COASTAL CAROLINA UNIVERSITY
AY 2007-08
FACULTY SENATE AGENDA
October 3, 2007
Wall Building, Room 309
4:30 PM

I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Susan Slavik

III. APPROVAL OF September 5, 2007 Minutes

IV. EXECUTIVE COMMITTEE REPORT

1. Charge to the Ad Hoc Task Force to Review/Revise the Faculty Manual

The Provost will appoint the four administrators as well as appoint the Chair of the Ad Hoc Task Force from among the 5 respective faculty members appointed by the Senate Chair. The Charge to the Committee is drafted, below, for your consideration and editing:

- Review and revise the Coastal Carolina Faculty Manual during the 2007-2008 academic year with the goals of:
- Reflecting the current administrative structure of the University
- Including in the “Faculty Organization” all full-time permanently employed faculty
- Referencing the college and department-specific promotion/tenure/renewal and post-tenure review guidelines being developed during the 2007-2008 academic year
- Updating the membership and charges of the Regular Faculty Committees to reflect the current and projected needs of Coastal Carolina University

It is the mutual desire of the Provost and Senate Chair that this revision be completed in such a timeline that it can be presented to relevant regulatory bodies for consideration Fall, 2008.

2. Charge to the Ad Hoc Committee on Academic Misconduct

Since the course repeat policy that was passed by the Senate at its September meeting is contingent upon the adoption of a "FX" grade and an accompanying academic dishonesty framework, this will be the initial focus of this committee.

The committee will concentrate on building a solid framework that will: (1) review Coastal’s existing policies, procedures, and practices regarding academic dishonesty, (2) examine dishonesty policies and procedures from other institutions, and (3) clarify and propose new policies and procedures for the rendering of a “FX” grade for academic
dishonesty, with special attention to addressing the centralization of record keeping on this issue; how to grandfather in the grade forgiveness for students who only have “F” grades (before the FX became available); and how to protect students from having a permanent FX on their printed Transcript for the rest of all time.

The issue of evaluating the need of an honor code will wait until this charge has been satisfied and may be addressed by this committee or a newly formed one, depending upon the recommendation made to me by this committee.

Membership:
John Goodwin, Chair, representing CNAS and Academic Affairs
Bomi Kang, representing WCoB and Student Retention and Assessment
Claudia McCullough, ECohFA
Don Rockey, ScoE
Jamie Graham, Kimbell Library
Lloyd Holmes, Student Affairs
Barbra Buckner, Provost’s Office

Ex officio:
Dan Lawless, Registrar
Judy Vogt, Enrollment Management
Lynn Willett, Student Affairs

V. PRESIDENT REPORT

VI. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VII. COMMITTEE REPORTS

VIII. PENDING BUSINESS

IX. NEW BUSINESS

Academic Affairs presents the following for Senate review/approval:

College of Science:

1. Request for a change in Undergraduate Course: CSCI 305, Ethics in Computer Science. Change prereq. from Academic standing above Freshman TO no prereq., Change course number from CSCI 305 TO CSCI 170. Justification: We would like to introduce the ethics course earlier in the curriculum so that students are more aware of ethical issues throughout more of their college experience.

2. Request for a change in Undergraduate Course: MATH 242, Modeling Scientists. Change prereq. from Student must have completed MATH 161 or Math 151 TO Math 160, Change in coreq from N/A TO MATH 242L. Proposed Catalog description to read: The class is designed to introduce students to concepts in mathematical modeling and scientific computing.
The course is project based, and Computer Software will be used extensively to implement models, solve problems, and visualize results. Topics include counting by enumeration, population dynamics, Newton’s method for finding roots of equations, and fractal generation. **Justification:** We are updating this course to introduce science students to scientific computing, and more specifically, using Matlab for mathematical modeling.

3. **Request for a change in Undergraduate Course:** MATH 242L, Modeling for Scientists Lab. Change prereq from Student must have completed MATH 161 or MATH 151 TO N/A, Change in coreq from N/A TO Math 242. Proposed Catalog description to read: Students are introduced to using a computer modeling software package. Lab assignments help students utilize software to implement models, solve problems, and visualize results. **Justification:** Adjusting the MATH 242L description to match the changes to MATH 242.

4. **Request for a new Undergraduate Course:** MSCI 201, Scientific Communication. (3) Prereq: C or better in MSCI 112/112L. Proposed Catalog description to read: Multidisciplinary training in the art of scientific communication, including the ability to critically interpret quantitative data and to disseminate the significance and meaning of those data through multiple media, including graphic representation, written explanation, and oral presentation. F.S. **Justification:** The course meets departmental goals of developing multiple skills associated with scientific communication, as indicated above. It meets university goals by providing an effective “communication intensive” course for the Core Curriculum that is especially relevant for science majors.

