I. CALL TO ORDER – Susan Webb

II. ROLL CALL – Susan Slavik

III. APPROVAL OF March 04, 2009 Minutes

IV. PRESIDENT REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. EXECUTIVE COMMITTEE REPORT

VII. COMMITTEE REPORTS

Dr. Renee Smith, Associate Professor of Philosophy, Chair Core Curriculum respectfully submits the following Annual Report on behalf of the committee members. See pages 17 and 18.

Dr. Teresa Burns, Associate Professor, Chemistry/Physics, Director of the General Education respectfully submits a brief report. See page 19.

Dr. Michael Ruse, Michael S. Ruse, Chair, ad hoc Faculty Manual Rewrite Committee, to present Section V of the manual concerning faculty responsibilities and rights. Also an amendment to section VI. A to restore language that was removed from section VI. A. See pages 20-28.

Dr Jennie M. Cassidy, Interim Assistant Dean of Students, Director, Counseling Services, to present changes to the composition of the Campus Judicial Board. Must see attachment on email and print out.

VIII. PENDING BUSINESS

IX. NEW BUSINESS

Pat Piver, Chair, Academic Affairs presents the following for Senate review/approval:

Change in Suspension Policy concerning transfer of courses while on suspension.

Proposal to modify Graduation Honors to be based on Cumulative Grade Point Average

Submitted to the Academic Affairs Committee by Dan Lawless, University Registrar

From page 61 of the 2008-09 University Catalog, Graduation With Honors section:
Graduation with honors will be based on a GPA calculated on the basis of all work in the student's postsecondary career, i.e. collegiate GPA, including any attempted at other institutions, provided that the GPA achieved at Coastal meets the level specified for the honors sought. This calculation will include all courses attempted, not just those submitted in fulfillment of graduation requirements.

The following designations indicate a consistently high level of academic achievement throughout the student's entire academic career. To graduate with such honors, a student must have earned at least 60 credit hours (which can include credits earned through officially recognized Coastal Carolina University academic exchange programs) applicable toward the degree "in residence" at Coastal. Students are responsible for demonstrating appropriate GPA from the foreign institution. Courses taken as a transient student at other institutions, by correspondence, by examination, by exemption, or credits earned through military credentials are not considered "in residence".

- **Summa cum Laude**: a collegiate GPA of 4.0
- **Magna cum Laude**: a collegiate GPA of 3.75 - 3.99
- **Cum Laude**: a collegiate GPA of 3.5 - 3.74

Proposed Modification:

Graduation with honors will be based on the student's Coastal Carolina University cumulative Grade Point Average (GPA), a GPA calculated on the basis of all work in the student's postsecondary career, i.e. collegiate GPA, including any attempted at other institutions, provided that the GPA achieved at Coastal meets the level specified for the honors sought. This calculation will include all courses attempted, not just those submitted in fulfillment of graduation requirements.

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Change in Academic Suspension Policy

1. Current Catalog
   Readmission of former students, Page 35
A student who is suspended from Coastal Carolina University or any other institution for any reason, academic or non-academic, may not earn academic credit toward Coastal degree programs during the period of suspension, whether enrolled in another college or by correspondence course of any origin.

**New Policy**

A student who is suspended from Coastal Carolina University may earn academic credit in accordance with the University’s existing transfer credit policies. Students are strongly encouraged to seek advance approval of the coursework, via *Special Enrollment Request* form, with their academic adviser and the Chair of their academic department.

**2. Current Catalog**

**Transfer Credit, Page 50**

Credits earned at another institution while a student is on suspension, academic or nonacademic from Coastal Carolina University are not transferable and cannot be applied toward a degree or used in improving the grade point average.

**New Policy**

Courses taken at another institution while under academic suspension may transfer to Coastal Carolina University in accordance with the university transfer policies.

**Core curriculum**

| Summary: Currently, (1) the language in Core Goal 5 is ambiguous resulting in students and advisors being unsure about how to satisfy this goal, specifically, it is not clear what “approved study abroad course” means; (2) the procedure for approving a study abroad course for inclusion in the core is not clear; (3) international students’ experiences, while they satisfy this goal (by administrative action), are not specified as such; (4) CCU students’ coursework at foreign institutions will only satisfy this goal by petition despite the fact that being a student abroad clearly exposes students to the sort of experiences this requirement seeks to encourage. The following changes to the core curriculum and related procedures were approved by a unanimous vote of a quorum of the members of the Core Curriculum Committee at the January 26, 2009 meeting. As such, as chair of the Core Curriculum Committee, I would like to recommend that Academic Affairs approve the following two proposals. Proposal 1: Clarification of the process for approving a study abroad course as satisfying Goal 5B Part 1 whereby once a course has been approved by the IPC, it will be reviewed by the Core Curriculum committee, if it is seeking approval for satisfying Goal 5B part 1. Proposal 2: Change Core Goal 5B to the following: |
Part B:
Global Studies Awareness (May be satisfied through any of the 4 options below.) (3 credit hours).

