Please note the Senate meeting for July 12, 2006 will be in Wall College of Business, Room 317, beginning at 2:30 pm.

COASTAL CAROLINA UNIVERSITY
AY 2005-2006
FACULTY SENATE AGENDA
July 12, 2006
Wall Building, Room 317
2:30 PM

I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Steve Sheel

III. APPROVAL OF May 3, 2006 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. COMMITTEE REPORTS

Ad Hoc Committee Report on Textbooks, Lee Bollinger to present the report.

**Annual Reports**

Dr. Michael Ferguson, Chair, Grievance Committee’s Annual Report for 2005/06 (Page -)

Dr. Mike Gilbert, Chair, Student Life Committee’s Annual Report for 2005/06 (Page -)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

(A.) Darla Domke-Damonte, Chair, University Promotion and Tenure Committee presents the revised motion that follows:

The University Promotion and Tenure Committee has considered the feedback provided during discussion of the Motion to Adopt Change #5 from its list of changes in the May 3, 2005 meeting and instead of supporting the move to bring that motion back to the table, we would withdraw that motion and replace it with the following motion: We move that the Faculty Senate adopt Changes #1, #2, and #3 as detailed below:

**ISSUE # 5:** What should happen if a college/library peer review committee does not “prepare a letter of recommendation based on both the Department’s and College’s promotion and tenure guidelines and the promotion and tenure criteria state in the Faculty
Manual” (Faculty Manual, Section VI, Part E, Paragraph 8) when the UPTC and Provost are charged with evaluating each candidate’s files “based on both the Department’s and the College’s promotion and tenure criteria stated in the Faculty Manual” (Faculty Manual, Section VI, Part E, Paragraph 12) and the UPTC and Provost would therefore lack the input of the college peer review committee on these specific issues?

Discussion was held on this matter within the committee and then subsequently while the motion was under discussion at Faculty Senate. The motion as presented at the May 3, 2006 Faculty Senate meeting was tabled, and upon consideration of the feedback at that meeting, the following revised changes are proposed:

**Change #1:**

Add the following sentence to the revised Section VI, Part E, paragraph 8 of the 2005-2006 Faculty Manual passed in the May 3, 2006 meeting (changes passed in May 3, 2006 meeting are noted in italics and new changes proposed in this motion are noted with underlining):

“Each College will have a college-wide promotion and tenure peer review committee and an ad hoc college peer review committee that could be called to serve in the event that the standing college peer review committee is unable or unwilling to fulfill its charge. The College peer review committee and ad hoc college peer review committee shall consist of tenured faculty representing each department, area, or discipline in the College. Each College will determine the proportional representation for its departments, areas, and disciplines. The College Peer Review Committee and ad hoc college peer review committee must have a minimum of three members each. Members are to be elected by their academic unit. In the event that a unit does not have an eligible faculty member to serve, it will elect a full time tenured colleague from another department within the College. The composition of the college-wide peer review committee and the ad hoc college peer review committee will be determined by a vote of the full-time tenured and tenure-track faculty of the College. Candidates for promotion and/or tenure, candidates undergoing post-tenure review, sitting Department Chairs, Assistant Deans and Associate Deans are not eligible to serve on College peer review or ad hoc peer review committees.”

**Change #2**

Add the following sentence to Section VI, Part E, paragraph 9 of the 2005-2006 Faculty Manual to bring it into compliance with changes made on May 3, 2006 and those in Change #1 above:

“The Library will have a library promotion and tenure committee, and an ad hoc library promotion and tenure committee, each consisting of at least three members. The Library peer review and ad hoc peer review committees shall consist of tenured faculty from the library. However, tenured faculty from other Colleges may serve on the Library peer review and ad hoc peer review committees when necessary. If there are more than three library faculty eligible to serve on these committees, the membership will be drawn from
that pool of faculty by a vote of the full-time tenured and tenure track faculty of the library. When there are insufficient numbers of eligible faculty to convene either or both of the committees, all eligible library faculty will serve on the committees first, and then outside faculty will be elected in the same manner noted above. Candidates for promotion and/or tenure, candidates undergoing post-tenure review, sitting Department Chairs, Assistant Deans and Associate Deans are not eligible to serve on Library peer review or ad hoc peer review committees.”

