COASTAL CAROLINA UNIVERSITY
AY 2004-2005
FACULTY SENATE AGENDA
March 2, 2005
Wall Building, Room 317
4:15 PM

I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF February 2, 2005 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. COMMITTEE REPORTS

(1) Graduate Council Report (Page 2)
(2) Academic Affairs Committee (Pages 3 - 10)
(3) Faculty Welfare and Development Committee’s proposed changes to the Faculty Manual concerning applications for Scholarly Reassignment (Section V. B. 5. on page V-11-12). (Page 11)
(4) Building and Grounds Committee Draft Resolution (Pages 12 - 18)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
The following items were approved by the Graduate Council on Wednesday, February 2, 2005.

College of Humanities and Fine Arts

Recommendations for New Courses – Department of Performing Arts

More than two years after the initiation of the MAT program by the College of Education, the Department of Performing Arts Music Education faculty, in cooperation with the DPA Chair, began a review of current course requirements and request the following changes. Reasons for these changes include the following (expanded information on these reasons is provided in the literature prepared by the Department of Performing Arts):

1. Streamlining of the BA in Music program so that all students will receive the same degree.
2. Economy of instructional personnel.
3. Appropriate pedagogical skill acquisition.

MUED 561 Brass Methods. (3) A course emphasizing development of student performance skills on trumpet, trombone, French horn and tuba. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos and selections from elementary method books.

Rationale: This is a new course to support the MAT curriculum in music education. The course was formerly offered as MUED 391.

MUED 562 Woodwind Methods. (3) A course emphasizing development of student performance skills on clarinet, saxophone, bassoon, oboe and flute. Embouchure formation, breath support, articulation, tone production, and standard and alternate fingerings are practiced in all registers. Students perform scales, elementary solos and selections from elementary method books.

Rationale: This is a new course to support the MAT curriculum in music education. The course was formerly offered as MUED 392.

MUED 661 Percussion Methods. (3) Study of snare drum rhythm and techniques common to most percussion instruments. Major topics covered include mallet instruments, rudiments, concert and marching percussion techniques. Students perform elementary solos and selections from elementary method books.

Rationale: This is a new course to support the MAT curriculum in music education. The course was formerly offered as undergraduate MUED 491.

MUED 662 String Methods. (3) Study of violin, viola, cello and string bass. Techniques of bowing and fingering needed to instruct beginning string classes are emphasized. Topics covered include nomenclature, care of the instrument, tuning, development of proper playing position, tone production, fundamentals of bowing, finger patterns and scales, rhythms and melodies.

Rationale: This is a new course to support the MAT curriculum in music education. The course was formerly offered as MUED 492.

Recommendation for New Course – Department of Foreign Languages

SPAN 660 Seminar on Latin American Intellectual Thought. (3) Intensive study of selected topics in the history of Latin American intellectual thought. Class format includes reading assignments, lectures, discussion, oral and/or written reports. Topics vary.

Rationale: This is a new course developed to support the MAT program in Spanish.
1. **Request for Addition of New Course**: GEOL 487, Selected Topics in Coastal Geology. (1-4) (Prereq: Permission of the instructor) Course description: These topics are designed to allow the development of seminars and courses in special areas of coastal geology. **Justification for request**: Allows for development of new courses.

2. **Request for Addition of New Course**: GEOL 499, Directed Undergraduate Research. (1-4) (Prereq: A contract must be approved by the instructor and geology minor coordinator by the time of registration) Course description: Structured undergraduate research projects conducted with faculty direction and participation, or within the context of an approved off-campus internship. Projects explore geological problems using the scientific method. One conference and no less than five laboratory hours or field research per week. F,S,Su. **Justification for request**: Allows for students to receive geology credit for research of geological problems.

3. **Request for Addition or Change in Minor (Geology Minor)**: Change in Required Courses: 
   (a) Add co-requisite laboratories to all listings. Rationale: Explicitly state requirements 
   (b) Add MSCI 416/416L (hydrogeology) and MSCI 399, 497, or 499 approved by the geology minor coordinator to electives. 
   (c) Change elective listing to any GEOL 300 or above. Rationale: Will not need to update minor if upper level elective courses are numbered 300-318 (previously only 318 or above). 
   (d) Move requirement of “no more than 4 credits of Geology 399 may be applied toward the minor” to become an asterisk. Rationale: This parallels structure elsewhere in the catalog. **Justification for request**: (a) Formally list the laboratories that are co-requisites; (b) Provide students with more choices for upper level electives; (c) Allows for future flexibility when new courses are introduced.

