I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF November 2, 2005 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. COMMITTEE REPORTS
   Academic Affairs (Page 2)
   Calendar Committee (Pages 3-8)
   Building & Grounds (Pages 9-14)
   Graduate Council (Pages 15-16)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

Resolution:

The Faculty at Coastal Carolina University affirm that intelligent design is not a scientific concept, in accordance with global scientific consensus, as well as the National Academies of Science and the American Association for the Advancement of Science. In support of this resolution, the Faculty resolve that all student applicants educated in Kansas, or any other state mandating the inclusion of creationism, intelligent design, or their surrogate as an alternative to the theory of evolution in a science course, will be required to submit an essay indicating an understanding of science for faculty review and approval.

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
Academic Affairs:

(1) **Request for new undergraduate course**: MSCI 472, Population Biology of Marine Organisms. (3) (Prereq: MSCI 301 & 302 L or permission of instructor) Proposed Catalog description: The course will cover principles of population biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation, and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology. **Justification**: (1) Marine Science student request for upper-division, lab related courses in the area of marine biology. (2) The general need for an advanced population biology course providing material that directly will provide job-related experience (e.g., natural resource managers). (3) Generation of a course that bridges the molecular-organismal spectrum providing a future opportunity to incorporate cutting-edge technology (e.g., “gene jockeying”) increasing MSCI student competitive abilities.

(2) **Request for new undergraduate course**: MSCI 472L, Population Biology of Marine Organisms Lab. (1) (Prereq: MSCI 302 & 302L or permission of instructor) Proposed Catalog description: Laboratory accompanying MSCI 472. **Justification**: Provide laboratory course associated with the Population Biology of Marine Organisms lecture course enabling students to partake in hands-on research experiences associated with population biology theory.
Coastal Carolina University Memo

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

From: Linda Schwartz, Chair, Calendar Committee

Date: November 10, 2005

Calendar Committee for Academic Year 2005-2006

Linda Schwartz, Chair
Jonathan Bernick, Recorder
Allison Faix
Monair Hamilton
Brenda Sawyer, Registrar (Ex-officio, Non-voting)
Scott Callahan, Bursar (Ex-officio, Non-voting)

The members of the Calendar Committee recommend that the Senate approve the attached calendar for academic years 2011-2012.

ACADEMIC CALENDAR: FALL 2011

Monday-Tuesday, August 15-16 Registration
Wednesday, August 17 Classes Begin for Regular Fall
Monday, August 22 MW Fall I classes begin
Tuesday, August 23 TTH Fall I classes begin
Monday, September 5 Labor Day Holiday
Tuesday, October 4 Last day TTH Fall I classes
Wednesday, October 5 Last day MW Fall I classes
Thursday, October 6 TTH Fall I final exams
Monday, October 10 MW Fall I final exams
Wednesday, October 12 MW Fall II classes begin
Thursday, October 13 TTH Fall II classes begin
Friday, October 14 Fall Holiday
None Election Day
Monday-Friday, November 21-25 Thanksgiving Break
Wednesday, November 30       Last day MW Fall II classes
Thursday, December 1         Last day TTH Fall II classes
Friday, December 2           Last day all Regular Fall classes
Monday-Friday, December 5-9  Final Exams for Regular Fall
Monday, December 5            MW Fall II Final Exams
Tuesday, December 6           TTH Fall II Final Exams

MWF = 14 weeks = 42 classes @ 50 minutes each = 2100 minutes
TTH = 14 weeks = 29 classes @ 75 minutes each = 2175 minutes
MW = 14 weeks = 28 classes @ 75 minutes each = 2100 minutes
MW = Fall I = 8 weeks = 13 classes @ 165 minutes = 2145 minutes
TTH = Fall I = 8 weeks = 13 classes @ 165 minutes = 2145 minutes
MW = Fall II = 8 weeks = 13 classes @ 165 minutes = 2145 minutes
TTH = Fall II = 8 weeks = 13 classes @ 165 minutes = 2145 minutes

