct.
6. **Permanent Dismissal.** Involuntary separation of the student from the University without future readmission. The student must leave the campus and is not eligible to participate in classes or any University sponsored or University related activities.
7. **Suspension for a Period of Time.** Denial of enrollment, attendance, and other privileges at the University for a given period; may reapply for admission at the end of the period, with or without qualifications. When the sanction of suspension is imposed, the student must leave the campus immediately and may not participate in academic, extracurricular or other University activities except as may be authorized by the VPSA or designee.
8. **Disciplinary Probation.** A period of review and observation during which a student is under an official warning that his or her conduct, although not serious enough to warrant a form of suspension, was very inappropriate. Subsequent violations of University rules, regulations, or policies could result in a more severe sanction.
9. **Deferred Suspension.** A more severe sanction than disciplinary probation, given for a period of time, which indicates that the serious nature of the conduct violation would normally result in a student’s suspension from the University, but given extenuating circumstances, this suspension is not put into effect. Any serious violation of rules, regulations, or laws while under deferred suspension will result in suspension from the University.

In the event a student violates the conditions of a deferred suspension, the student will be notified to appear before the Campus Judicial Board to show cause why the student should not be suspended. The procedures for a regular hearing will not apply.

10. **Conditions**
Limitations upon a student’s behavior and/or department privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to, denial of the right to represent the University in any way, denial of the right to hold an office with a student organization, restriction of visitation privileges, required attendance at a workshop or participation in community service.

11. Imposed Grade of F. If a penalty grade of F is imposed in the course, the student will not be able to drop the course or petition a grade change.

12. Interim Suspension. Interim suspension is an action requiring that a student immediately leave the campus and University property. It may be imposed upon a student by the VPSA or designee when there is reasonable cause to believe, based on available facts, that the student poses a threat to self or others. This is done because the immediacy of the danger caused by the student’s presence on campus makes it impossible to follow the normal disciplinary procedures.

Any student who is suspended on an interim basis and returns to the campus and University property during the suspension will be subject to further disciplinary action and may be treated as a trespasser.

Permission to be on campus for a specific purpose (i.e., to take an exam, to consult with the VPSA, or to participate in the disciplinary procedures against him or her) may be granted in writing by the VPSA.

When a student is suspended on an interim basis, he or she is given notice of the reasons for the suspension, the duration and any special conditions that apply.

A student who is suspended on an interim basis will have their case heard by an administrator or by the Campus Judicial Board within ten (10) business days of the interim suspension.

VIII. Campus Judicial Board
   A. Members
      1. The Campus Judicial Board (CJB) will consist of five-elected faculty at large; three administrative staff or faculty members appointed by the University President; and six students. The chair of the CJB will be a faculty member, elected by members of the CJB. The student members must have completed a minimum of 60 semester hours, carry a minimum of 12 hours per semester for the duration of their service, and be appointed by the Student Government Association so that each academic college is represented.
      2. A sitting panel will be selected for each case of the available and eligible CJB members and consist of two students, three of the elected faculty members and one administrative appointee.
      3. The CJB chairperson will chair the hearing panel and only votes in case of a tie.
      4. The VPSA or designee may serve as an advisor to a sitting panel and share the discipline file of the accused.

   B. Term of Office of Members
1. Elected faculty members will serve two year staggered terms. Appointed members will serve a one year term. SGA student members will be appointed for a one year term.

2. When a campus judicial board member resigns, vacancies will be filled as follows: the Faculty Senate Executive Committee will appoint or elect faculty for elected faculty vacancies; the University President will make a new appointment for appointed vacancies; and the SGA President will make a new appointment for student representative vacancies.

C. Jurisdiction
1. The CJB will conduct hearings and appeals of students alleged to have committed violations of the Code of Student Conduct.

2. The CJB has jurisdiction over alleged violations committed by University students outside of the classroom, including by way of example, but not limited to: theft; assault; violations of alcohol/substance abuse policies and/or the Code of Student Conduct; and all matters arising under the Student Government Association Constitution as referred by the SGA or VPSA (SGA impeachment proceedings will be consistent with the SGA Constitution).

3. To accomplish fundamental fairness, the CJB may change or modify its rules and procedures to apply to particular facts, circumstances or cases before it.

D. Referrals
1. The VPSA may refer cases to the CJB.

2. A student may appeal the decision of an Administrative Hearing to the CJB.

E. Powers, Decisions and Effects of Noncompliance
1. The CJB has the authority to enforce its decisions and to impose sanctions.

2. In the event that a student called before the CJB fails to appear at his or her scheduled hearing, the board will not find guilt solely because the student did not participate in the hearing.

3. The failure of a student to comply with the decision of the CJB may result in additional penalties. The CJB will notify the Registrar and the college dean of noncompliance with any of its decisions.

4. The VPSA will monitor the compliance of CJB decisions.

F. Rights and Responsibilities of a Student Called Before the Campus Judicial Board
1. All University students have rights and responsibilities. For a complete list, refer to Section III A-B.

2. A student called before the CJB will also have the following rights:
   a. A written notice of charges and an outline of student rights and hearing options.
   b. All hearings will be closed to parties not directly involved with the case.
   c. A notice of the date, time, place and format of the hearing.

3. A student called before the CJB has the following responsibilities:
   a. Prompt response to all delivered correspondence is necessary to expedite judicial matters.
   b. If the student does not respond to the charge letter by the date requested, the student forfeits the above rights and the hearing will continue in his or her absence.
4. During the CJB hearing, a student charged with a violation is entitled or subject to:
   a. Advisory assistance. The advisor may be any individual of the student’s choice and may assist the student in all phases of the judicial process.
   b. Appear in person and to present witnesses and any information relevant to the case. Witnesses will be present only during the time they are testifying.
   c. Present signed written statements from person(s) who are unable to attend the hearing.
   d. Hear and question all witnesses, and have access to all relevant information and evidence.
   e. Challenge sitting panel members for cause. The removal of a panel member will be at the discretion of the chair of the panel.
   f. Refuse to answer any question(s) or to make a statement. However, the adjudicating agent will make its decision on the basis of information introduced at the hearing.
   g. Elect not to appear at the hearing. The hearing will be conducted in the student’s absence.
   h. Be judged guilty only upon a finding that, based upon the information introduced at the hearing, guilt is strongly indicated.