College of Education
Department of Health, Physical Education, and Recreation

**Course Changes in Health Promotion**:

1. **Request for change in undergraduate course**: HLE 310, Issues in Family Life and Sexuality. Change in prerequisite(s) from none to HLED 121. **Justification for request**: Students taking this upper level health class will have completed basic information covered in introductory health class (HLED 121).

2. **Request for change in undergraduate course**: HLED 340, Drug Education. Change in prerequisite(s) from none to HLED 121. **Justification for request**: Students taking this upper level health class will have completed basic information covered in introductory health class (HLED 121).

3. **Request for change in undergraduate course**: HELD 347, Consumer Health. Change in prerequisite(s) from none to HLED 121. **Justification for request**: Students taking this upper level health class will have completed basic information covered in introductory health class (HLED 121).
4. Request for change in undergraduate course: HLED 349, Peer Educator Training. Change in prerequisite(s) from none to HLED 121, and change in description to: A course designed to educate students to be peer educators so they may educate others about prevention and risk reduction of health problems. **Justification for request:** To add prerequisite needed for class. To broaden course description so that a wide array of health problems are applicable.

5. Request for change in undergraduate course: HLED 404, Nutrition. Change in prerequisite from none to HLED 121. **Justification for request:** Students taking this upper level health class will have completed basic information covered in introductory health class (HLED 121).

6. Request for change in undergraduate course: HLED 410, Epidemiology and Quantitative Research Methods. Change in prerequisite(s) from HLED 350, 382; STAT 201 or equivalent to HELD 201, 382; STAT 201 or equivalent. **Justification for request:** Students taking this upper level health class need foundation information covered in HELD 201, 382, and STAT 201 or equivalent.

7. Request for change in undergraduate course: HLED 480, Women’s Health. Change in prerequisite(s) from none to HLED 121. **Justification for request:** Students taking this upper level health class will have completed basic information covered in introductory health class (HLED 121).

8. Request for change in undergraduate course: HLED 481, Behavioral Foundations and Decision Making in Health Education. Change in prerequisites from 121 and Senior standing to HLED 350 and Senior standing. **Justification for request:** HLED 350 provides skill building/course content which can be built upon in this class.

**Proposal for New Undergraduate Program (Major) in Recreation and Sport Management**

9. Proposal for new undergraduate major: Title of proposed program and degree: Recreation and Sport Management, Bachelor of Science.

Catalog Description: Through coursework, practicum, internship, research, and scholarly activities, the Bachelor of Science in Recreation and Sport Management (RSM) provides students with opportunities to study, analyze, evaluate, and successfully lead and implement programs in the fields of recreation and sport management.

The RSM program prepares students for professional employment in a variety of public, nonprofit, and private recreation and sport settings or graduate studies in the recreation and/or sport disciplines. The RSM major offers students a wide range of exciting career choices within many professional fields. Specialists in these areas manage recreation and/or sport activity facilities, supervise and plan indoor and outdoor recreation and sport events, and develop recreation and sport services among diverse settings and populations.

The RSM curriculum responds to the growing number of students desiring to study management and leadership in either the recreation or sport fields. All RSM students complete a common core of study to develop competencies in leadership, program planning, legal issues and risk management, research and evaluation, budgeting and finance, and facility and event management. The program offers two curricular tracks. The recreation management track emphasizes entry-level employment in the public sector
focusing on the delivery of recreation and park programs and services to diverse populations, to include program delivery, planning, marketing, and budgeting. The sport management track focuses on preparing students to enter the growing field of sport delivery. Upon graduation, students will be able to enter commercial, amateur, professional, and collegiate sport settings, as well as nonprofit or community sport programs. Specific emphasis is devoted to governance of sport, marketing and promotion, finance/economics, sport and social issues, and management functions. All RSM students are required to complete a 12-week, 480-hour internship/field experience. The proposed curricula for both tracks of study align with program approval competencies of the National Recreation and Park Association (NRPA) and The North American Society of Sport Management (NASSM).

**Justification for new major:** (Refer to Mission Statement and how the proposed program fits the Mission Statement.) To meet local, regional, and national need for recreation and leisure services professionals, in 1985 Coastal Carolina University (CCU) approved a Recreation and Leisure Services Management specialization within the B.S. degree in Physical Education. The specialization has grown from a handful of students in its beginning to nearly 100 full-time students (CCU, 2004) today. In the last three years, the program has graduated an average of 32 students per year. Its curriculum has emerged as a specialized area of study clearly distinct from its umbrella major, Physical Education Teacher Education. In 2003, the specialization added a second full-time tenure-track faculty member. The proposed Recreation and Sport Management (RSM) major is responsive to the mission and goals of the university, anticipated increases in program demand, current student needs, and the call for more specialized curricular models in the discipline. It has become clear that the RSM specialization within Physical Education should become a separate major. This proposal seeks to establish a new major in RSM through the revision of an established specialization.