5. **Request for change in an Undergraduate Course:** STAT 315, Statistical Methods I. Change in prereq from STAT 201 TO STAT 201, CBAD 291, or PSYC 225. Change in title from Statistical Methods I TO Regression Analysis. Proposed Catalog description to read: This course, which provides an in-depth coverage of regression analysis, is suitable as a second course in statistics. Topics include correlation, simple and multiple linear regression, method of least squares, model building and diagnostic checking, hypothesis testing, outliers, influence, multicollinearity, transformations, categorical regressors, and logistic regression. Examples and case studies are drawn from the sciences and business. Computers and statistical software will be used extensively. **Justification:** Changing prerequisite to be more inclusive of students with different statistical backgrounds. Rewriting the title and description to be more descriptive of what is actually in the course.

6. **Request for a change in an Undergraduate Course:** STAT 316, Experimental Design. Change in prereq from STAT 201 TO STAT 201, CBAD 291, or PSYC 225. Proposed Catalog description to read: This course in basic experimental design and analysis is suitable as a second course in statistics. Topics include, but are not limited to, analysis of variance, analysis of covariance. Fisher assumptions, randomization, basic factorial designs, complete block designs, two-way factorial designs, split plot/repeated measures designs, interaction, blocking, Latin squares, and multiple comparisons, Computers and statistical software will be used extensively. **Justification:** Changing prerequisite to be more inclusive of students with different statistical backgrounds. Rewriting the description to be more descriptive of what is actually in the course.
7. **Request for a change in Undergraduate Course:** STAT 317, Nonparametric Statistical Methods. Change in prereq from STAT 201 TO STAT 201, CBAD 291, or PSYC 225. Proposed Catalog description to read: This course covers nonparametric alternatives to standard statistical analyses and is suitable as a second course in statistics. Topics include nonparametric analogues to t- and F-tests. ANOVA, regression and correlation, goodness of fit tests, tests of independence, and measures of association. Computers and statistical software will be used extensively. Offered on demand. **Justification:** Changing prerequisite to be more inclusive of students with different statistical backgrounds. Rewriting the description to be more descriptive of what is actually in the course.

8. **Request for a change in Undergraduate Course:** STAT 318, Biostatistics. Change in prereq from STAT 201 and STAT 201L TO STAT 201, CBAD 291, or PSYC 225. Proposed Catalog description to read: This course, suitable as a second course in statistics, covers statistical issues and methods for biological, medical and health sciences. Topics include study design, hypothesis testing, linear models, multivariate methods, analysis of rates and proportions, analysis of survival data, logistic regression, and log-linear models. Examples and case studies are drawn from biology, medicine and health-related fields. Computers and statistical software will be used extensively. **Justification:** Changing prerequisite to be more inclusive of students with different statistical backgrounds. Rewriting the title and description to be more descriptive of what is actually in the course.

College of Business:

9. **Request changes for an Undergraduate Program:** Business Administration Minor. Change in Other: Additional comment regarding the use of the business minor as preparation for entering an MBA program. Proposed Catalog description to read: A grade of C or above is required in each course to be applied toward the minor. Students who are planning to apply for an MBA program are strongly encouraged to enroll in CBAD 363, Business Finance, for the Business Administration elective. **Justification:** The Wall College faculty wants to clearly state that CBAD 363 is generally a requirement for MBA programs and that a student who may enroll in the MBA program would need the course.

University Academic Center:

10. **Request for a new Undergraduate Course:** UNIV 103, First-Year Common Hour. (1) Proposed Catalog description to read: This course is designed to help students improve the way they manage their academic career. Topics include but are not limited to time management, goal setting, motivation, reading comprehension, effective note and test taking, and learning styles and assessment. **Justification:** Courses of this type have been used effectively at other institutions to address the issue of the under-prepared college student. The model was used in 6 sections this spring at Coastal as a zero credit hour course to improve retention and student success at the college level for first-year students facing academic difficulty and probation.

College of Education:
11. **Request for a change in an Undergraduate Course:** PHED 310, Physical Activity Skills.
Change in prereq from PHED 225, 231, Admission to the Professional Program in Teacher Education TO Admission to the Professional Program in Teacher Education. Change in coreq from EDUC 410 TO EDPE 410, EDPE 325. Change in credits from 2 TO 3. Change in title from N/A TO Teaching Lifetime Fitness. Change in course number from PHED 310 TO EDPE 303. Proposed Catalog description to read: Course provides the teacher candidate with current best practice in teaching personal fitness to students in K-12 schools. Course requires the development of personal fitness skills and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. **Justification:** Part of the alignment and revision with new core curriculum.

12. **Request for a change in an Undergraduate Course:** PHED 311, Physical Activity Skills.
Change in prereq from PHED 225, 231, Admission to the Professional Program in Teacher Education TO Admission to the Professional Program in Teacher Education. Change in prereq from PHED 225, 231, Admission to the Professional Program in Teacher Education TO Admission to the Professional Program in Teacher Education. Change in coreq from EDUC 411 TO EDPE 411. Change in credits from 2 TO 3. Change in title from Physical Activity Skills II TO Teaching Team Sports. Change in number from PHED 311 TO EDPE 304. Proposed Catalog description to read: Course provides the teacher candidate with current best practice in teaching team sports to students in K-12 schools. Course requires the development of personal competence in select team sports/skills and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. **Justification:** Part of the alignment and revision with new core curriculum.