Change #3

Add the following sentences to 2005-2006 Faculty Manual, Section VI, Part E, Paragraph 12 (page 72) to the end of Section VI.E.(12) on page 72 (underlined sections are new material to be added):

“The complete files will be sent by the Deans to the Provost’s Office, which will house them and make them available to the University Promotion and Tenure Committee. No files will be accepted after the deadline. Once the file has been received in the Provost’s Office, the candidate may not withdraw from the process, and no written material can be added to or removed from the file except as noted below in this paragraph. The University Promotion and Tenure Committee and the Provost, acting independently, will review the candidate’s file and reach a decision based on both the Department’s and the College's/Library’s promotion and tenure guidelines and the promotion and tenure criteria stated in the Faculty Manual. If a majority of the members of the University Promotion and Tenure Committee deem that more specific information and/or evaluations on any particular candidate are needed from the appropriate College Peer Review /Library Peer Review Committee before making a decision on that candidate, the chair of the University Promotion and Tenure Committee shall request the specified information and/or evaluation(s) from the College Peer Review /Library Peer Review Committee, which shall provide such specified information and/or evaluation(s) to the University Committee within ten (10) working days of the request. If the College Peer Review / Library Peer Review Committee will not or cannot provide such information and/or evaluation(s), for any reason, the Dean of the College/Library shall call into service the ad hoc College/Library Peer review committees (as specified in Sections VI, Part E, Paragraphs 8 or 9, whichever is relevant, above) to provide the requested information and/or evaluation(s) to the University Promotion and Tenure Committee, which the ad hoc committee shall do in a timely manner. The Dean of the College/Library-in-question shall ensure that the ad hoc committee is assembled as per the provisions of Section VI.E(8) or Section VI.E.(9), whichever applies, provided that members of the original Peer Review Committee shall not be eligible for service on the ad hoc committee. The Dean shall appoint the chair of the ad hoc committee from among those elected as per Section VI.E(8) or Section VI.E.(9), whichever applies, and shall convene the committee and charge its members with the task to be accomplished. The letter crafted by the ad hoc College/Library peer review committee to complete the charge given will be added to the file of the candidate for review by the Provost and University Promotion and Tenure Committee. In addition, the University Promotion and Tenure Committee has the right, as do the College/Library Peer Review Committees (under Section VI.E(8)), to clarify any information in the candidate’s file by contacting the candidate, Department Chair, Dean, and/or the College/Library Peer Review Committee.”
**Justification:** Currently no process exists within the *Faculty Manual* to deal with a peer review committee’s evaluation which does not provide information about the respective candidate’s fulfillment of the specific performance guidelines of the respective Department and College/Library. Changes #1 and #2 seek to provide a mechanism for electing a group to serve in an ad hoc role, should the challenges noted within the description of the Issue at the beginning of this motion happen. Change #3 seeks to provide the process for which the ad hoc committee would be called into action. It is believed by the UPTC that the suggested changes would provide the Provost, UPTC, Dean, and candidate with a means to assure that such an evaluation had taken place within the respective peer review committee. Furthermore, based on feedback during the Faculty Senate meeting on May 3, 2006 by Gil Hunt, this process would not place the onus on the Deans to empanel a committee, and would not create the need (or publicity) in the middle of the semester for the election of a new committee (as was the original proposal), which could highlight individual candidate’s files being processed. Furthermore, the current wording seeks to respond to the feedback proposed by Dan Ennis to enable the election of this body and provide the backup to the process at the beginning of the semester (or whenever individual Colleges/Library) do their elections. Finally, as also noted from feedback from Faculty Senate, this step would entail the addition of materials (the letter from the ad hoc peer review committee) to the candidate’s files and thus the change noting that no materials could be added to the file was also amended to denote that these materials (this letter) would be the only exception to the “no additional materials” rule. This proposed change also takes into consideration a suggestion made by Michael Ruse to include specific language enabling UPTC to clarify information from the file with candidate, department chair, dean, peer review committee as appropriate, in its deliberations, thus offering the same explicit rights as those accorded to the peer review committees.

The members of the UPTC are grateful to the members of the Faculty Senate for their comments and suggestions on this process, and appreciate the willingness of the Senate to consider these requested changes. We look forward to the discussion of these issues at the July 12 meeting.

(B.) Dennis Dinge has a resolution calling for the bridge to college park be restored. Evidently Ingle decided to tear it down without telling anyone. It was there when I came in this morning but gone when I came back.