**Changes or Deletion of Courses in Recreation and Sport Management**

10. **Request for deletion of undergraduate course:** PHED 300, Outdoor Experimental Education. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in the College of Education. Essential content from this course is relocated in new course proposals included in this revision.

11. **Request for deletion of undergraduate course:** RSM 480, Principles and Practices in Therapeutic Recreation. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in the College of Education. Essential content from this course is relocated in new course proposals included in this revision.

12. **Request for deletion of undergraduate course:** RSM 483, Special Populations (2). **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in the College of Education. Essential content from this course is relocated in new course proposals included in this revision.

13. **Request for change in undergraduate course:** RSM 209, Officiating Techniques (3). Change in course title from Officiating Techniques to Sports Officiating, change in course number RSM 209 to RSM 305, change in cross-listing from RSM 209 to RSM 305 and PHED 305, change in course description to: A study of the philosophy and principles of sports officiating. Content includes rules and mechanics for officiating of various seasonal sports, with practical/field experiences. Includes observation and evaluation of officials in recreational, high school and collegiate settings with certification opportunities. **Justification for request:** Part of larger program revision in the Recreation and Sport
Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends. The course description, number, title, and cross-list changes are necessary to better summarize the purpose and content of the course.

14. Request for change in undergraduate course: PHED 301, Principles of Coaching. Change in cross-listing from PHED 301 to PHED 301 and RSM 301, change in prerequisite(s) from none to RSM 242 (for RSM 301 only), change in course description to: A study of coaching from a contemporary coaching education model. Principles focus on coaching athletes in recreation, amateur, and educational settings. Topics include philosophical, ethical, developmental, behavioral/psychological, instruction/pedagogical, and physical/training issues. Course also provides overview of coaching management and provides certification opportunity. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

15. Request for change in undergraduate course: RSM 320, Administration of Sport and Physical Education (3). Change in prerequisite from none to RSM 242 (for RSM 320 only), change in cross-listing from PHED 320 to PHED 320 and RSM 320. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

16. Request for change in undergraduate course: RSM 389, Techniques and Methods of Recreational Leadership (3). Change in prerequisite(s) from none to RSM 242 and THEA 140, change in title of course to Recreation and Sport Leadership, change in description to: This course focuses on the study and practice of leadership styles and direct leadership techniques for conducting organized recreation and sport programs for all age groups. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

17. Request for change in undergraduate course: RSM 390, Program Planning and Promotion for Recreation and Leisure (3). Change in prerequisite(s) from none to RSM 337, change in course description to: This course focuses on the principles and approaches to planning and implementing recreation programs. A philosophical and practical basis for preparing a variety of recreation programs will be covered. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends. The course description changes are necessary to better summarize the purpose of the course.

18. Request for change in undergraduate course: RSM 392, Field Experiences in Recreation and Sport (3). Change in prerequisite(s) from none to RSM 369 or RSM 390. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

19. Request for change in undergraduate course: RSM 396, Orientation to Internship (1) Change in prerequisite(s) from none to RSM 337. **Justification for request:** Part of larger program revision in the Recreation and Sport Management program in College of
Education. Necessary changes in a sequential program consistent with current practice/trends.

20. **Request for change in undergraduate course**: RSM 399, Independent Study (1-3). Change in prerequisite(s) from none to RSM 242. **Justification for request**: Part of larger program revision in the Recreation and Sport Management program in the College of Education. Necessary changes in a sequential program consistent with current practice/trends.

21. **Request for change in undergraduate course**: RSM 482, Special Topics in Recreation and Sport (2). Change in prerequisite(s) from none to RSM 389, change in credit hours from 2 credits to 3 credits, change in description to Topics of special interest in contemporary recreation and sport management. Reading, research, and application of selected subjects. Open only to junior and seniors. Offered on demand. **Justification for request**: Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

22. **Request for change in undergraduate course**: RSM 492, Camp Administration (3). Change in prerequisite(s) from none to RSM 390, change in course title from Camp Administration to Campground Administration, change in description to Basic concepts of campgrounds and management. Topics include administration and organizational structure, business management, insurance for special groups or special camps, day camping, residence camping, recreational vehicle camping, campground facility design and maintenance, special event planning, and camp appraisals. (Computer Usage). **Justification for request**: Part of larger program revision in the Recreation and Sport Management program in the College of Education. Necessary changes in a sequential program consistent with current practice/trends.