ACADEMIC CALENDAR: SPRING 2012

Monday-Tuesday, January 9-10  Registration
Wednesday, January 11          Classes Begin for Regular Spring
Monday, January 16              Martin Luther King, Jr. Holiday
Tuesday, January 17             TTH Spring I classes begin
Wednesday, January 18           MW Spring I classes begin
Tuesday, February 28            Last day TTH Spring I classes
Wednesday, February 29          Last day MW Spring I classes
Thursday, March 1               TTH Spring I final exams
Monday, March 5                 MW Spring I final exams
Wednesday, March 7              MW Spring II classes begin
Thursday, March 8               TTH Spring II classes begin
Monday-Friday, March 12-16      Spring Break
Friday, April 6                 Spring Holiday
Wednesday, April 25             Last day MW Spring II classes
Thursday, April 26  Last day TTH Spring II classes
Friday, April 27  Last day all Regular Spring classes
Monday-Friday, April 30-May 4  Final Exams for Regular Spring
Monday, April 30  MW Spring II Final Exams
Tuesday, May 1  TTH Spring II Final Exams

MWF = 14 weeks = 42 classes @ 50 minutes each = 2100 minutes
TTH = 14 weeks = 29 classes @ 75 minutes each = 2175 minutes
MW = 14 weeks = 28 classes @ 75 minutes each = 2100 minutes
MW = Spring I = 8 weeks = 13 classes @ 165 minutes = 2145 minutes
TTH = Spring I = 8 weeks = 13 classes @ 165 minutes = 2145 minutes
MW = Spring II = 8 weeks = 13 classes @ 165 minutes = 2145 minutes
TTH = Spring II = 8 weeks = 13 classes @ 165 minutes = 2145 minutes

ACADEMIC CALENDAR: MAY AND SUMMER SESSIONS 2012

MAY 2012

Monday, May 7  Classes begin (M-F schedule) (3 and 4 week sessions)
Thursday, May 24  Last class for 3 week session
Friday, May 25  Final Exams for 3 week session
Thursday, May 31  Last class for 4 week session
Friday, June 1  Final Exams for 4 week session

3 week session = 14 classes @ 160 minutes each = 2240 minutes
4 week session = 19 classes @ 115 minutes each = 2185 minutes

Summer I 2012

Monday, June 4  Classes begin (M-TH schedule)
Friday, June 15  Classes Meet-Makeup Day for Independence Day Holiday
Wednesday, July 4  Independence Day Holiday-University Offices Closed
Thursday, July 5  Last day of classes for Summer I
Friday, July 6  Final Exams for Summer I

20 classes @ 110 minutes each = 2200 minutes
Summer II  2012

Monday, July 9     Classes begin (M-TH schedule)
Thursday, August 9 Last day of classes for Summer II
Friday, August 10  Final Exams for Summer II

20 classes @ 110 minutes each  =  2200 minutes
General Guidelines for Coastal’s Academic Calendar

Fall Semester:

The Fall semester begins with two days of registration in most years on the Monday following the final exams for Summer II, which is usually the third Monday in August.

Classes usually begin on the third Wednesday of August.

Final exams usually end on the second Friday of December.

Fall Semester Holidays:

Labor Day—first Monday in September

Election Day—Tuesday on or after November 2nd in even years only

Fall Break—Friday of week Fall II classes begin

Thanksgiving Day—fourth Thursday in November

Thanksgiving Break—Monday-Friday of Thanksgiving week

Spring Semester:

The Spring semester begins with two days of registration beginning on the Monday preceding Martin Luther King, Jr.’s birthday.

Classes begin on the Wednesday before Martin Luther King, Jr.’s birthday.

Final exams usually end on the first Friday of May.

Spring Holidays:

Martin Luther King, Jr.’s Birthday—third Monday in January

Spring Break—Monday-Friday of the week in March following the final examinations for Spring I courses

Good Friday Holiday—Friday before Easter

Summer Sessions:

May Semester begins on Monday of the week following final exams for the Spring Semester.

Summer I begins on the Monday of the week following final exams for the four-week May Semester. If Summer I begins too early in June (prior to high school graduations), local area high school seniors and teachers might choose not to enroll in Summer I classes.

When July 4th falls on a class day during Summer I, the second Friday of Summer I is scheduled as a makeup day for July 4th.
When July 4th falls on a Saturday or Sunday, it is celebrated by the university staff on Friday of the week preceding July 4th. The calendar should note that university offices will be closed on that Friday.