G. The Procedure of the Campus Judicial Board

1. Prior to the Hearing
   a. All members of the sitting panel will be notified by the chair of the case. Documents and details of the case will be available at the time of the hearing.
   b. The student who is subject to the alleged violation will receive written notification informing him or her of the specific charges against him or her, the time and place of the hearing, and notice of his or her rights.

2. General Information about the Hearing
   a. A CJB hearing must have quorum and must include at least one student.
   b. Members of the CJB may be removed or disqualify themselves from sitting on a particular case for reasons of conflict of interest and a substitute may be appointed by the chair of the sitting panel.
   c. The chairperson of the sitting panel will be responsible for conducting the hearing, ensuring that proper records are kept and informing the appropriate officials of the decision and sanctions imposed.
   d. Statements, evidence, or comments given during hearings will be held in confidence by members of the panel.
   e. All hearings will be conducted in an informal manner and technical rules of evidence will not apply.
   f. A record of all hearings will be made by the CJB by tape recording or by another method determined by the board. These recordings will constitute the official record of all such proceedings.
   g. During the hearing any mitigating circumstances may be introduced by either side to the panel.
   h. Proceedings of the CJB will take precedence over all non-academic activities and may, in extreme cases, need to take precedence over academic activities. Board members, students who are the subjects of a complaint, and all witnesses notified by
the board will appear at the times designated by the board and will be excused from other obligations to participate in board proceedings.

i. The chair will determine the appropriateness of questions and make decisions regarding procedural questions arising during the hearing.

3. Procedures of a Campus Judicial Board Hearing
   a. The chair will summarize the complaint and inform the student who is the subject of the complaint of the specific nature of the complaint or alleged infraction.
   b. The chair may call upon the VSPA or designee to present documentation of past violations and/or sanctions of the accused.
   c. The student who is the subject of the complaint may be present throughout the hearing and may consult with his or her advisor during testimony.
   d. The CJB may hear and question each witness separately.
   e. The CJB may call any witnesses whose testimony bears on the case.
   f. The CJB insists on honest and forthright responses to its questions, and may issue sanctions, including suspension or dismissal, for any witness who is not truthful or who intentionally misleads the board. All students who testify before the board will be expected to sign a statement attesting to the truthfulness of their testimony.
   g. The student who is the subject of the complaint may ask the CJB chair to direct certain questions to a witness. Only the members of the CJB sitting panel may question a witness.

4. Post-Hearing
   a. Only sitting panel members may be present and participate in the deliberations.
   b. The CJB chair will inform the VPSA of all of the decisions of the board.
   c. The VPSA will be responsible for notifying the student of the CJB decision in writing, ensure that proper record entries are made and that appropriate action on the penalty is taken. After complaints of sexual assault offenses, the VPSA will be responsible for notifying the victim and/or complainant of the decision in writing, ensure that proper record entries are made, and that appropriate action on the penalty is taken.
   d. CJB case files will be maintained by the Dean of Students.

5. Decisions and Appeals
   a. Refer to Section VI: Hearing Decisions and Notification for Violations and Section VII: Sanctions.
   b. If the student is found guilty or if the student believes the imposed sanctions are unjust, the student may appeal the CJB decision in writing to the VPSA, whose decision is the final step in the process within the University. Only in extraordinary circumstances and at their discretion may the President and Board of Trustees choose respectively to review a decision and may not entitle a student to the full rehearing of the case.
   c. A student who has violated or who has been charged with a violation of any non-academic regulation of the University may not be permitted to withdraw from the University without the permission of the chair of the CJB. A notation of the circumstances under which the accused student was permitted to withdraw will be entered in the minutes of the board. The withdrawal of a student with or without such approval will not deprive the board of the power to hear charges against him or
her and in the event he or she is found guilty, the board may restrict his or her readmission on such terms or under such circumstances as it may prescribe.

Questions or concerns regarding this Code of Student Conduct should be referred to the Vice President for Student Affairs, Singleton Building room 104 or the Dean of Students, 201 Student Center.

**Judicial Process**

**Academic Violations**
JUDICIAL PROCESS
NON-ACADEMIC VIOLATIONS

Complaint

Preliminary Investigation

Judicial Conference

Student Affairs Administrative Hearing

Decision

Appeal to Campus Judicial Board

Campus Judicial Board

Decision
Dan Ennis, Chair of Academic Affairs presents the following from Spadoni College of Education for Senate information only. NO SENATE ACTION REQUIRED.

Spadoni College of Education

Request for Minor Change in Course Prefixes, Numbers, and Course Titles*
Undergraduate

The following do not constitute program/course requirement or content changes, but rather address attaining consistency in Program prefix designations, course numbers, and (*)minor changes in course titles that do not affect course descriptions in order to align with our accreditation requirements.

<table>
<thead>
<tr>
<th>Program</th>
<th>Current course prefix and number</th>
<th>New course prefix and number</th>
<th>Current course title (if blank - no change)</th>
<th>New course title (if blank – no change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT -“A”</td>
<td>EDUC 375 EDSC 475</td>
<td>Learners and the Learning Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 415 EDSC 415</td>
<td>Teaching in Diverse Classroom Settings</td>
<td>Teaching Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>EDUC 115 EDUC 115</td>
<td>Introduction to Early Childhood Education</td>
<td>Introduction to Teaching in Early Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 378 EDEC 300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 340 EDEC 340</td>
<td>Early Childhood Field Experience I</td>
<td>Early Childhood Field Experience -Pre-K</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 379 EDEC 379</td>
<td>Early Childhood Field Experience II</td>
<td>Early Childhood Field Experience -Kindergarten</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 423 EDEC 423</td>
<td>Early Childhood Field Experience III</td>
<td>Early Childhood Field Experience - Grades 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 332 EDEC 332</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 337 EDEC 314</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 338 EDEC 338</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 339 EDEC 339</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 376 EDEC 376</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 377 EDEC 377</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 420 EDEC 420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 421 EDEC 421</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 422 EDEC 422</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 466 EDEC 466</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>EDUC 110 EDUC 110</td>
<td>Careers in Education</td>
<td>Introduction to Teaching in Elementary Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 314 EDEL 314</td>
<td>Emergent Literacy</td>
<td>Language and Emergent Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 341 EDEL 341</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 343 EDEL 343</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 381 EDEL 381</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 386 EDEL 386</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 388 EDEL 388</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 414 EDEL 414</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 471 EDEL 471</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 472</td>
<td>EDEL 472</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 467</td>
<td>EDEL 467</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Middle Grades**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 441B</td>
<td>EDMG 441</td>
</tr>
<tr>
<td>EDUC 445</td>
<td>EDMG 445</td>
</tr>
<tr>
<td>EDUC 517</td>
<td>EDMG 417</td>
</tr>
<tr>
<td>EDUC 489</td>
<td>EDMG 489</td>
</tr>
<tr>
<td>EDUC 490</td>
<td>EDMG 490</td>
</tr>
<tr>
<td>EDUC 491</td>
<td>EDMG 491</td>
</tr>
<tr>
<td>EDUC 492</td>
<td>EDMG 492</td>
</tr>
<tr>
<td>EDUC 468</td>
<td>EDMG 468</td>
</tr>
</tbody>
</table>