(C.) Micheline Brown Westfall, Chair, Academic Affairs presents the following:

**FOR SENATE INFORMATION – NO ACTION REQUIRED**

**Proposals from the Spadoni College of Education**

1. **Department of Early Childhood**
   Request for Change or Deletion in Undergraduate Course: EDEC 314 – Language and Emergent Literacy. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.
Request for Change or Deletion in Undergraduate Course: EDEC 338 – Creative Experiences for Young Children. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 339 – Early Childhood Programs and Curriculum. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 340 – Early Childhood: Field Experience II. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 379 – Early Childhood: Field Experience III. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 300 – Assessment, Evaluation, and Reporting Progress. Catalog description to read: Prerequisite: None & Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 376 – Integrated Math/Science/Social Studies I. Catalog description to read: Prerequisite: None & Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 377 – Strategies for Teaching and Learning with Literature. Catalog description to read: Prerequisite: None & Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 420 - Integrated Math/Science/Social Studies II. Catalog description to read: Prerequisite: None & Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 421 – Child, Family, Community, Teacher Relations. Catalog description to read: Prerequisite: None & Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 422 – Early Literacy. Catalog description to read: Prerequisite: None & Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEC 423 – Early Childhood: Field Experience Grades IV. Change in Co-Requirements to None, and title change from Early Childhood: Field Experience Grades IV TO Early Childhood: Field Experience IV. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

**Department of Elementary Education**
Request for Change or Deletion in Undergraduate Course: EDEL 314 – Language and Emergent Literacy. Catalog description to read: Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 343 – Instructional Theory and Practice. Catalog description to read: Prerequisite: Admission to the Professional Program in Teacher Education and completion of EDEL 341. Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 381 – Teaching of Mathematics. Catalog description to read: Prerequisite: Admission to the Professional Program in Teacher Education, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 386 – Teaching of Language Arts and Social Studies. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 388 – Teaching of Science. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 414 – Advances Issues In Literacy Instruction. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 471 – Standards-Based Assessment. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education and completion of EDEL 343, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDEL 472 – Classroom Management for Diverse Settings. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

2. **Department of Early Childhood & Special Education**

Request for Change or Deletion in Undergraduate Course: EDLD 390 – Characteristics of Specific Learning Disabilities. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, Co-requisites: None. **Justification**: This change allows flexibility for scheduling our blocks of classes in the program.

Request for Change or Deletion in Undergraduate Course: EDLD 420 – Elementary Curriculum and Methods for Teaching Students. Catalog description to read: Prerequisites: Admission to the Professional Program in Teacher Education, EDLD 390, Co-requisites: None. **Justification**: This change reflects the sequential nature of the
program (characteristics of students with SLD before methods for teaching them) and allows flexibility for scheduling our blocks of classes in the program.

**Request for Change or Deletion in Undergraduate Course:** EDLD 400 – Educational Assessment of Exceptional Learners. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling blocks of classes in the program.

**Request for Change or Deletion in Undergraduate Course:** EDLD 430 – Secondary Curriculum and Methods for Disabilities. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling blocks of classes in the program.

**Request for Change or Deletion in Undergraduate Course:** EDLD 459 – Learning Disabilities: Field Experience. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling blocks of classes in the program.

**Request for Change or Deletion in Undergraduate Course:** EDLD 477 – Research, Trends & Issues in Learning Disabilities. Catalog description to read: Co-requisites: None. **Justification:** This change is aligned with program requirements for the teaching internship (EDLD 478) and allows flexibility for scheduling blocks of classes in the program.

**Request for Change or Deletion in Undergraduate Course:** EDLD 479 – Learning Disabilities: Field Experience Secondary. Catalog description to read: Co-requisites: None. **Justification:** This change allows flexibility for scheduling our blocks of classes in the program.