23. **Request for change in undergraduate course**: RSM 494, Area and Facility Management in Recreation and Sport (3). Change in prerequisite(s) from none to RSM 320 or RSM 390. **Justification for request**: Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

24. **Request for change in undergraduate course**: RSM 496, Internship in Recreation and Sport Management (12). Change in prerequisite(s) from none to Senior standing and completion of all RSM required courses; successful completion of internship application and Exit examination; to be taken the last semester prior to graduation. **Justification for request**: Part of larger program revision in the Recreation and Sport Management program in College of Education. Necessary changes in a sequential program consistent with current practice/trends.

**New Course Proposals for Recreation and Sport Management:**

25. **Request for new undergraduate course**: RSM 280, Recreation for People with Disabilities. (3) (Prerequisites – RSM 242). Catalog description: An Introduction to the concepts and professional approaches to recreation service delivery for people with disabling conditions. Appreciation for human diversity and impact of differences on recreation involvement. **Justification for request**: Part of larger program revision in the Recreation and Sport Management program in College of Education.
Management curriculum in the College of Education. Provides needed content consistent with Program sequence, needs, and current practice/trends.

26. **Request for new undergraduate course:** RSM 315, Outdoor Recreation. (3) (Prereq: RSM 242). Catalog description: An overview of the role of the natural world in recreation services. The course will focus on values of outdoor recreation, adventure recreation, environmental impact, and the role of government in the provision of outdoor recreation. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

27. **Request for new undergraduate course:** RSM 337, Legal Issues in Recreation and Sport. (3) (Prereq: RSM 242). Catalog description: An overview of the role local, state and federal governments have in the provision of recreation and sport services. Provide the basic understanding of legal liability, risk management, negligence, standard of care, safety regulations, and other legal subjects as they apply to recreation and sport. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

28. **Request for new undergraduate course:** RSM 340, Behavioral Aspects of Sport and Exercise. (3) (Prereq: Psychology 101 or Sociology 101 or Sociology 102). Catalog description: (=Psychology 340 Sports Psychology). An overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of sport performance enhancement and mental skills, exercise behavior and motivation, sociological factors, and health and well-being. Applications are made to future practitioners of coaching, teaching, sports medicine, counseling, sport management, and fitness instruction. **Justification of request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

29. **Request for new undergraduate course:** RSM 352, Commercial Recreation. (3) (Prereq: RSM 242). Catalog description: Basis principles and steps of initiating and conducting a commercial recreation enterprise, designed to offer students practical experience in starting a commercial recreation business. **Justification of request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

30. **Request for new undergraduate course:** RSM 369, Sports Marketing and Promotion. (3) (Prereq: CBAD 350). Catalog description: An application of fundamental marketing and promotion concepts to the sport industry. Special emphasis is placed on understanding the relationship between sport products and sport consumer markets. Students will utilize the analysis, strategy development, implementation, and evaluation phases of the sport marketing process. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

31. **Request for new undergraduate course:** RSM 400, Sport in Contemporary Society. (3) (Prereq: Psychology 101 or Sociology 101 or Sociology 102). Catalog description: An
investigation into sport as a microcosm of society and how it is influenced by cultural traditions, social values, and psychosocial experiences. Emphasis is placed on how sport managers are immersed in the soci-cultural milieu, with sport as the focus. Course includes the examination of changing attitudes, behaviors, and trends in the world of sport. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

32. **Request for new undergraduate course:** RSM 432, Research and Evaluation in Recreation and Sport Management. (3) (Prereq: RSM 390 or RSM 369). Catalog description: Systematic, structured problem-solving for decision making in recreation and sport management services. Research techniques/evaluation procedures; quantitative, qualitative methodologies; deductive, inductive reasoning. (Computer Usage). **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

33. **Request for new undergraduate course:** RSM 456, Recreation Administration. (3) (Prereq: RSM 390) Catalog description: Administrative policies and organizational management of recreation services, financial and personnel practices, public relations. (Computer Usage) **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

34. **Request for new undergraduate course:** RSM 309, Youth Sport. (3) (Prereq: Psychology 101 or Sociology 101, or Sociology 102) Catalog description: An investigation into the issues of children participating in organized and competitive sport. The course examines youth sports from biological, psychological, and sociological perspectives. Emphasis is placed on the impact of sport managers and leaders in the delivery of youth sport programs. Comprehensive survey of current scientific knowledge and examination of changing attitudes, behaviors, and trends in youth sport. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