**Special Education - LD**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 116</td>
<td>EDUC 116</td>
</tr>
<tr>
<td>EDLD 380</td>
<td>EDLD 381</td>
</tr>
<tr>
<td>EDLD 388</td>
<td>EDLD 388</td>
</tr>
<tr>
<td>EDLD 440</td>
<td>EDLD 440</td>
</tr>
</tbody>
</table>

**Introduction to Learning Disabilities**

**Introduction to Teaching in Special Education**

**Models of Planning and Management for Collaborative Practice**

**Collaborative Practice and Communication for Special Education**

**Methods for Students with Language and Social Learning Disabilities**

**Methods for Students with Language Learning Disabilities**

**Planning the Curriculum and Learning, K-12 Learning Disabilities**

**Managing the Learning Environment and Behavior**

**Physical Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 410</td>
<td>PHED 410</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>PHED 411</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>PHED 412</td>
</tr>
<tr>
<td>EDUC 479</td>
<td>PHED 479</td>
</tr>
</tbody>
</table>

---

Dan Ennis, Chair of Academic Affairs presents the following for Senate consideration/approval.

**College of Natural and Applied Sciences**

1. It is requested and approved by the Core Curriculum Committee, that logic courses Philosophy 110 and Philosophy 321 be added to the Mathematics/Statistics options satisfying the core.

Mathematics/Statistics (6-8 credits) Choose any two courses in mathematics, statistics (Statistics 201/201L, Psychology 225, Business Administration 291), or logic (Philosophy 110, Philosophy 321), subject to the following restrictions. All students should consult their major program as many majors require a specific sequence of course. Restrictions: (1) Students who take Math 130, Math 131, Math 135, Math 201 or any math class above 160 cannot take Math 101 to satisfy the core. (2) Students cannot take 2 of the following statistics courses to satisfy the core: Statistics 201/201L, Psychology 225, Business Administration 291. (3) Students cannot take both Philosophy 110 and Philosophy 321 to satisfy the core. (4) Students who take Philosophy 110 or Philosophy 321 cannot take Math 101 or Math 174 to satisfy the core.

Justification: The committee felt that the analytical skills required for these courses met the spirit of the core, and in conjunction with a Math course, would meet the Core Goals that students should demonstrate “An Ability to Reason Analytically and Abstractly,” and have a “Knowledge of Mathematical Concept.”
2. Changes in an undergraduate course: CSCI 140, Introduction to Algorithmic Design I. Proposed Catalog description to read: An introduction to problem solving and algorithmic design methodology using a modern object-oriented high-level programming language, topics include: problem solving techniques, high-level structures, subprograms and modularity, simple, aggregate and user-defined data types, and fundamental algorithms. Program clarity, good coding style and effective documentation are stressed. Three lecture hours per week. F, S, Su. Justification: With the ever present panoramic changes to the landscape of programming languages in computer science, the new course description emphasizes the most important aspect of the course, algorithmic design, and not one particular programming language.

3. Changes in an undergraduate course: CSCI 150, Introduction to Algorithmic Design II. Proposed Catalog description to read: A continuation of Computer Science 140, topics include algorithmic design; complexity analysis; abstract data types and encapsulation; basic data structures and their applications, including stack, queues, linked lists, binary trees, and hash tables; sorting and searching; high-level programming topics include dynamic memory allocation, classes, objects, inheritance, and recursion. Three lecture hours per week. F, S. Justification: With the ever present panoramic changes to the landscape of programming languages in computer science, the new course description emphasizes the most important aspect of the course, algorithmic design, and not one particular programming language.

4. Changes in an undergraduate degree: Computer Science, BS. Proposed Catalog description to read: Computer Science Major. A maximum of 66 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Computer Science. Students must earn a grade of C in each course taken that is applied toward the Foundation and Major Requirements. Once course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year. Justification: Requiring a grade of C or higher in all course applied toward the Foundation and Major Requirements even those taught outside of Department strengthens the Major in Computer Science.

5. Changes in an undergraduate minor: Computer Science Minor. Proposed Catalog description to read: Computer Science Minor. Students must earn a grade of C in each course taken that is applied toward the Minor Requirements. Justification: Requiring a grade of C or higher in all courses applied toward the Minor Requirements even those taught outside of Department strengthens the Minor in Computer Science.

6. Changes in an undergraduate program (emphasis): Computer Science. Change in required courses from Computer Science 208, 209 (choose one) to Computer Science 207, 208 (choose one). Justification: Roles of the Programming Languages Java and C++ have been reversed. CSCI 140 and CSCI 150, Algorithm Development I and II are taught using Java instead of C++. Consequently, in the Major Requirements section the requirement for an advanced introduction to a second language will be changed from a choice of Visual Basic or Java to Visual Basic or C++.

7. Changes in an undergraduate program (emphasis): Computer Science. Change in required courses from Computer Science 208, 209 (choose one) to Computer Science 207, 208 (choose one). Justification: Roles of the Programming Language’s Java and C++ have been reversed. CSCI 140 and CSCI 150, Algorithm Development I and II are taught using Java instead of C++. Consequently, in the Major Requirements section the requirement for an advanced introduction to a second language will be changed from a choice of Visual Basic or Java to Visual Basic or C++.