### 3. Department of Health, Physical Education & Recreation

**Request for Change or Deletion in Undergraduate Course:** PHED 104, Adult Fitness. Requested change in course number from PHED 104 TO PALS 104, title change from Adult Fitness TO Group Fitness. Catalog description to read: Provides a variety of exercise class formats to improve cardiovascular fitness. Formats include, but not limited to kickboxing, step aerobics, water exercise, yoga, circuit training, interval training, and hi-lo aerobics. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 106, Aerobic Dance. Request change in course number from PHED 106 TO PALS 106, title change from Aerobic Dance TO Step Aerobics. Catalog description to read: Introduction of the step form of aerobics as a cardiovascular workout. Basic step patterns, routines, progression, and choreography are practices. Topics also include basic exercise science and nutrition. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 111, Walking/Jogging. Request change in course number from PHED 111 TO PALS 111, title change from Walking/Jogging TO Jogging. Catalog description to read: Overview of the preparation, training principles, and suggested programs for jogging as exercise. Emphasis given to progression of fitness, techniques, fitness principles, safety and injury prevention, and personalizing programs. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 114, Swimming. Request change in course number from PHED 114 TO PALS 114, title change from
Swimming TO Fitness Swimming. Catalog description to read: Emphasis on the refinement of swim strokes, wall turns, endurance swimming, and swimming for cardiovascular and muscular fitness. Students must first demonstrate competence in the four basic swimming strokes. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 118, Weight Training and Body Dynamics. Request change in course number from PHED 118 TO PALS 118, title change from Weight Training and Body Dynamics TO Intermediate Strength Training and Conditioning. Catalog description to read: Intermediate/advanced skills associated with strength training for fitness and muscle function. Strength training experience is expected, and topics include concepts such as muscle physiology, advanced training programs, and individualized goal setting. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 118, Weight Training and Body Dynamics. Request change in course number from PHED 118 TO PALS 118, title change from Weight Training and Body Dynamics TO Intermediate Strength Training and Conditioning. Catalog description to read: Intermediate/advanced skills associated with strength training for fitness and muscle function. Strength training experience is expected, and topics include concepts such as muscle physiology, advanced training programs, and individualized goal setting. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 126, Fundamentals of Movement and Body Control. Request change in course number from PHED 126 TO PALS 126, title change from Fundamentals of Movement and Body Control TO Intermediate Golf. Catalog description to read: Fundamentals of golf for the experienced participant. Emphasis placed on practice and mastery of golf shots, strategy, rules and etiquette. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 126, Fundamentals of Movement and Body Control. Request change in course number from PHED 126 TO PALS 126, title change from Fundamentals of Movement and Body Control TO Intermediate Golf. Catalog description to read: Fundamentals of golf for the experienced participant. Emphasis placed on practice and mastery of golf shots, strategy, rules and etiquette. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 129, Racquetball. Request change in course number from PHED 129 TO PALS 129, title change from Racquetball TO Indoor Racquet Sports. Catalog description to read: Introduction to the fundamentals of indoor racquet sports including but not limited to: racquetball, pickleball, and badminton. Emphasis on basic skills, scoring, rules, etiquette and strategy. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 129, Racquetball. Request change in course number from PHED 129 TO PALS 129, title change from Racquetball TO Indoor Racquet Sports. Catalog description to read: Introduction to the fundamentals of indoor racquet sports including but not limited to: racquetball, pickleball, and badminton. Emphasis on basic skills, scoring, rules, etiquette and strategy. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 153, Canoeing. Request to change course number from PHED 153 TO PALS 153, title change from Canoeing TO Canoeing and Kayaking. Catalog description to read: Introduction to canoeing/kayaking as a leisure activity. Emphasis on learning and practicing strokes mechanics, safety procedures, and trip planning on flat water. Some off-campus experiences required. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 153, Canoeing. Request to change course number from PHED 153 TO PALS 153, title change from Canoeing TO Canoeing and Kayaking. Catalog description to read: Introduction to canoeing/kayaking as a leisure activity. Emphasis on learning and practicing strokes mechanics, safety procedures, and trip planning on flat water. Some off-campus experiences required. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 156, Rock Climbing. Request to change course number from PHED 156 TO PALS 156, title change from Rock Climbing TO Beginning Rock Climbing. Catalog description to read: Introduction to the activity and development of basic rock climbing skills and techniques. Topics include safety, equipment, belay, fitness requirements, and climb variety. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 156, Rock Climbing. Request to change course number from PHED 156 TO PALS 156, title change from Rock Climbing TO Beginning Rock Climbing. Catalog description to read: Introduction to the activity and development of basic rock climbing skills and techniques. Topics include safety, equipment, belay, fitness requirements, and climb variety. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 162, Beginning Modern Dance. Request to change course number from PHED 162 TO PALS 162, title change from Beginning Modern Dance TO Beginning Social Dance. Catalog description to read: For the beginning participant, emphasis on basic steps, patterns, and progressions of modern forms of social dance such as shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. Topics include social elements, etiquette, and fitness principles. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 162, Beginning Modern Dance. Request to change course number from PHED 162 TO PALS 162, title change from Beginning Modern Dance TO Beginning Social Dance. Catalog description to read: For the beginning participant, emphasis on basic steps, patterns, and progressions of modern forms of social dance such as shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. Topics include social elements, etiquette, and fitness principles. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 163, Advanced Modern Dance. Request for change in course number from PHED 163 TO PALS 163, title change from Advanced Modern Dance TO Advanced Social Dance. Catalog
description to read: (Prereq: PHED 162). For the experienced participant, practice and mastery of advanced dance patterns and forms including but not limited to: shag, salsa, tango, waltz, fox trot, swing, samba, and cha cha. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 175, Introduction to Snorkeling/Kayaking. Request to change course number from PHED 175 TO PALS 175, title change from Introduction to Snorkeling/Kayaking TO Beginning Karate. Catalog description to read: An introduction to the fundamentals and basics of Karate. Emphasis on blocks, strikes, kicks, footwork, and fitness principles. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 112, Soccer. Request to change course number from PHED 112 TO PALS 136. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 102, Basketball. Request to change course number from PHED 102 TO PALS 137. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 103, Volleyball. Request to change course number from PHED 103 TO PALS 138. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 113, Softball. Request to change course number from PHED 113 TO PALS 139. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 149, Backpacking. Request to change course number from PHED 149 TO PALS 161. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 119, Wrestling. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 120, Beginning Racquetball. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 149, Backpacking. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 167, Social Dancing. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 168, Advanced Social Dancing. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 173, Folk, Square, and Social Dance. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 179, Advanced Scuba Diving. Delete the course. **Justification:** Update courses for currency and demand.