**Summer II** begins on the Monday of the week following final exams for the Summer I session.

*Recommended breaks for summer classes:*

**Maymester 3 week session**

For the three week May semester, one ten minute break or two five minute breaks are allowed for each class meeting, so that there will be 2100 minutes of instruction and 140 minutes devoted to breaks during the three week May semester for a total of 2240 minutes.

**Maymester 4 week session**

For the four week May semester, one five minute break is allowed for each class meeting, so that there will be 2090 minutes of instruction and 95 minutes devoted to breaks during the term for a total of 2185 minutes.

**Summer I**

For Summer I, one five minute break is allowed for each class meeting, so that there will be 2100 minutes of instruction and 100 minutes devoted to breaks during the term for a total of 2200 minutes.

**Summer II**

For Summer II, one five minute break is allowed for each class meeting, so that there will be 2100 minutes of instruction and 100 minutes devoted to breaks during the term for a total of 2200 minutes.

*Other considerations relating to the creation of the academic calendar:*

The Registrar’s Office currently needs five full working days (including the day grades are due in the Registrar’s office) to complete student grade reports and suspension notices prior to the university staff offices closing for the Christmas holidays. Therefore the Fall semester must begin early enough in August to allow for this work to be completed prior to the closing of the university for Christmas.

The Bursar’s Office needs the first week of January to process student tuition payments and to cancel the schedules of students not returning to Coastal prior to registration for the Spring semester.

Weeks containing holidays create scheduling problems for labs in some academic areas. If a fall break is scheduled on a Monday and Tuesday or on a Thursday and Friday in October, in some departments no labs will be scheduled during that week. Therefore students taking a lab course in the Fall semester will have one fewer lab than students taking the same lab course in the Spring semester, which has one additional full week of classes. Labs may be canceled in some academic areas during weeks containing even one holiday (Labor Day; Martin Luther King, Jr.’s Birthday; Friday Fall Break; Good Friday Holiday).

**Note:** Coastal Carolina University’s five-year academic calendar is available on our Web site at [http://www.coastal.edu/registrar/acadcalendar.html].
Dan Abel, Chair, Buildings and Grounds Committee presents the following:

The Buildings and Grounds Committee unanimously passed a “High Performance Building” Resolution today (attached). I would like the Faculty Senate to consider this at the December meeting if possible. I have a short PowerPoint presentation that I could deliver (or be prepared to present).

I’d also like to announce that the Buildings and Grounds Committee January meeting (tbd, but likely in the third week of January) will focus on the campus landscape (as a result of some faculty requests).

Coastal Carolina University
Building and Grounds Committee

High Performance Building and Renovation Initiative

WHEREAS Coastal Carolina University recognizes that it consumes energy and material resources and produces waste in large amounts, and thus has a significant environmental impact, and

WHEREAS buildings have a large environmental impact, using two-thirds of total U.S. electricity consumption and, producing one-third of total U.S. greenhouse gas emissions and over 3 million tons of construction and demolition waste in the U.S. annually, and

WHEREAS Coastal Carolina University has made a commitment to achieving sustainability on campus, including operations, and

WHEREAS the U.S. Green Building Council’s nationally-recognized LEED (Leadership in Energy and Environmental Design) program certifies buildings according to sustainability criteria, and

WHEREAS LEED-certified buildings are competitive with convention buildings in first costs; have significantly reduced operating and maintenance costs; last longer; work better; save energy, water, and materials resources; have improved air quality; enhance productivity and learning of users,

BE IT RESOLVED

(1) That all new construction 5000 ft² (LEED minimum) at Coastal Carolina University and its satellite campuses should be LEED-certified with a target of silver or higher, including the new arena, football building, science building, classroom buildings, baseball stadium, Myrtle Beach campus, and others scheduled for construction; and

(2) That all renovations, including Kearns Hall, be LEED-certified with a target of silver or higher or, if that is not possible, use the LEED criteria as a guideline for the renovation such that renovated structures are as sustainable as feasible under the circumstances.
BACKGROUND

Coastal Carolina University’s Commitment to Sustainability

A revolution is occurring across university campuses throughout the country. The old model of an institution which consumes enormous amounts of energy and material resources and produces massive quantities of waste is being supplanted by the newer vision of an energy-efficient, environmentally-sustainable university. This revolution has been supported by international, national, and state non-profit agencies and programs, including University Leaders for a Sustainable Future, the South Carolina Sustainable Universities Initiative, the National Wildlife Federation Campus Ecology program, and the U.S. Environmental Protection Agency.