8. Changes in an undergraduate degree: Computer Science – Theoretical Option. Change in Other to read: In the Major Requirements change Computer Science 380, 390, or Mathematics 474 (choose one) to
Computer Science 380, 390, 460 (choose one), Proposed Catalog description to read: Computer Science 380, 390, 460 (choose one). **Justification:** The ABET accreditation team recommended strengthening the theoretical component of the Theoretical Option by requiring students take Computer Science 380 or 390. By adding Computer Science 460, Algorithms in Bioinformatics, as a selection to this option, the computer science theoretical component is enhanced with a rigorous course in algorithmic design in a very important area of research and interest for the 21st century.

9. **Changes for an undergraduate program:** Gerontology Certificate Program. Proposed change in number of credits from 21 to 22, required courses from 7 to 8, and other that reads: We would like to change the requirements for the Gerontology Certificate Program FROM – Students must complete the following six courses (18 credits) and internship (3 credits): Psychology of Aging (Psychology 423), Gerontology (Psychology 425), Sociology of Aging (Sociology 455), Aging and Social Policy (Sociology 457), Biology of Aging (Biology 470), Economics of Aging (Economics 472), and Gerontology Internship (Psychology 495) TO Students must complete the following 5 courses (13 credits) and internship (3 credits): Career and Professional Development in Gerontology (Sociology 298 – 1 credit), Gerontology (Psychology 425), Psychology of Aging (Psychology 423), Sociology of Aging (Sociology 455), Biology of Aging (Biology 470), and the Gerontology Internship (Psychology 495 or Sociology 495) and must choose 2 courses (6 credits) from the following: Sociology of Death and Dying (Sociology 454), Aging and Social Policy (Sociology 457), or Economics of Aging (Economics 472). Other courses may be substituted with permission of the Gerontology Certificate Program Director. **Justification:** The Sociology of Death and Dying course covers content that is relevant to individuals working with the aging population. Moreover, we recognize other academic fields offer courses that may fit with students’ gerontological interests and would like the flexibility to include those when appropriate. Additionally, we are adding a 1 credit course – Career and Professional Development in Gerontology (SOC 298) – to help students pursue careers in the field of gerontology. This course introduces students to areas of specialization in gerontology and career opportunities within the discipline and related disciplines. This course explores the variety of resources available on the Internet and in the University Career Resources Services office that assists students to find a job or enter graduate school after graduation.

10. **Request for a change in an undergraduate course:** MATH 220, Proofs and Problem Solving.

   a. Describe how the writing intensive criteria are satisfied. Math 220, Proofs and Problem Solving, satisfies the writing intensive criteria because the students are asked to write clear, concise, accurate mathematical proofs on a regular basis. This course is a transition course to upper level mathematics where the emphasis is on theory rather than computation. In that regard students are groomed in the art of writing mathematical proof. The only way for them to master the skills that will be required in upper division courses is for them to write proofs for themselves. The writing assignments will be mainly in the form of homework assignments. Additionally, each exam is itself an exploration in writing. Any work done in this course is based on a foundation of the most technical of writing. Between the graded homework assignments and the exams, a student can be expected to write more than (the equivalent of) twenty double spaced pages.

   Many times, students feel that they know something (like the sum of two even numbers is an even number) but in Math 220 this is not sufficient. The student must write a clear, concise, mathematically correct proof of the statement. Thus, the lectures in Math 220 emphasize writing technique. We impart the logical ideas of proofs and the method of writing sentences using mathematical symbols. A mathematical proof has a sentence structure.

   There are a myriad of proof techniques and elementary topics for the students to practice with. These items furnish the student with a plethora of writing opportunities.
b. Describe the writing assignments that will be required. How many writing assignments do you expect to assign? How many total pages do you expect to require?

The writing assignments comprise writing detailed proofs of mathematical statements. Proofs contain both words and mathematical symbols which read as words. Thus, proofs read like regular English in the sense that they are sentence based and each sentence must contain proper punctuation and grammar. Inherent in the writing is logical cohesion and clear, accurate expression. The main goal of Math 220 is to develop the students’ ability to clearly express mathematical ideas in writing. In other words the course is designed primarily to teach the art of written mathematical communication and secondarily to introduce them to new concepts.

During the course of a semester, a student can be expected to turn in roughly 3 short (1/2 page) writing assignments per week. Slightly less during exam weeks. These assignments will be corrected by the instructor and returned to the student. The instructor is responsible for correcting both mathematical errors and also errors in presentation, grammar and the use of appropriate symbols. In addition to homework assignments, each exam tests the students writing ability as well as mathematical knowledge and insight.

The total amount of corrected and returned writing assignments would reach at least the equivalent of 20 double spaced pages by semesters end. This includes both regularly assigned homework and periodic exams (at least 3).

11. Change(s) proposed for an undergraduate degree program. Psychology BA & BS. Proposed change in other: Currently psychology majors are required to complete EITHER History 101 and 102, OR 201 and 202 (in sequence). We would like to change that requirement so that students can take any 2 of the 4 courses. This is consistent with the current core. Justification: At this time the core curriculum was implemented we decided that our students should complete consecutive courses in either American history or world history for an “in depth” experience, rather than opting for any 2 of the 4 courses. We have changed our thoughts about this issue.

12. Change(s) proposed for an undergraduate degree program. Psychology BS. Proposed change in other: Deleting the following words from the catalog for BS majors in psychology: “Computer Science 105 is not recommended for B.S. students.” Justification: Previously our faculty felt that BS students required a more challenging course to satisfy the core requirement than CSCI 105. Due to changes in that course over the years and changing computer technology we are quite comfortable with our majors fulfilling the computer science requirement with that course or any other computer science course.

13. Change(s) proposed for an undergraduate degree program. Psychology BA. Proposed change in other: BA majors in psychology are currently required to complete 6 credits in the humanities as foundation courses. This includes courses in addition to those in the core. We would like to expand on courses included in this area. Proposed Catalog description: English, Music, Art History, Theater (140 recommended), Foreign Language, History, Philosophy, Journalism, Religion, Anthropology, Women’s Studies (skills classes may not be taken to satisfy this requirement). Justification: To expand options for students in course selection.