**Request for Change or Deletion in Undergraduate Course:** PHED 186, Advanced Rock Climbing. Delete the course. **Justification:** Update courses for currency and demand.
Request for Change or Deletion in Undergraduate Course: PHED 193, Advanced Gymnastics. Delete the course. Justification: Update courses for currency and demand.

NEW COURSES, PROGRAMS, OR SIGNIFICANT CHANGES TO COURSES FOR SENATE APPROVAL

Proposals from the Spadoni College of Education

1. Request for Change or Deletion in Undergraduate Course: Delete EDUC 380, Introduction to Diverse Learners and Special Education. Justification: EDUC 380 is being replaced by EDUC 215 for accreditation purposes.

   New Course Proposal – EDUC 215, Schools & Diversity. To be required for majors in Early Childhood Education, Elementary Education, Middle Grades Education, and Special Education. Catalog Description: This course is designed to acquaint pre-service teachers with diversity issues in today’s classrooms. In addition to investigating the needs of students with disabilities and specific health issues, the roles such factors as race, class, gender, language proficiency, and cultural background play in the educational process will be explored. Methods of instruction and evaluation designed to meet the needs of a diverse student population will be addressed. The main goal of the course is to help future teachers discover their own attitudes and values as they pertain to diversity and develop the knowledge and skills that will enable them to create inclusive classroom environments and to provide equal educational opportunities for all students. Justification: EDUC 215 is needed for accreditation.

2. Department of Early Childhood
   Change in Degree Program. Delete EDUC 380 and add EDUC 215 and change requirements in Catalog Description. Justification: EDUC 215 is needed for accreditation purposes.

3. Department of Elementary Education
   Change in Degree Program. Delete EDUC 380 and add EDUC 215 and change requirements in Catalog Description. Justification: EDUC 215 is needed for accreditation purposes.

4. Department of Special Education Learning Disabilities
   Change in Degree Program. Delete EDUC 275 and EDUC 380 and add EDUC 215 to special education foundation courses and EDLD 370 to the special education teaching specialization and change requirements in Catalog Description. Justification: Review of our current program and changes in courses within the college resulted in the need for these revisions to more closely align with and meet accreditation and certification requirements.

5. Departments of Early Childhood & Special Education
   New Course Proposal. EDLD 370 – Foundations of Special Education. Catalog Description: This course provides knowledge of basic concepts in special education
related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, and support services for individuals with disabilities at varied degrees of severity and the impact of disabilities on academic and social/emotional performance. **Justification:** Needed to meet accreditation requirements and standards, and state certification requirements.