35. **Request for new undergraduate course:** RSM 310, Campus Recreation. (3) (Prereq: RSM 242) Catalog description: An introduction to collegiate recreation and intramural sports programs including professional ethics and issues, facility operations, program management, legal liability and risk management, marketing, fiscal management, and social issues. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

36. **Request for new undergraduate course:** RSM 317, Sport Law and Ethics. (3) Catalog description: The course provides a survey of the ethical and legal issues confronting sport in contemporary society. Students use a case study approach to become familiar with interconnecting legal and ethical issues as they arise within the context of sports from youth to professional levels. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.
37. **Request for new undergraduate course:** RSM 350, Ecotourism in Ireland. (3) Catalog description: An introduction to the scope, characteristics, and management aspects of the Republic of Ireland’s ecotourism industry. The course offers a blend of conceptual and practical material to help achieve a basic understanding of this diverse industry. (Requires travel to the Republic of Ireland). **Justification of request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

38. **Request for new undergraduate course:** RSM 377, Sport Tourism. (3) Catalog description: An introduction to the scope, characteristics, and management aspects of the sport tourism industry. The course offers a blend of conceptual and practical material to help achieve a basic understanding of this diverse industry. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

39. **Request for new undergraduate course:** RSM 438, Recreation for Active Aging. (3) (Prereq: Psychology 101 or Sociology 101 or Sociology 102). Catalog description: This course introduces the students to recreation activities and techniques for working with senior adults. Topics include procedures for programming, implementation, and evaluation of recreation activities that serve senior adults. **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the College of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.

40. **Request for new undergraduate course:** RSM 499, Directed Undergraduate Research. (1-6) (Prereq: RSM 432). Catalog description: Using the scientific method, directed undergraduate research on a recreation or sport related topic to be development by the student and instructor. (Computer Usage). **Justification for request:** Part of larger program revision in the Recreation and Sport Management curriculum in the college of Education. Provides needed content consistent with program sequence, needs, and current practice/trends.
MOTION: A motion was made by Philip Schneider, seconded by Richard Dame to accept the Faculty Welfare and Development Committee’s proposed changes to the Faculty Manual concerning applications for Scholarly Reassignment (Section V. B. 5. on page V-11-12). The motion passed.

The left column is the current language and the right column is the proposed language. All changes are in bold, italics and underlined. The following are the University procedures for scholarly reassignment:

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<th>c. The Chair or Supervisor will draft a statement on the merits of the proposal and demonstrate that the duties of the faculty member can be reassigned to other faculty or part-time employees. This merit and budget impact statement along with the application will be forwarded to the Dean. [In the event that a Department Chair or supervisor applies for scholarly reassignment leave, a suitable replacement will be appointed by the Dean prior to the application deadline.]</th>
<th>c. The Chair or Supervisor will draft a statement on the merits of the proposal and demonstrate that the duties of the faculty member can be reassigned to other faculty or part-time employees. This merit and budget impact statement along with the application will be forwarded to the Chair of the Faculty Welfare and Development Committee. [In the event that a Department Chair or supervisor applies for scholarly reassignment leave, a suitable replacement will be appointed by the Dean prior to the application deadline.]</th>
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<td>d. Each Dean will draft a statement on how the economic practicalities, constraints, and other special circumstances may affect the ranking of each of the applications that they receive. The Deans will then meet in committee and rank the applications. Subsequently, the Deans’ Committee will forward their ranking and recommendations along with all of the application materials to the Faculty Welfare and Development Committee. The materials concerning economic factors will be sent to that Committee under separate cover. [In the event that a Dean applies for scholarly reassignment, a suitable replacement will be appointed in consultation with the Provost prior to the submission of the Chairs’ statements.]</td>
<td>d. The Chair of the Faculty Welfare and Development Committee will forward a copy of the application materials to each Dean and the Provost. The appropriate Dean will draft a statement on how economic practicalities, constraints, and other special circumstances may affect the ranking of each of the applications received from their respective colleges. The Provost will convene a meeting of the Deans who will then rank the applications as a committee. Subsequently, the Deans’ Committee will forward their ranking and recommendations to the Chair of the Faculty Welfare and Development Committee. Any materials concerning economic factors will be sent to that Committee under separate cover. [In the event that a Dean applies for scholarly reassignment, a suitable replacement will be appointed in consultation with the Provost prior to the submission of the Chairs’ statements.]</td>
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DRAFT RESOLUTION
CCU’s Buildings and Grounds Committee

Whereas Coastal Carolina University has proposed an extended master plan that seeks to