1. Completion of an approved Global Studies Awareness Study Abroad course (at any level 100-400). *Note that only study abroad courses that have been approved for inclusion in the core can be used to satisfy this requirement.*

2. Completion of coursework (at any level 100-400) that is taken at an institution of higher education outside the United States that is transferred to Coastal Carolina University and that is approved through post hoc transcript evaluation for transfer students to be worth 3 academic credits.

3. Completion of coursework (at any level 100-400) that is taken at an institution of higher education outside the United States that is approved for transfer via a special enrollment request form for current CCU students to be worth 3 academic credits.

4. Completion of one of the following courses: *(list omitted for brevity)*

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I. Statement of the problem:

The Mission of Coastal Carolina University States:

*Original approved by the Coastal Carolina University Board of Trustees on April 18, 1997
Update adopted by the Coastal Carolina University Board of Trustees on December 14, 2007*

*Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. ... Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core ... [Emphasis added]*

Coastal Carolina University seeks to deliver on this mission in part through the University Core Curriculum Requirements. These requirements are designed to produce “students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective ... with [in] a tradition of a strong liberal arts core.” [Emphasis added]

The Mission of the Core Curriculum is as follows:

*The purpose of the core curriculum is to provide an educational experience in the liberal arts tradition that encourages and supports free inquiry, critical thinking, effective communication, and creativity. Persons educated in the liberal arts will have the opportunity to explore and cultivate an understanding of the multiple aspects of human culture and the natural world. The core curriculum is designed to prepare students for a thoughtful and productive life by exposing them to the methods of inquiry and practice of the humanities, sciences, and arts. Upon successful completion of the core, the students of*
Coastal Carolina University will develop the skills necessary to think clearly and logically, to gather and analyze information, and to express themselves effectively. As well rounded individuals, our students will possess the qualities to excel in their chosen fields of study and to live conscientious, responsible lives. [Emphasis added.]

To meet this, Coastal Carolina University’s Core Curriculum Requirements outline eight goals, including Core Goal 5, designed to meet the University mission of providing a global perspective, and an exploration and understanding of multiple aspects of human culture:

5. Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World. Educated persons should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and help promote global citizenship. (See Part A and Part B requirements identified below; 6-9 credit hours)

Student Learning Outcomes:
1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures

Part A:
Foreign Language (3-6 credit hours)
Successful completion of three credit hours in a foreign language sequence at the 130 level or higher, or six credit hours of foreign language in sequence. Entry level for students continuing with a language will be determined by placement.

Part B:
Global Studies Awareness (May be satisfied through either Option 1 or Option 2) (3 credit hours).
1. Completion of an approved Study Abroad Course.
2. Completion of one of the following courses.

ENGL 277 Literature in Translation (3)
GEOG 121 World Regional Geography (3)
HIST 111 World History to 1500 (3)
HIST 112 World History from 1500 (3)
HON 101 Honors Seminar: East meets West (3)
POLI 101 Introduction to World Politics (3)
RELG 103 World Religions (3)

Part A emphasizes the importance that studying a foreign language can play in developing a broader cultural understanding. Part B places value on both the scholarship of comparative cultural studies in a classroom context, but also on the value that a study abroad experience can have in developing cultural awareness.
As we moved to fully implementing the Core Curriculum, several issues have arisen in the satisfaction of this core curriculum requirement, particularly in the use of an approved study abroad course. There are two very important and independent questions to address in the approval of a study abroad course offered by Coastal Carolina University: first, does the course represent best practices in study abroad, and as such, is it approved for offering by the University? Second, does the course deliver the outcomes as laid out by Core Goal 5? Additionally, are there mechanisms and criteria for approval of courses for Core Goal 5B that are not offered by Coastal Carolina University?

II. Proposed solutions

Clarification of the Procedure for approving study abroad courses for goal 5B part 1

The University’s International Programs Committee has implemented an approval process for proposed Study Abroad courses in conjunction with the Academic Affairs Committee. Courses to be offered abroad are considered by the Academic Affairs committee. The International Programs Committee’s primary role is to vet courses against the Best Practices for Study Abroad Courses. The Core Curriculum’s charge includes making sure courses meet the core goal requirements.

Proposal 1: Clarification of the process for approving a study abroad course as satisfying Goal 5B Part 1 whereby once a course has been approved by the IPC, it will be reviewed by the Core Curriculum committee, if it is seeking approval for satisfying Goal 5B part 1.