14. Change(s) proposed for an undergraduate degree program. Psychology BA and BS. Proposed change in other: Currently psychology majors are required to complete 6 hours of upper level psychology electives to complete the degree. Previously we allowed students to include in these hours independent studies, internships, and directed research hours. We wish to exclude these courses as options for students in this area. Proposed Catalog description: Students will select two additional psychology
courses (6 credits). These courses may not include PSYC 399, 490, 495, 498, 499. **Justification:** We believe that the 2 psychology elective courses students complete should be traditional content courses to broaden their knowledge of the discipline.

15. **Deletion of an undergraduate course:** PSYC 424, Psychology of the Mentally Retarded. **Justification:** The course is outdated.

16. **Deletion of an undergraduate course:** PSYC 485, Advanced General Psychology. **Justification:** This course was developed several decades ago when our course offerings were much fewer than they are today. All of the topics listed in the course description are now covered in other courses. This class adds nothing to our curriculum and is outdated.

17. **Request for change in an undergraduate course:** PSYC 299, Career and Professional Development. Change in prerequisite(s) to none, change in course description to read: This course introduces interested students to areas of specialization in psychology and career opportunities within the discipline and related disciplines. Students will explore a variety of resources, including the Internet and Career Services, in order to assist students to find jobs, enter graduate programs, or pursue licensure/certification, etc., after graduation. Pass/Fail grading only. **Justification:** For course description: Clean-up language. For prerequisite change: We believe that students should enroll in this class for freshmen in order to make informed decisions about majoring in psychology. In addition, students who are not psychology majors may wish to enroll in this class as they explore options for a major.

18. **Request for change in an undergraduate course:** PSYC 299, Career and Professional Development. Change in Title of course to: School Psychology and Exception Children, change in course description to read: This course describes exceptional children within educational settings. Topics will include giftedness, learning disabilities, mental disabilities, emotion/behavioral problems, and sensory/motor impairments. The characteristics, etiology, assessment and treatment of children within these categories will be examined. **Justification:** Our intent is to update the course description and change the title to reflect a new emphasis for the course.

19. **Proposal for a new undergraduate course:** PSYC 465, Psychology and the Law, (3), (Prereq. PSYC 101 or permission of the instructor) Proposed Catalog description to read: This course is designed to examine the multiple and ever-expanding roles that psychology plays in the legal/criminal justice system. Topics include legal procedural issues, pretrial publicity issues, jury selection, eyewitness identification and testimony, lineup procedures, presentation of scientific evidence, expert witnesses, jury decision making, death penalty, and insanity pleas. **Justification:** Psychologists have been participating in the legal/criminal justice system increasingly over the last twenty years. A substantial body of empirical and theoretical behavioral science research has accumulated on the relationship between psychology and the law. Numerous graduate programs in forensic/criminal psychology have been established throughout the United States and other countries. Variations of this course have been offered in the department several times and enrollment has always been very good.

20. **Proposal for a new undergraduate course:** Industrial/Organizational Psychology, PSYC 470 (3), (Prereq. PSYC 101 or permission of instructor) Proposed Catalog description to read: This course provides an introduction to the area of industrial/organizational (I/O) psychology and how psychological research is applied to behavior in the workplace. Topics include recruitment and selection of employees, the effects of job satisfaction and job commitment on performance, antecedents and consequences of work-related stress, and motivation and leadership. **Justification:** This course was previously part of our curriculum, but since we did not offer it for many years the course was deleted from the Catalog. It was deleted when CCU as part of the USC system, and thus in order to “reactivate” the course it must be submitted as a new course proposal. I/O psychology is a popular and important
area that has application to human behavior in the workplace. Many of our students are interested in this area of psychology and should have the opportunity to complete a course in this field.

21. **Request for change in an undergraduate course**: PSYC 495, Gerontology Internship. Proposed Catalog description to read: The internship provides experience with both well and frail older persons and requires a minimum of 104 hours with an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the chair of the Department of Psychology and Sociology. **Justification**: Clean-up language.

22. **Proposal for a new undergraduate course**: SOC 298, Careers and Professional Development in Gerontology. (1). Proposed Catalog description to read: This course introduces students to areas of specialization in gerontology and career opportunities within the discipline and related disciplines. This course explores the variety of resources available on the Internet and in the University Career Resources Services office in order to assist students to find jobs or enter graduate schools after graduation. **Justification**: This course will assist students with career planning within the field of gerontology and assist them in exploring career and graduate education opportunities.

23. **Proposal for a new undergraduate course**: SOC 495, Gerontology Internship (3) (Prereq: Psychology 423 and three additional gerontology courses). Proposed Catalog description to read: The internship provides experience working with both well and frail older persons and requires a minimum of 104 hours with an approved agency. The internship is supervised by the program director and an on-site professional with a specialized terminal degree and/or significant demonstrated experience. Contracts outlining practicum requirements must be written and approved by the host agency, the director of the gerontology program, and the chair of the Department of Psychology and Sociology. **Justification**: This course exists as Psychology 495. We would like to cross-list it as a sociology course, as the director of the Gerontology Certificate Program is faculty in the Sociology Department.

**Spadoni College of Education**

24. **Proposal for new undergraduate course**: EDUC 276, Early Childhood Foundations (3) (Prereq: EDUC 115). Course is required for a major. Proposed Catalog description to read: An overview of the historical, philosophical, legal and practical aspects of early childhood education. **Justification**: Needed to meet accreditation, and to better prepare students for required state tests.

25. **Proposal for new undergraduate course**: EDUC 325, Guiding Young Children’s Behavior and Classroom Management (3) (Prereq: EDUC 332, 337, 338, 339, 340) (Co-req: EDUC 300, 376, 377, 3778, 379). Course is required for a major. Proposed Catalog description to read: Study of appropriate, effective principles and techniques for guiding behavior and managing early childhood classrooms. **Justification**: Needed to meet accreditation requirements, and to better prepare students for state licensure tests.

26. **Proposed changes for an undergraduate degree program**: Early Childhood. Proposed changes in Prerequisites from HLED 331 TO none, deletion of courses from program: 6 hours elective and proposed change in other to ADD EDUC 276, EDUC 325. **Justification**: The additional education courses are needed for accreditation requirements and to better prepare our students for state licensure tests.