6. **Department of Health, Physical Education & Recreation**

   **Change in Emphasis:** Health Promotion with Sports Medicine Option (BS). Change in major requirements, Health Promotion elective requirements and electives. Electives will be increased from 4 to 6 credits. Total hours required for graduation (123 credits) will remain the same. Change in catalog description to read: Choose one (2) HPRO 300-400 level classes not listed previously in program of study. **Justification:** Removing the long list of classes will eliminate confusion about which courses students may use as Health Promotion Electives.

   **Change in Degree Program:** BS in Health Promotion. Change in elective requirements; Change in catalog description to read: Choose two (2) HPRO 300-400 level classes not listed previously in program of study. **Justification:** Removing the long list of classes will eliminate confusion about which courses students may use as Health Promotion Electives. We will still encourage students to take these related classes outside of HPRO for the 15 credit cognate requirement. The addition of 3 credits of electives will allow for more flexibility when students transfer into the degree program.

   **Change in Degree Program:** BS in Health Promotion. Change prefix from HLED to HPRO. **Justification:** The BS in Health Promotion does not lead to teacher certification; therefore, the HPRO prefix will better describe the degree program.

   **Change in Catalog Description.** Change the title of the Program from Physical Education Activity Courses TO Physically Active Living Skills Program (PALS). Catalog description to read: Physically Active Living Skills (PALS) program. The following courses (PALS 102 through 190) are part of the Physically Active Living Skills (PALS) Program in the Department of Health, Physical Education, and Recreation (HPER). These half-semester courses (Fall or Spring I and II) are open to all Coastal Carolina University students for academic credit. The PALS courses are designed to promote lifelong physical activity by developing the knowledge, skills, and attitudes for successful and safe participation. The program seeks to add value to the Coastal experience by increasing physical activity levels of students and through the transfer of knowledge, skills, and attitudes to the lifelong pursuit of a healthy lifestyle. Specifically, courses in the PALS program enable the student to: (1) Engage in structured physical activity at least twice weekly. (2) Learn to improve physical activity skills that can be continued throughout the lifespan. (3) Develop personal skills and habits that modify sedentary or unhealthy behaviors. (4) Develop an appreciation of various forms of physical activity as it contributes to a wellness lifestyle. Course offerings are divided into three categories: Personal Fitness Activities (PALS 102-124) Lifetime Sports PALS 125-149) Lifetime Physical Activity Skills (PALS 150-180). **Justification:** Large revision of physical activity courses in response to current trends in physical activity and to (information cut off from form).
Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 116 – Tennis. Change course title from Tennis TO Beginning Tennis, change course number from PHED 116 to PALS 127. Catalog description to read: Fundamentals of tennis for the beginning participant. Emphasis on basic tennis skills and techniques, rules, scoring and etiquette to participate successfully. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 109 – Bowling. Change course title from Bowling TO Beginning Bowling, change course number from PHED 109 TO PALS 133. Catalog description to read: For beginning participants, topics include basic technique, grip, approaches, releases, spot bowling techniques, rules, equipment, scoring and safety procedures. Course meets off campus. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 143 – Football. Change course title from Football TO Flag Football. Change course number from PHED 143 TO PALS 135. Catalog description to read: Introduction to the basic skills, safety, history, rules and game strategies/variations, and fitness principles to participate successfully in flag football (co-ed). Update courses for currency and demand. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 148 – Rollerblading. Change course title from Rollerblading to In-line Skating. Change course number from PHED 148 TO PALS 159. Catalog description to read: Techniques and concepts of in-line skating. Topics include safety principles, physical conditioning and fitness concepts, and equipment care. Skates provided if needed. Justification: Update courses for currency and demand.

Changes in Course Numbers, Titles, Descriptions, & Acronym/Rubric. PHED 180 – Advanced Swimming. Change course title from Advanced Swimming TO Beginning Swimming. Change course number from PHED 180 TO PALS 169. Catalog description to read: For the beginning or non-swimmer. Emphasis on the basic swim strokes, water survival skills, and principles of swimming and water safety. Justification: Update courses for currency and demand.