“provide for environmentally sensitive and physically sound growth, for the academic, physical and social benefit of the Students, the University, and the Community.”

and contains the following “Planning Guidelines For Growth”,

4. Any campus expansion must be sensitive to the existing natural systems, and must serve as an example to the region of "smart", environmentally sound growth.
5. Campus trees and green spaces must be preserved and, if possible, enhanced.

and

Whereas, the possible major negative environmental impacts of this master plan might include degradation of water quality, impaired drainage (flooding) and loss of habitat for native species, and

Whereas, these impacts cannot be entirely avoided or eliminated, but can be minimized through use of “Better Site Design” principles and installation of structural stormwater treatment practices (STPs): and

Whereas, Coastal Carolina University as a property owner, currently holds the single largest collection of impervious surfaces in the City of Conway; and

Whereas the US EPA has recently implemented a stormwater program for small communities that requires control of stormwater quality through best management practices that include public education and involvement, and

Whereas, CCU lies in the City of Conway which is now required to maintain an National Pollution Discharge Elimination System (NPDES) Phase II Stormwater Program Permit from the US EPA,

Be it resolved that Coastal Carolina University will become a community leader in the use of best management practices for controlling stormwater quality and quantity while enhancing habitat for native species on its campuses and that Coastal Carolina University will be become a community leader in education of its students and the region in the use of these best management practices. This effort will rest on the development, implementation and assessment of a stormwater management plan that covers: (1) on and off-campus educational opportunities, (2) all construction activities (on all campuses) including renovations and (3) maintenance and daily use of campus(es) grounds. This plan will be developed by a standing committee of the Faculty Senate, i.e. the Building and Grounds Committee as it is constituted of representatives from the university’s staff, faculty and students.
Background

The following narrative is meant to provide context and technical background for the preceding resolution. It also includes examples of goals, objectives and action plans that could be included in a campus stormwater management plan.

Coastal Carolina University has recently adopted an extended master plan\(^1\) that seeks to

\[\text{“provide for environmentally sensitive and physically sound growth, for the academic, physical and social benefit of the Students, the University, and the Community.”}\]

President Ron Ingle has also stated that it involves many steps to make CCU an “environmentally sustainable campus with lots of green space.” (The Chanticleer, Vo. 41, No. 13, November 11, 2004, p.1.)

As required by SACS, CCU uses a continuous process of planning, implementation, and assessment to direct and improve its academic programs, faculty and facilities. This same process can be used to implement and assess the goals set out in the extended master plan’s vision statement quoted above. Such a management plan recognizes that development of a university campus requires a deliberate and holistic effort to minimize environmental impacts of human usage. It also recognizes the responsibility of the university in serving as a role model and educator in proper environmental practices to its students and community.

Management plans are built upon goals, objectives, action plans and assessment measures. The following is a suggested starting point and illustration of plan components suitable for CCU.

Goal

CCU seeks to create an environmentally sustainable campus that will provide a safe, aesthetically pleasing and academically functional campus for future generations, while serving as a role model in the region for implementation of environmental stewardship practices.

The environmental impacts to be avoided are:

- (1) an increase in polluted runoff from additional roads, sidewalks and roofs,
- (2) increased flooding from loss of vegetated areas,
- (3) loss of habitat for wildlife and
- (4) degradation in the human environment including aesthetics and ease of human-powered transport.

Other impacts include:

- (5) increased waste stream (sewage, garbage and hazardous wastes from lab, studio and facilities & grounds activities) and
- (6) increase in (inefficient) energy usage.

\(^1\) http://www.coastal.edu/masterplan/, Extended Campus Master Plan, Coastal Carolina University, Copyright 2004.
Objectives

1 - Improve and maintain water quality on campus and in waters leaving the campus (which ultimately drain into the Waccamaw River).
   Subobjective 1: Impervious cover will not exceed 25% of the surface of (any individual) campus.
   Subobjective 2: No flows of untreated runoff will be discharged off campus.
2- Improve and maintain habitat for flora and fauna.
   Subobjective 1: Landscaping will be done with indigenous flora.
   Subobjective 2: Green spaces will be of sufficient size and continuity to support a resident population of ______________________

Other possible objectives include:
3 – Increase recycling and use of recycled materials to the maximum extent practicable.
4 – Use energy conservation and alternative energy sources to the maximum extent practicable.