27. **Request for change in an undergraduate course**: EDUC 336, Introduction to Human Growth and Development. Proposed change in prerequisites from EDUC 335 to none, Co-requisite from EDUC 335
to none, and Proposed Catalog description to read: (Writing Intensive) An investigation of various patterns of intellectual, social, emotional, and physical growth of learners from prenatal through adult periods with a focus on developmental applications in educational settings. **Justification:** This course serves several of the majors within the College of Education. Because some of these programs require the sequencing of this course to be earlier than others (in particular, the Special Education major) the course prerequisite must be removed to facilitate their use of the courses.

28. **Request for changes in an undergraduate course:** EDUC 110, from Careers in Education to Introduction to Teaching in Elementary Education. Proposed Catalog description to read: This course is designed to acquaint students with the role of the teacher and the nature of the teaching profession and to assist students in their personal and professional development as Elementary teachers. Topics addressed include an overview of program requirements for Spadoni College of Education majors and the teaching profession: curriculum, instruction, environment, students, resources, trends and pressures facing Elementary educators today. Included are observations and activities in various field placement. **Justification:** None listed.

29. **Request for changes in an undergraduate course:** EDUC 375, Learners and the Learning Process. Proposed changes in prerequisites from 225 to none, Co-requisites from 375C to none, number of credits from 4 to 3, course title from Learners in the Learning Process TO Adolescence and the Learning Process, course number from EDUC 375 to EDSC 475, and Proposed Catalog description to read: An investigation of human growth and development (intellectual, social, emotional and physical) and principles of learning as related to classroom environments. Learning theories and various learner needs are explored as they relate to effective classroom instruction. **Justification:** Accrediting needs.

30. **Request for changes in an undergraduate course:** EDUC 375, Learners and the Learning Process. Proposed change in prerequisites from 225C to none, number of credits from 4 to 3, course title from Learners and the Learning Process to Adolescence and the Learning Process, course number from EDUC 375 to EDSC 475, and Proposed Catalog description to read: An investigation of human growth and development (intellectual, social, emotional and physical) and principles of learning as related to classroom environments. Learning theories and various learner needs are explored as they relate to effective classroom instruction. **Justification:** Accrediting needs.

31. **Request for changes in an undergraduate course:** EDUC 415, Teaching in Diverse Classroom Settings. Proposed changes in Prerequisites from 375 to none, co-requisites from 415C to none, number of credits from 4 to 3, course title from Teaching in Diverse Classroom Settings TO Teaching Diverse Learners, course number from EDUC 415 to EDSC 415, and Proposed Catalog description to read: Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture. **Justification:** Accrediting needs.

32. **Request for changes in an undergraduate course:** EDUC 415, Teaching in Diverse Classroom Settings. Proposed changes in Prerequisites from 375 to none, co-requisites from 415C to none, number of credits from 4 to 3, course title from Teaching in Diverse Classroom Settings TO Teaching Diverse Learners, course number from EDUC 415 TO EDSC 415, and Proposed Catalog description to read: Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture. **Justification:** Accrediting needs.

33. **Request for change in an undergraduate course:** EDUC 415, Teaching in Diverse Classroom Settings. Proposed changes in prerequisites from 375C to none, number of credits from 4 to 3, course title from Teaching in Diverse Classroom Settings TO Teaching Diverse Learners, course number EDUC 415 to
EDSC 415, and Proposed Catalog description to read: Study of classrooms today as diverse learning environments. Needs and effective teaching strategies as related to diverse learners are explored. Special attention is given to the interdependence of schooling and culture. **Justification:** Accrediting needs.

34. **Request for deletion of an undergraduate course:** EDUC 225/425, Managing the Classroom. **Justification:** This course is no longer being offered at the undergraduate level.

35. **Request for deletion of an undergraduate course:** EDUC 225C/425C, Clinical Experience in Managing the Classroom. **Justification:** This course is no longer being offered at the undergraduate level.

36. **Request for deletion of an undergraduate course:** EDUC 375C, Clinical Experience in Learners and the Learning Process. **Justification:** Clinical Experience no longer required in EDUC 375.

37. **Request for deletion of an undergraduate course:** EDUC 415C, Clinical Experience in Teaching in Diverse Classroom Settings. **Justification:** Clinical Experience no longer required in EDUC 415.

38. **Request for a new undergraduate course:** EDUC 117, Introduction to Teaching Middle Grades (3). Course is required for a major. Proposed Catalog description to read: This course is designed to acquaint students with the role of the teacher and the nature of the teaching profession and to assist students in their personal and professional development as Middle Grades teachers. Topics addressed include an overview of program requirements for Spadoni College of Education majors and the teaching profession: curriculum, instruction, environment, students, resources, trends and pressures facing Middle Level educators today. Included are observations and activities in Middle School field placements. **Justification:** Recent changes in the Education profession mandate that Middle Grades Education majors’ training shall focus on grades 5-8. The currently required course (EDUC 110) is no longer suitable to meet the increasingly specialized needs of the Middle Level teacher.

39. **Request for a new undergraduate course:** EDMG 325, Classroom Organization and Management in Middle Grades (3) (Prereq: Admission to the Professional Program in Teacher Education). Course is required for major. Proposed Catalog description to read: Study of effective principles and techniques of management in middle level classrooms today. Attention is given to strategies and theories of management of students as well as classroom organization to facilitate developmentally appropriate practices in the areas of motivation and management of middle level students. A clinical field placement accompanies this course. **Justification:** Accreditation agency (NMSA/NCATE) requires that this content area be covered in depth.

40. **Request for a new undergraduate course:** EDMG 334, Adolescent Growth and Development (3) (Co-require EDC 335). Course is required for a major. Proposed Catalog description to read: (Writing Intensive) An investigation of the various patterns and theories related to intellectual, social, emotional, and physical growth and development of preadolescent and adolescent learners with a focus on developmental applications in education settings. **Justification:** This course will meet an accreditation requirement imposed by the National Middle School Association in cooperation with the National Council for the Accreditation of Teacher Education that middle level teacher education programs specifically require focused study of preadolescent and adolescent development.