Sustainability refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability provides a healthier environment in which to learn, work, and live; saves resources through water, energy, and material conservation associated with ecological design and best management practices; conserves biodiversity; enhances productivity and learning; and lessens human impact on the environment.

CCU currently practices limited aspects of sustainability in its operations and curriculum. For example, CCU has been one of the top purchasers of green electricity in the state. Additionally, CCU 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.” This plan also 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 [should] be preserved and, if possible, enhanced.

It also contains the following “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."

President Ingle has repeatedly stated his personal commitment to the campus environment. In 2001, at a meeting of the SC Sustainable Universities Initiative, in front of an audience that included the presidents of USC, Clemson, and other state universities and colleges, and several SC legislators, President Ingle announced that the planned science building would be a “green” building. In the Spring-Summer 2005 issue of Coastal Carolina University Magazine, President Ingle stated:

We teach environmental responsibility at this institution. We teach the sustainability of our natural resources, and we ought to practice it. We ought to make sure that we are setting an example for others. The physical campus itself should be part of the learning environment for our students, showing them this is the way things should be done. (Source: A Conversation with President Ingle, Coastal Carolina University Magazine, Spring-Summer 2005)
Several recent events have demonstrated an expanded commitment to achieving a more comprehensive and complete sustainability. These include:

(1) Becoming a signatory to the South Carolina Sustainable Universities Initiative Presidents’ Pledge in 2001 (appendix 1)
(2) Establishing the Waccamaw Watershed Academy in 2003
(3) Adopting the Better Site Design Initiative in 2004
(4) Establishing the CCU Sustainability Initiative in 2005

The CCU Sustainability Initiative represents the strongest statement that CCU intends to transform itself into an environmentally sustainable university. The Initiative’s mission will be accomplished through implementing curricular and extracurricular activities and promoting environmentally-sound practices in all areas of institutional operations, including planning, purchasing, maintenance, landscaping, transportation, dining, waste management, construction, and renovation. The Center will also serve as a resource to the community and share its knowledge through outreach efforts that include partnerships, consulting, workshops, and mentoring.

Consistent with this ambitious mission, and especially relevant to the subject of this resolution, the CCU Sustainability Initiative is teaming with the Coastal Training Program of the North Inlet-Winyah Bay National Estuarine Research Reserve to stage a workshop entitles *High Performance Building* on January 25th, 2006 at the Waccamaw Higher Education Center.

**High Performance, Green Building**

As CCU plans its transformation into a sustainable institution, a major area of focus must be the built environment of the campus. To begin with, buildings have an enormous environmental footprint. In addition, we spend the majority of our time in buildings. Construction, maintenance, and operation of CCU buildings represent a significant portion of the budget. And there is solid scholarship that indicates that how we build structures influences the health, productivity, and learning of occupants. Winston Churchill said “We shape our buildings; thereafter they shape us.”

High performance, green building represents the 21st century solution to the problems associated with conventional construction. The advantages of sustainable buildings include:

**Environmental Benefits**

A high performance, green building produces less construction and demolition debris (which locally occupies as much as 60% of landfill space), conserves significant amounts of energy and water, uses recycled or low-impact construction materials, employs low-impact building practices, and lasts longer than conventionally-built structures. The U.S. Department of Energy reports that conventional buildings account for 49% of sulfur dioxide emissions, 25% of nitrous oxide emissions, 10% of particulate emissions, and 35% of the country’s carbon dioxide emissions, all of which are reduced in sustainably-built structures.