Management Alternatives

Plans that address environmental sustainability usually include a section that deals with management alternatives, where a cost-benefit analysis is applied to select the most suitable. In the case of external facilities and grounds planning, the following alternatives are commonly recognized and applied:

1- Better Site Design (BSD)

BSD is an approach to residential and commercial site design that seeks to:

(1) reduce impervious cover,
(2) increase conservation of natural open spaces,
(3) reduce the need for off-site stormwater treatment, and
(4) make watershed protection marketable and cost-effective.

The principles of BSD were developed by a large group of organizations (see following table) through the Center for Watershed Protection’s 1998 National Site Planning Roundtable project. This two-year project won The National Environmental Education and Training Foundation’s 1999 National Environmental Education and Training Award for land use and natural resources.

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The following organizations participated in a two-year long process to craft and refine the 22 model development principles. For a full look at the national consensus agreement, consult our web site at www.cwp.org.

<table>
<thead>
<tr>
<th>General Topic</th>
<th>Specific Topics</th>
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<tbody>
<tr>
<td>Residential streets/</td>
<td>1. Street Width</td>
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<td>parking lots</td>
<td>2. Street Length</td>
</tr>
<tr>
<td></td>
<td>3. Right-of-Way Width</td>
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<tr>
<td></td>
<td>4. Cul-de-Sacs</td>
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<tr>
<td></td>
<td>5. Vegetated Open Channels</td>
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<tr>
<td></td>
<td>6. Parking Ratios</td>
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<tr>
<td></td>
<td>7. Parking Codes</td>
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<tr>
<td></td>
<td>8. Parking Lot Design</td>
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<tr>
<td></td>
<td>9. Structured Parking</td>
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<tr>
<td></td>
<td>10. Parking Lot Runoff</td>
</tr>
<tr>
<td>Lot design</td>
<td>11. Open Space Design</td>
</tr>
<tr>
<td></td>
<td>12. Setbacks and Frontages</td>
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<tr>
<td></td>
<td>13. Sidewalks</td>
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<tr>
<td></td>
<td>14. Driveways</td>
</tr>
<tr>
<td></td>
<td>15. Open Space Management</td>
</tr>
<tr>
<td></td>
<td>16. Rooftop Runoff</td>
</tr>
<tr>
<td>Natural Areas</td>
<td>17. Aquatic Buffers</td>
</tr>
<tr>
<td></td>
<td>18. Buffer Maintenance</td>
</tr>
<tr>
<td></td>
<td>19. Clearing and Grading</td>
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<tr>
<td></td>
<td>20. Tree Conservation</td>
</tr>
<tr>
<td></td>
<td>21. Conservation Incentives</td>
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<tr>
<td></td>
<td>22. Stormwater Outfalls</td>
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</tbody>
</table>

The following are examples of BSD principles related to campus development:
(1) Where density, topography, soils, and slope permit, vegetated open channels should be used in the street right-of-way to convey and treat stormwater runoff.
(2) Wherever possible, provide stormwater treatment for parking lot runoff using bioretention areas, filter strips, and/or other practices that can be integrated into required landscaping areas and traffic islands.
(3) Direct rooftop runoff to pervious areas such as yards, open channels, or vegetated areas and avoid routing rooftop runoff to the roadway and the storm-water conveyance system.
(4) Conserve trees and other vegetation at each site by planting additional vegetation, clustering tree areas, and conserving native vegetation. Wherever practical, incorporate trees into community open space, street rights-of-way, parking lot islands, and other landscaped areas.
(5) New stormwater outfalls should not discharge unmanaged stormwater into jurisdictional wetlands, sole-source aquifers, or sensitive areas.

2 – Stormwater Best Management Practices (aka Stormwater Treatment Practices (STPs) aka Low Impact Design (LID))

These are structural and nonstructural approaches to treating stormwater runoff as close to its point of generation as possible. Structural approaches involve engineering-based solutions, such as the use of settling chambers, bioretention cells and constructed wetlands. Nonstructural approaches include grounds maintenance strategies and education. (Note: Some, but not all, of the structural and nonstructural approaches are technically BSD principles.)

(3) – Alternative Building Design

Examples of programs that enable design of energy efficient and low waste generation facilities include the LEED (Leadership in Energy and Environmental Design) Green Building Rating System³ ³ and Green Seal⁴.

Action Plans

Once management alternatives have been selected, action plans can be developed. A prioritized list can be used to manage limited resources while addressing issues of pressing concern.

Some examples of action plans directed at managing stormwater runoff include:

1 – Minimize impervious cover created by installation of new sidewalks by using pervious materials.
2 – Route all downspout drainage from roofs into rain gardens.
3 – Use constructed wetlands as a component of all stormwater retention/detention basins.
4 – Install bioretention cells in new parking lots.