41. **Request for changes in an undergraduate degree program:** Middle Level Education, BA EDMG. Requested change in other: Add extant courses to the required program of study. MATH 161, MATH 210, MATH 330, BIOL 122, BIOL 122L. **Justification:** These courses provide content that is more reflective of the requisite content for Middle Level teachers. The courses have been cooperatively identified by the Spadoni College of Education and the Math and Biology departments.
42. **Request for change in an undergraduate degree program**: Middle Grades Education, BA EDMG. Requested change in other: Change Science requirement from SCIE 101 and Lab and any Science Core to SCIE 101 and Lab and either BIOL 101 and Lab or BIOL 121 and Lab (for those seeking Middle Grades certification in Science). **Justification**: Upon recommendation from the College of Natural and Applies Sciences to better prepare Middle Grades candidates to pass the necessary content exams for certification.

43. **Request for change in an undergraduate degree program**: Middle Level Education, BA EDMG. Request to delete courses from the program: Course numbers CSCI 105, MATH 3XX, MATH 331, CHEM 101, CHEM 101L, ASTR 111, ASTR 111L. **Justification**: Following an analysis of the content mastery requirements for Middle Level teachers (considering especially South Carolina certification requirements and the federal No Child Left Behind Act), and pursuant discussions with departments across campus upon whom we rely for delivery of content, these courses are to be dropped from the program and replaced by courses that better cover the requisite content.

44. **Request for change in an undergraduate degree program**: Middle Grades Education, BA EDMG. Request to delete courses from program: Course numbers EDUC 110. **Justification**: EDUC 110 is required for the Elementary Education major, but in the Middle Grades curriculum, it has been replaced by EDMG 117 which is an introductory course specifically addressing middle grades teaching.

45. **Request for change in an undergraduate degree program**: Middle Grades Education BA EDMG. Request in other: Drop PHIL as a program requirement. This will allow Middle Grades Education majors the full range of Humanities options as listed for the core curriculum. **Justification**: The accreditation requirements for Middle Grades Education do not require Philosophy. This change is to broaden the options for the Middle Grades candidates with regard to the Humanities core offerings.

46. **Request for a new undergraduate course**: EDLD 390, Characteristics of Specific Learning Disabilities (3) (Prereq: Admission to the Professional Program in Teacher Education, EDUC 380) (Coreq: EDLD 381, EDLD 388, and EDLD 459). Course is required for a major. Proposed Catalog description to read: Study of current definitions of individuals with specific learning disabilities, etiology, identification criteria and characteristics, labeling issues, and incidence and prevalence; content also includes the evolution of the term learning disabilities, the psychological, medical, social and emotional, and behavioral characteristics, and the historical foundations and classic studies that undergird the field. Field experiences in schools are required. **Justification**: Needed to meet accreditation requirements and standards, and state licensing requirements.

47. **Request for a new undergraduate course**: EDLD 400, Educational Assessment of Exceptional Learners (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDLD 479, EDLD 422, EDLD 430, and EDLD 477). Course is required for a major. Proposed Catalog description to read: This course provides students with knowledge and experiential learning activities in psycho-educational assessment procedures used in special education with an emphasis on writing reports and developing individualized Education Programs for exceptional learners. **Justification**: Needed to meet the content emphasis and requirements of the Special Education specialty area standards for accreditation and state licensing requirements.

48. **Request for a new undergraduate course**: EDLD 420, Elementary Curriculum and Methods for Teaching Students with Learning Disabilities (3) (Prereq: Admission to Professional Program in Teacher Education, EDLD 459) (Coreq: EDLD 417, EDLD 440, EDLD 469). Course is required for a major. Proposed Catalog description to read: This course provides knowledge and skills to teach elementary grade students with specific learning disabilities (SLD). Course applies research on teacher
effectiveness, instructional approaches, and curriculum design with emphasis on instructional planning; curriculum and instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Field experiences required. **Justification**: Needed to better address content emphasis and requirements of the Special Education specialty area standards for accreditation and state licensing requirements.

49. **Request for a new undergraduate course**: EDLD 430, Secondary Curriculum and Methods for Disabilities (3) (Prereq: Admission to the Professional Program in Teacher Education) (Coreq: EDLD 400, EDLD 422, EDLD 477, EDLD 479) Course is required for a major. Proposed Catalog description to read: This course applies research on teacher effectiveness, teacher accountability and instructional approaches at the secondary level. Cognitive strategies in self-regulation, study skills, attention, memory, and motivation; peer-mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. Field experiences required. **Justification**: Needed to better address content emphasis and requirements of the Special Education specialty area standards for accreditation and state licensing requirements which span Grades PreK-12.

50. **Request for a new undergraduate course**: EDLD 459, Learning Disabilities: Field Experience (3) (Prereq: Admission to Professional Program in Teacher Education) (Coreq: EDLD 381, EDLD 388, EDLD 390) Course is required for a major. Proposed Catalog description to read: Supervised field experience with children or youth with specific learning disabilities at the elementary and middle or high school levels. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models for service delivery, professional and ethical practice, and collaboration skills. Students apply knowledge and skills from coursework in characteristics of learning disabilities, collaborative practice and communication, and teaching methods for language learning disabilities. **Justification**: To better meet accreditation requirements and standards of NCATE and CEC; reflects national reports that call for more public school classroom experience before assuming full time teaching positions.

51. **Request for a new undergraduate course**: EDLD 469, Learning Disabilities: Field Experience (3) (Prereq: 2.5 GPA, admission to PPTE, EDLD 459, or instructor permission) Course is required for a major. Proposed Catalog description to read: Supervised field experience requiring a minimum of 60 hours of direct instruction of elementary students with specific learning disabilities. Students apply knowledge and skills from coursework in reading instruction, behavior management, and teaching methods for students with learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom, effective instructional planning and implementation; and managing the learning environment and behavior for students with disabilities. Knowledge and skills developed in Field Experience II are reinforced. **Justification**: To better meet accreditation requirements and standards of NCATE and CEC, especially requirements to participate in field experiences across age spans, PreK-12. Course reflects national reports that call for more public school classroom experience before assuming full time teaching positions.