**Economic Benefits**

The major economic advantages of a high performance, green building are significantly reduced costs and a structure that actually works for its intended purpose (virtually all conventionally constructed buildings begin operation with numerous major deficiencies that are
never corrected). Until the last few years, a major drawback to green building was increased first costs. Now, studies show that first costs are competitive with those of conventional buildings. Moreover, because of reduced maintenance, operating, and utility costs, green buildings represent the only fiscally responsible construction. Corporations were among the first to recognize the folly of building conventional structures when the cost of high performance building became competitive. For example, the North American headquarter Ford Motor Company’s Premier Automotive Group, a 253,000 ft² structure, was built in 2001 to sustainable standards. Other sectors with LEED buildings include government (federal, state, municipal – see appendix 3), universities, primary and secondary schools, businesses, apartments, museums, churches, utilities, etc. (go to http://www.usgbc.org/LEED/Project/project_list.asp?CMSPageID=73 for a partial list).

**Productivity Benefits**

As much as 90% of the total life cycle costs of a building are employee-related. A number of studies have shown that improving indoor air quality and using daylighting enhance employee efficiency and cut down on absenteeism. Other studies have demonstrated that daylighting enhances learning.

An analysis by the consulting firm Capital E (www.cap-e.com) estimated that the 20-year net benefit of green building (i.e., including any additional first costs) was $50 – 65 per ft². Because green buildings typically outlast conventional structures, this figure represents a conservative estimate.

**The LEED Program**


“The LEED (Leadership in Energy and Environmental Design) Green Building Rating System® is a voluntary, consensus-based national standard for developing high-performance, sustainable buildings. Members of the U.S. Green Building Council representing all segments of the building industry developed LEED and continue to contribute to its evolution.

LEED was created to:

- define "green building" by establishing a common standard of measurement
- promote integrated, whole-building design practices
- recognize environmental leadership in the building industry
- stimulate green competition
- raise consumer awareness of green building benefits
- transform the building market

LEED provides a complete framework for assessing building performance and meeting sustainability goals. Based on well-founded scientific standards, LEED emphasizes state of the art strategies for sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality. LEED recognizes achievements and promotes expertise in green
building through a comprehensive system offering project certification, professional accreditation, training and practical resources.

The LEED for New Construction and Major Renovations (LEED-NC) rating system is organized into five environmental categories: Sustainable Sites, Water Efficiency, Energy & Atmosphere, Materials & Resources, and Indoor Environmental Quality. An additional category, Innovation & Design Process, addresses sustainable building expertise as well as design measures not covered under the five environmental categories.

LEED is a performance-oriented system where points are earned for satisfying performance criteria. Different levels of green building certification (certified, silver, gold, platinum) are awarded based on the total points earned. The system is designed to be comprehensive in scope, yet simple in operation.”
Appendix 1

The South Carolina Sustainable Universities initiative represents an intellectual community committed to the advancement of theoretical and practical knowledge, as well as a collection of physical operations rivaling small towns in size and scope of impact on the environment. Recognizing our role as a positive force in South Carolina’s economic and social advancement, we believe it is incumbent upon us to cooperate in leading the way toward a more sustainable future through our teaching, research, community service and facilities management.

We therefore singly and collectively commit to:

< Fostering in our students, faculty and staff an understanding of the relationships among the natural and man-made environment, economics, and society as a whole.

< Encouraging students, faculty and staff to accept individual and collective responsibility for the environment in which they live and work.

< Serving as a center of information exchange for other institutions within the state.

< Operating existing facilities and constructing new facilities so as to maximize efficiency and minimize waste, thereby protecting the environment and conserving resources.

John M. Palmer
University of SC

SUI Affiliates (as of January 30, 2002):

Kay R. Radfield
Central Carolina Technical College

Ronald R. Ingle
Coastal Carolina University

Leo I. Higdon, Jr.
College of Charleston

Luther F. Carter
Francis Marion University

Daniel W. Ball
Lander University

Barry W. Russell
Midlands Technical College

Mary D. Thorley
Trident Technical College

Anthony J. DiGiorgio
Winthrop University
Graduate Council

The following items presented below were reviewed and approved by the Graduate Council on November 16, 2005.

College of Natural and Applied Sciences – Requests for New Courses

MSCI 510 Earth Systems Science. (3) Earth Systems Science is the interdisciplinary study of the interaction between the Earth’s biosphere, atmosphere, hydrosphere, and geosphere. Lecture, lab, and discussion topics include origin of the Solar System and Earth, Earth’s interior and plate tectonics, climate, oceans, geological resources, ecosystems, and a major focus on global environmental change and sustainability.