13. **Request for change in an Undergraduate Course:** PHED 312, Physical Activity Skills III.
Change in prereq from PHED 131, 225 and Admission to the Professional Program in Teacher Education TO Admission to the Professional Program in Teacher Education. Change in coreq from EDUC 412 TO EDPE 320, EDPE 412. Change in credits from 2 TO 3. Change in title from Physical Activity Skills III TO Teaching Lifetime Activities. Change number from PHED 312 TO EDPE 305. Proposed Catalog description to read: Course provides the teacher candidate with current best practice in teaching lifetime physical activities to students in K-12 schools. Course requires the development of personal competence in select team lifetime activities and pedagogical skills including peer teaching, lesson and unit planning, skills analysis, and the use of assessment and technology. **Justification:** Part of the alignment and revision with new core curriculum.

14. **Request for a change in an Undergraduate Course:** PHED 320, Administration of Sport and Physical Education.
Change in coreq from EDPE 305 TO EDPE 412. Change in title from Administration of Sport and Physical Education TO Curriculum and Administration in Physical Education. Change course number from PHED 320 TO EDPE 320. Proposed Catalog description to read: Course provides the teacher candidate with an introduction to K-12 physical education curriculum models, standards-based curriculum development, and a variety of administrative issues essential for a beginning teacher. Course includes the impact of current local, state, and national issues and legislation important to developing, delivering, and assessing the physical education curriculum. **Justification:** Part of alignment and revisions with new core curriculum.
15. **Request for a change in an Undergraduate Course**: PHED 331, Professionalism in Physical Education Teacher Education. Request to Delete the course. **Justification**: Part of alignment and revisions with new core curriculum.

16. **Request for a change in an Undergraduate Course**: PHED 410, Elementary School Physical Education Pedagogy. Request change in coreq from PHED 310 TO EDPE 303 and EDPE 325, request change in number of credits from 3 TO 4, request change in course number from PHED 410 TO EDPE 410. Proposed catalog description to read: Foundations and practices in teaching elementary school physical education. Course studies the development and assessment of fundamental movement patterns/skills, curriculum development, and planning and implementing instruction at the elementary level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the elementary schools. **Justification**: Part of alignment and revisions with new core curriculum.

17. **Request for a change in an Undergraduate Course**: PHED 411, Middle School Physical Education Pedagogy. Change in prereq from PHED 231 and Admission to Professional Program in Teacher Education TO Admission to Professional Program in Teacher Education. Change in coreq from PHED 311 TO EDPE 304. Change in credits from 3 TO 4. Change in course number from PHED 411 TO EDPE 411. Proposed Catalog description to read: Foundations and practices in teaching elementary school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools. **Justification**: Part of alignment and revisions with new core curriculum.

18. **Request for a change in an Undergraduate Course**: PHED 412, High School Physical Education Pedagogy. Change in prereq from PHED 331 and 411 and Admission to Professional Program in Teacher Education TO Admission to Professional Program in Teacher Education. Change in coreq from PHED 312 TO EDPE 305 and EDPE 320. Change in credits from 3 TO 4. Change in course number from PHED 412 TO EDPE 412. Proposed Catalog description to read: Foundations and practices in teaching high school physical education. Course studies the development and assessment of motor and fitness skills for late adolescent students, curriculum development, and planning and implementing instruction at the high school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the high schools. **Justification**: Part of the alignment and revision with new core curriculum.

19. **Request for a change in an Undergraduate Course**: PHED 431, Internship Seminar in Physical Education Teacher Education. Change in prereq from PHED 331 and passing scores on Praxis II TO None. Change in course number from PHED 431 TO EDPE 431. Proposed Catalog description to read: Course provides Teacher Candidate with focused content related to the successful completion of internship process and requirements. **Justification**: Part of alignment and revisions with new core curriculum.
Deborah Vrooman, Chair, Graduate Council presents the following items of business that were approved by the Graduate Council on September 5, 2007 for Senate information.

A. College of Humanities and Fine Arts
   Proposal for New Course
   **POLI 539 International Law** (3) (Prereq: POLI 101, POLI 315 or permission of instructor) Study of the origin, development, and principles of the international law of peace. The enforcement of these principles, the law of war, and the pacific settlement of disputes is presented. Students who have completed POLI 439 are not eligible for this course. **Rationale:** POLI 539 will support graduate programs by offering students a choice of additional study in the social sciences.

B. College of Education
   Proposal for Name Change in a Course
   **Current:** EDUC 692 - Advanced Topics in Special Education  
   **Recommended:** EDUC 692 - Foundations and Services for Exceptional Learners  
   **Rationale:** The title change will better reflect the course content and facilitate review from the South Carolina Department of Education for individuals seeking endorsement certification in special education.

X. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XII. ADJOURNMENT