New Course Proposal: PALS 102, Fitness Walking. Catalog description to read: Introduction to low-impact, cardiovascular endurance activity of walking. Proper techniques of walking, warm-up, and cool down are practiced. Topics include benefits, injury prevention, weight management, and goal setting relative to a personal fitness program. Justification: Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 103, Tai Chi. Catalog description to read: Provides a fundamental understanding and practice of the Tai Chi philosophy, principles, applications and benefits. Emphasis on basic practices of Chi-Gung. Justification: Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 105, Yoga. Catalog description to read: Introduction to the basic physical and mental skills of yoga. Development of improved levels of somatic awareness, joint flexibility, muscle function, energy, stress management, mental
focus, and injury prevention. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 107, Pilates. Catalog description to read: Emphasis on the development of strength, flexibility and endurance. Body awareness skills include core stability and balance in areas such as pelvis, back, and shoulder girdle, neutral alignment, and patterned breathing. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 108, Fitness Kickboxing. Catalog description to read: Introduction to kickboxing for cardiovascular and muscular fitness. Emphasis on basic kicking and boxing patterns, techniques, safe kicks, punches, and combinations. Topics also include concepts of improve aerobic endurance, muscular flexibility, balance, strength and tone, and nutrition. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 109, Aquatic Fitness. Catalog description to read: Provides a safe and effective forms of non- or low-impact progressive resistance exercise to develop muscular strength and endurance, improve cardiovascular fitness and increase flexibility. No swimming skills are needed for this aquatic class. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 110, Indoor Cycling. Catalog description to read: Stationary cycling methods emphasizing aerobic and anaerobic endurance at all fitness levels. Topics include exercise science concepts, fitness principles and technology. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 112, Personal Fitness Assessment. Catalog description to read: Provides assessment and prescription of the components of personal fitness. Emphasis on using current technology and assessment techniques to plan and monitor fitness activities to meet personal goals. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 113, Triathlon Training. Catalog description to read: Provides training concepts and practice in the three elements of a triathlon: swimming, biking, and running. Students must know how to swim and provide their own bicycle and helmet. Some training activities may be held off campus. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 117, Beginning Strength Training and Conditioning. Catalog description to read: Introduction to resistance training to improve muscle strength and function. Emphasis placed on orientation to facilities and equipment,
planning an effective program, fundamental principles and techniques of safe and
effective muscular conditioning. **Justification:** Part of a larger revision of the
Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses).
Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 125, Beginning Golf. Catalog description to read:
Fundamentals of golf for the beginning participant. Emphasis placed on essential
techniques, concepts, rules and etiquette for successful participation. Course meets at
Coastal’s Quail Creek Golf Course. **Justification:** Part of a larger revision of the
Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses).
Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 128, Intermediate Tennis. Catalog description to read:
For the experienced participant, emphasis on mastery of strokes and shots, advanced
strategies, match play and etiquette. **Justification:** Part of a larger revision of the
Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses).
Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 130, Lacrosse. Catalog description to read: Introduction
to the basic skills and techniques for successful participation in the sport of lacrosse.
Emphasis on skill progressions, rules, strategies and game play. **Justification:** Part of a
larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour
PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 134, Intermediate Bowling. Catalog description to read:
(Prereq: PHED 133 or permission of instructor). Emphasis on skill development for
students with prior bowling knowledge and experience. Topics include strategy,
accuracy, and scientific concepts. Course meets off campus. **Justification:** Part of a
larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour
PHED activity courses). Course reflects currency in the field participant/student demand.

**New Course Proposal:** PALS 140, Fencing. Catalog description to read: Introduction
to the basics of the sport of fencing. Emphasis on safety, equipment, techniques,
strategic concepts, scoring and rules, physical and mental preparation, and a progression
toward competition. **Justification:** Part of a larger revision of the Physically Active
Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects
currency in the field participant/student demand.

**New Course Proposal:** PALS 141, Rugby. Catalog description to read: Introduction to
the rules and techniques for successful participation in rugby. Includes modified and
international games and the development of basic game skills and tactical game
situations. **Justification:** Part of a larger revision of the Physically Active Living Skills
(PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the
field participant/student demand.