Rationale: The discipline of earth system science, which takes an integrative approach to understanding the planet and its component systems, is a fast-growing area of interest. This course meets the demand of area teachers and the MAT program for a comprehensive earth systems science course specifically tailored to high school teachers.

MSCI 510L Earth Systems Science Lab. (1) Laboratory course designed to accompany study in MSCI 510.

MSCI 516 Hydrogeology. (3) (=GEOL 516) (Permission of instructor) Study of the elements of the hydrologic cycle, emphasizing ground and surface water movement through the hydrologic system. Topics include hydrologic modeling, hydrogeology, streams and floods, estuarine and wetland hydrology, properties of water, and the hydrologic continuum between rivers and the sea. Lecture will focus on theoretical aspects of water movement and the hydrologic system. Oral presentations on recent and pertinent literature required.

Rationale: Surface and ground water flow systems are critical aspects of the coastal marine and wetland systems being studied in the CMWS program. The geology and geomorphology of the coastal plain dictate and greatly influence the surface and ground water flow regimen. In turn, the surface and ground water flow regimen greatly influence the position and abundance of the various ecosystems distributed across the landscape. Understanding the hydrologic flow systems and the geology associated with them is an important tool for graduate studies in this region.

MSCI 516L Hyrdogeology Lab. (1) (=GEOL 516L) (Permission of instructor) The laboratory demonstrates the topics and principles presented in lecture. Students will be required to conduct and present a research project during the semester based on field work or extensive literature analysis. Three laboratory hours per week.

GEOL 516 Hyrdogeology. (3) (=MSCI 516)
GEOL 516L Hydrogeology L (1) (=MSCI 516L)

MSCI 572 Population Biology of Marine Organisms. (3) Study of the advanced principles of population biology as related to marine organisms emphasizing theoretical and applied aspects of natural population dynamics and regulation and development of skills for modeling and managing coastal marine populations. Specific topics covered include concepts of linear and nonlinear dynamics, demography, life history evolution, density dependence, population interaction models, individual based models, and larval ecology.

Rationale: MSCI 572 will be offered in support of the CMWS program as an advanced course that fits the program’s objectives.

Recommended Catalog Addition Regarding International Students

INTERNATIONAL STUDENTS

ADMISSION
Graduate applicants from countries other than the United States must meet the university’s regular admission requirements plus any particular requirements specific to the chosen degree program. All international applicants are expected to:

1. Complete the appropriate application for international admission,

2. Provide evidence of required credentials or degrees to include original or certified copies of transcripts and/or leaving certificates in English,

3. Submit the required standardized tests results (*See Below), and

4. Provide verification that there is adequate funding for a year of study in the U.S.

*Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Graduate school applicants must score 550 on the paper-based test which is equivalent to 213 on the computer based test.

TRANSFER CREDITS

Credit from foreign colleges/universities is reviewed by the Office of International Programs and Services (OIPS). Students who are interested in receiving international transfer credit must submit detailed credit evaluation reports prepared by organizations such as American Association of College Registrars and Admissions Officers (AACRAO) or World Education Services (WES). International course work will be reviewed by the OIPS for transfer in coordination with the dean of the student’s major and the dean of each course in review.

FINANCIAL RESOURCE VERIFICATION AND VISAS

Upon admission and proper financial resources verification, individuals will be sent a formal letter of acceptance and the appropriate immigration document (I-20 or DS-2019) for use in requesting a student visa. Additional information regarding the visa process may be found at www.unitedstatesvisas.gov. Under no circumstances should students come to Coastal without first receiving the formal acceptance letter and appropriate travel documents. Individuals already in the U.S.A. who are out of status with the Immigration and Naturalization Service will not be permitted official registration.

HEALTH INSURANCE

International students attending Coastal on student visas are required to purchase the University insurance plan or show proof of a comparable plan acceptable to University personnel responsible for issuing visa-related documents.

Rationale: Coastal’s current catalog gives no specific attention to questions pertaining to international students who may wish to study at the University at the graduate level. As the University continues to grow in enrollment and number of graduate programs, questions important to international students and faculty and programs to which international students seek admission will need to be addressed.