Other actions plans directed at energy efficiency include seeking certification as a “Green” campus through programs such as the LEED Green Building Rating System³ ³ and Green Seal⁴.

Assessment and Improvement Measures

Many of the subobjectives and action plans could be assessed by a simple inventory of (1) the number of BSD principles or STPs implemented, (2) square footage of drainage area outfitted or (3) amount of stormwater runoff (inches of rain or discharge (cfs) treated. Another assessment measure could involve (1) a measured improvement in water quality after retrofitting or (2) attainment of water quality standards. If these assessment measures reveal inadequate progress, corrective actions (requiring additional planning and implementation) would be undertaken.

Support of Other Elements of Extended Master Plan

CCU’s extended master plan includes the following “Planning Guidelines For Growth”:

4. Any campus expansion must be sensitive to the existing natural systems, and must serve as an example to the region of "smart", environmentally sound growth.
5. Campus trees and green spaces must be preserved and, if possible, enhanced.

and “Planning Considerations”:

2. The University should ultimately be transformed into a walking/biking campus, while addressing accessibility throughout.
7. Where feasible, sustainability ("green" buildings), space flexibility, and system quality should be equally high priorities with regard to both renovated and new buildings.

Many of these guidelines and considerations would be concurrently addressed through the use of BSD and STPs. Others, such as facilitating human-powered transport, could benefit from synergies to be had from integrating bike and pedestrian traffic planning with BSD.

Educational Opportunities and Community Service: CCU’s Role in Meeting NPDES Phase II Stormwater Program Requirements

On-campus examples of BSD and stormwater BMPs could be showcased and used as teaching tools by linking them into a trail marked with educational signage. Certain features, such as constructed wetlands for stormwater management, could be employed as case studies or research sites to augment our curricula in environmental chemistry, conservation biology, hydrology and wetland science.

In actively pursuing opportunities for environmental stewardship of its own campuses, CCU would serve as a role model for other institutions of public education and for the design of other public buildings. CCU bears an important responsibility in this arena as it holds one of the highest densities and total amount of impervious cover of any entity within the City of Conway. Other educational institutions in South Carolina have received public acclaim for similar efforts, including USC-Beaufort’s New River campus5, USC-Columbia’s new green dorm (West Quad)6, and Furman University’s LEED-certified Hipp Hall7.

Managing stormwater runoff is a top priority in our region, due to the rapid pace of development and recent implementation of new federal regulations, i.e., the NPDES Phase II Stormwater Program. This program requires most municipalities, cities and counties to hold stormwater discharge permits. Permit compliance involves activities referred to as “Minimum Measures” including (1) public education and outreach, (2) public participation/involvement, (3) illicit discharge detection and elimination, (4) construction site runoff control, (5) post-construction site runoff control and (6) pollution prevention/good housekeeping. CCU already engages in research, educational efforts and public outreach in this arena through its Waccamaw Watershed Academy (WWA) in the Burroughs and Chapin Center for Marine and Wetlands Studies. The WWA is a founding member of the Coastal Waccamaw Stormwater Education Consortium (CWSEC), along with the North Inlet-Winyah Bay National Estuarine Research Reserve’s Coastal Training Program, Clemson University’s Carolina Clear Program, the Waccamaw Riverkeeper, and the SC Sea Grant Consortium. The Consortium delivers services to Horry and Georgetown municipalities to help meet federal stormwater requirements.

The stormwater manager of Horry County has requested that CCU lead the way in adoption of innovative stormwater runoff controls by local schools. Centers of learning represent a community’s most public and influential public spaces, thus implementation of BSD and stormwater BMPs provides educational opportunities for the larger community. Although these approaches have been in existence for more than a decade, their adoption has been limited because of a lack of familiarity. CCU can serve as a demonstration site for the local community by showcasing the process and advantages—economic, social, and environmental—of adopting BSD and stormwater BMPs. This is timely as the Horry County School District is beginning an unprecedented period of expansion that will include the construction of six new schools. A regional effort by community schools could be extended to the development of a “School Stormwater Accreditation Scheme” such as is in use in Australia’s public schools. This scheme encourages “schools to take a first step towards developing environmental management plans through the implementation of a school stormwater pollution prevention plan” and contains a curricular component to educate students on stormwater issues. These plans cover daily use and maintenance issues as well as site design. These activities could also present service-learning opportunities to engage undergraduates with pre-college students.

CWSEC is prioritizing development of pre-college stormwater curricula at the request of the regional stormwater managers. Thus great local support and synergy exists for CCU to play a leadership role in helping our community grow in an environmentally sensitive and sustainable fashion.

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