52. **Request for a new undergraduate course**: EDLD 479, Learning Disabilities: Field Experience IV (3) (Prereq: 2.5 GPA, admission to PPTE, EDLD 469, or instructor permission) (Coreq: EDLD 400, EDLD 422, EDLD 430, EDLD 477) Course is required for a major. Proposed Catalog description to read: Supervised field experience requiring a minimum of 60 hours of special education services provided to middle grades or high school students with specific learning disabilities. Students apply knowledge and skills related to basic academic skills instruction, educational assessment, and secondary level teaching methods and procedures for students with specific learning disabilities. Related seminars address timely issues in special education; integrating research supported practices in the classroom; and community
resources. Knowledge and skills developed in Field Experience II and II are reinforced. **Justification:** To better meet accreditation requirements and standards of NCATE and CEC, especially requirements to participate in field experiences across age spans, PreK-12. Course reflects national reports that call for more public school classroom experience before assuming full time teaching positions.

53. **Request for deletion of an undergraduate course:** EDLD 300, Education and Family Social Dynamics. **Justification:** Part of larger program revision in the Special Education Learning Disabilities program in the Spadoni College of Education. Essential content from this course is relocated in new or revised course proposals included in this program revision.

54. **Request for deletion of an undergraduate course:** EDLD 419, Advanced Methods and Assessments in Teaching Students with Reading and Language Arts Disabilities, K-12. **Justification:** Part of larger program revision in the Special Education Learning Disabilities program in the Spadoni College of Education. Essential content from this course is relocated in new or revised course proposals included in this program revision.

55. **Request for deletion of an undergraduate course:** EDLD 423, Advanced Methods and Assessments in Teaching Students with Mathematics and Problem Solving Disabilities. **Justification:** Part of larger program revision in the Special Education Learning Disabilities program in the Spadoni College of Education. Essential content from this course is relocated in new or revised course proposals included in this program revision.

56. **Request for deletion of an undergraduate course:** EDLD 444, Instructional Theory and Practice – Learning Disabilities. **Justification:** Part of larger program revision in the Special Education Learning Disabilities program in the Spadoni College of Education. Essential content from this course is relocated in new or revised course proposals included in this program revision.

57. **Request for a change in an undergraduate degree program:** Special Education Learning Disabilities. **Request change in deletion of courses:** Course numbers 9 hours of electives and, EDLD 300, EDLD 419, EDLD 423, EDLD 444, changes in other to add EDLD 381, EDLE 400, EDLD 420, EDLD 430, EDLE 459, EDLF 469, EDLF 479. **Justification:** Review of the current program found a need for revisions to more closely align with and meet accreditation and licensure requirements.

58. **Request for a change in an undergraduate degree program:** Special Education Learning Disabilities. **Request change in deletion of courses:** Course numbers Biology 111 and lab, Physical Science 102 and lab, Philosophy 101, change in other to add the following course as program requirements for Core Curriculum: Biology 101 and lab, Science 101 and lab, Psychology 101. **Justification:** Following an analysis of the content mastery requirements for Special Education teachers (considering especially South Carolina licensure requirements and the federal No Child Left Behind act, and pursuant discussions with department across campus upon whom we rely for delivery of content, these courses are to be dropped from the program and replaced by courses that better cover the requisite content.

59. **Request for change in an undergraduate course:** HLED 331, Health Education for the Primary and Elementary Teacher. Proposed change in prerequisites from HLED 331 TO none.

**Edwards College of Humanities and Fine Arts**

60. **Request for a change in an undergraduate program (emphasis).** Dramatic Arts. Changes requested: The first item of curricular change was to organize the curriculum in a clear freshman, sophomore, junior, and senior sequence to alleviate confusion among students and to make advising a much more
transparent and intuitive process. Those changes have already received approval from the Academic Affairs Committee and the Faculty Senate.

The second, and more dramatic, change is the formation of “tracks” within the degree. Initially, three (3 tracks) were approved (Acting/Directing, Technical Theatre, and General Theatre) but, in an effort to address concern about small class sizes, we have revised the proposal to be limited to two (2) tracks.

**Justification:** Based on National Association of Schools of Theatre (NAST) standards, Coastal Carolina University enrollment trends and retention rates, and student interest/feedback, the Department of Performing Arts/Theater has undertaken an extensive revision of the content of the theatre curriculum, the organization of that curriculum, and structures within the department to deliver the curriculum. All of these proposed changes are envisioned with the goal of increasing enrollment in the program, increasing class size, and improving retention and graduation rates.

While there is an understandable concern about class sizes within such a specialized concentration, the strategy is to use these tracks to acknowledge that some students of Dramatic Arts wish to perform and other prefer to work (literally) behind the scenes.

61. **Request for changes in an undergraduate minor program:** Latin American Studies Minor. Proposed change in adding courses, History/Politics 321, Politics 488, change in other, Required course presently shown as History/Politics 320, should be change to read History/Politics 320 or 321. Politics 488 should be added to the list of elective courses. **Justification:** As the foundation survey course History/Politics 320 and History/Politics 321 are offered on alternate years, it has been determined that either course may be taken to satisfy the requirement for the minor in Latin American Studies. Politics 488 was mistakenly not included in the original proposal for establishing the minor in Latin American Studies.

62. **Request for a new undergraduate course:** THEA 100, Common Hour. This course is required for a major. Proposed Catalog description to read: Weekly meeting for Theatre and Musical Theatre majors to discuss theatre issues including (but not limited to): audition strategies, head shots, career options and planning, workshop opportunities, etc. **Justification:** Necessary for development of departmental identity and unity.
The Faculty Welfare and Development Committee forwards the following three motions to the Faculty Senate for consideration.

Motion I: In the interest of fairness and equity, the Faculty Senate strongly recommends that administration compensate those faculty members who were promoted to the rank of Associate Professor and held that rank beginning in academic year 2003-2004 but did not receive any salary adjustment under the salary decompression initiative undertaken in that year. Compensation should reflect all lost wages, benefits and summer pay.

Motion II: The Faculty Senate strongly recommends that those faculty members promoted to Associate Professor in academic years 2002-3, 2003-4 and 2004-5 have their salaries adjusted no later than academic year 2006-7. The adjustment will be made based upon a salary decompression study undertaken immediately.

Motion III: The Faculty Senate strongly recommends that a CUPA-based salary adjustment be enacted beginning academic year 2006-7 across all ranks of the faculty beginning with Assistant Professors in their fifth year at Coastal Carolina University up through and including the rank of Full Professor. The adjustments will be based on increments determined by the CUPA averages for the appropriate discipline, and the number of years each faculty member has held their current rank.