**New Course Proposal:** PALS 164, Modern Dance. Catalog description to read:
Introduction of fundamental skills, techniques, and concepts as applied to various forms
of contemporary dance. **Justification:** Part of a larger revision of the Physically Active
Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects
currency in the field participant/student demand.
New Course Proposal: PALS 170, Introduction to Snorkeling and Kayaking. Catalog description to read: An introduction to breath-hold diving using surface support (snorkeling) systems and the basics of flat-water, wash-deck kayaking. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 171, Beginning Scuba Diving. Catalog description to read: Concepts and practice of SCUBA life support systems and preparation for the SCUBA certification. Academic topics include safety, equipment, dive analysis, physics, physiology, health, and environment. Water skills include buoyancy control, communication, emergency procedures, breathing techniques, equipment management, and rescue skills. Certification and dive costs are required. May only be taken once for credit. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 172, Advanced Scuba Diving. Catalog description to read: (Prereq: PHED 171 or equivalent certification). Theory and practice of NAUI advanced SCUBA diving techniques, skills and experience. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 174, Scuba Rescue. Catalog description to read: (Prereq: PHED 172 or equivalent certification). To prepare divers to prevent or handle problems or emergencies. CPR and first aid training also covered. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 176, Intermediate Karate. Catalog description to read: An extension of Karate fundamentals and basics. Emphasis on advanced blocks, strikes, kicks, and footwork to expand concepts of this martial art. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

New Course Proposal: PALS 177, Self-Defense. Catalog description to read: An introduction to combative activities and self-defense skills. Emphasis placed on preventative measures for personal safety and protection. **Justification:** Part of a larger revision of the Physically Active Living Skills (PALS) courses (1 credit hour PHED activity courses). Course reflects currency in the field participant/student demand.

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
6/29/2006

To: Dr. David Evans, Chair, Faculty Senate

From: Dr. Michael Ferguson, Chair, Grievance Committee

Re: Annual Report

As per our conversation I am reporting that the Faculty Grievance Committee received a confidential letter from Dr. Ronald Ingle, President of Coastal Carolina University on May 8, 2006 requesting that the committee meet to hear a grievance filed by a Coastal Carolina University Faculty Member.

The committee convened on May 12, 2006 with an initial meet with Dr. Ingle and began the process of airing the grievance. The committee met again on May 15, 2006 to discuss the grievant’s file and on May 17, 2006 to meet with the grievant and witnesses. The committee completed the review and submitted a signed letter with a recommendation to Dr. Ingle on May 17, 2006.
To: Dr. Dave Evans, Chair, Faculty Senate  
From: Dr. Mike Gilbert, Chair, Student Life Committee  
Re: 2005-06 Annual Report  

The Student Life Committee, with equal representation of both students and faculty, functions as a vital forum for discussing a wide variety of issues pertinent to campus life.

SLC met regularly during the 2005-06 academic year. There were several changes in faculty membership, with Sasha Logan replacing Nelljean Rice and Monair Hamilton replacing Lisa Barboun. In addition, Dean of Students Dr. Lloyd Holmes was welcomed as an *ex officio* member of the Committee. Three of the six faculty seats are currently open for nomination and election (see www.coastal.edu/fac senate).

The main item of business this year was the follow-up action taken on a resolution brought before SLC last spring by the Student Government Association proposing the addition of the words “sexual orientation” to the University’s affirmative action clause. At its April 2006 meeting, the Senate acted on a formal recommendation from SLC (see Senate minutes from April 5, 2006), with the following result:

The Senate approved the addition of the wording “Coastal Carolina University promotes a respectful and tolerant environment that welcomes all students regardless of gender, race, religion, or sexual orientation” to the *CCU Student Handbook*;

Further, it approved the addition of the words “sexual orientation” following the word “age” to the Affirmative Action Policy Statement contained in the *Faculty Manual*.

In other business, this was the second year that an on-line process was used for the purpose of soliciting and reviewing applications for *Who’s Who Among Students in American Colleges and Universities*, oversight for which is now in the hands of a special *Who’s Who* Subcommittee convened by the Dean of Students. Also, at the request of Vice President Lynn Willett, the Student Life Committee reviewed and discussed the University’ policy on the use of amplified sound for sanctioned outdoor events.

In closing, the Chair wishes to acknowledge both the significant contributions made by the SGA representatives this past year, as well as the active participation of the three faculty members who are rotating off the Committee: Mike Ferguson, Maggie Ivanova, and Yoav Wachsman.

Respectfully submitted,

Mike Gilbert, Chair, Student Life Committee  
27 June 2006