If an instructor would like a course to be considered for Study Abroad, he/she submits the course for approval to Academic Affairs using either Form A: Request for Changes in or Deleting of an Undergraduate Course for an existing course or Academic Affairs Form C: Proposal for a New Undergraduate Course for a new course, as appropriate, and indicating that it is a Study Abroad course by checking the appropriate box. If an instructor would also like this course to satisfy Core Goal 5B part 1, the faculty member also indicates this by checking the appropriate box on the form for core curriculum consideration. The Core Goal 5 Student Learning Outcomes must be on the form and on the syllabus submitted, and it must be clear how the course intends to meet the student learning outcomes. The Core Curriculum Committee can then evaluate whether a course will meet the Core Goal 5 Student Learning Outcomes, and will approve it to satisfy Core Goal 5B part 1. In parallel, the International Programs Committee will consider it for approval for Study Abroad. After approval by both committees, and subsequent approval by Faculty Senate and the Provost’s office, the course would be approved to satisfy Core Goal 5B part 1.
Proposal 2: Change Core Goal 5B to the following:

Part B:
Global Studies Awareness (May be satisfied through any of the 4 options below.) (3 credit hours).

5. Completion of an approved Global Studies Awareness Study Abroad course (at any level 100-400). *Note that only study abroad courses that have been approved for inclusion in the core can be used to satisfy this requirement.*

6. Completion of coursework (at any level 100-400) that is taken at an institution of higher education outside the United States that is transferred to Coastal Carolina University and that is approved through post hoc transcript evaluation for transfer students to be worth 3 academic credits.

7. Completion of coursework (at any level 100-400) that is taken at an institution of higher education outside the United States that is approved for transfer via a special enrollment request form for current CCU students to be worth 3 academic credits.

8. Completion of one of the following courses: *(list omitted for brevity)*

**Rationale:** The language of Core Goal 5 states that "completion of an approved study abroad course" can satisfy this goal but does not clearly state that such study abroad courses must meet the student learning outcomes of Core Goal 5. Further, as more of our students are more likely to study abroad in junior year, it is appropriate to enable courses at all undergraduate levels to be used to satisfy this current core requirement.

Additionally, a student's active participation in an institution of higher education outside the United States is in and of itself evidence of exposure to and engagement in social and cultural institutions outside the US. In addition, the student will have also lived in the respective host country for the length of the instructional period, and therefore had the opportunity to not only experience cultural adjustment on his/her own terms, but also have had the opportunity to interact with the social, cultural, and institutional environment within which he/she studied. This will allow students to use semester abroad programs to satisfy this goal, and also allow students that transfer in to Coastal Carolina University from foreign institutions to use their experiences to satisfy this goal.

It is important that the catalog be more explicit about the various course options so students can make informed decisions about their core classes. Adding clearer language to 1, and adding 2 and 3 will cover many of the ways students could count legitimate course-based ways of meeting this core goal.
Core Curriculum

Faculty wants to teach a course abroad.

Existing course?

Yes

Complete IPC Study Abroad form

Course to satisfy CG SB?

Yes

Complete Core Goal SB Addendum

Get signature approval from Director of General Ed

Submit to Dean for signature approval

Submit to International Programs Director for signature approval

Submit to IPC for signature approval

Submit to Provost for signature approval

Course Approved

No

Complete Academic Affairs Proposal for new course form

Indicate Study Abroad by checking box

Course to satisfy CG SB?

Yes

Indicate Core Consideration by checking box

Submit for College approval signature

Course to satisfy CG SB?

No

Submit for Core Curriculum Signature approval

Submit for Academic Affairs Signature approval

Clarification: Study Abroad Proposal 1 - Core Curriculum
Pat Piver, Chair, Academic Affairs presents the following for Senate review/approval:

**College of Humanities and Fine Arts:**

*Department of Visual Arts*

1. Art History Minor
   **Change(s) proposed for an undergraduate program:**
   Change in required courses from ARTH 105 and 106 to ARTH 105, 106 and 350.

   **Current Catalog Description:**
   ART HISTORY MINOR
   Art History 105*, 106* (6)
   Select 12 credits from:
   Any 300 or 400 level Art History. (12)
   TOTAL CREDITS REQUIRED (18)
   *Art History 105 & 106 satisfies the foundation requirement for Studio Art Majors and may also be used to fulfill the Art History Minor requirement for Studio Art Majors. A grade of C or above is required in each course to be applied toward the minor.

   **Proposed Catalog Description:**
   ART HISTORY MINOR
   Art History 105*, 106* and 350 (6)
   Select 9 credits from:
   Any 300 or 400 level Art History. (9)
   TOTAL CREDITS REQUIRED (18)
   *Art History 105 & 106 satisfies the foundation requirement for Studio Art Majors and may also be used to fulfill the Art History Minor requirement for Studio Art Majors. These courses cannot be the same ones used to satisfy the Core Curriculum requirement.
   A grade of C or above is required in each course to be applied toward the minor.

   **Justification:** ARTH 350: Art & Ideas examines criticism, theory, an aesthetics. The course is currently required for Art Studio majors, but is not currently required for Art History minors. Exposure to the ideas examined in this course is crucial to the education of art history minors. ARTH 350 will also be required of all minors in the visual arts, including Art Studio and Graphic Design.

2. Art Studio Minor
   **Change(s) proposed for an undergraduate program**
   Change in required courses from ARTH 105, 106, 355 or 360 to ARTH 105, 106, 342 or 350.

   **Current Catalog Description:**
   ART STUDIO MINOR
   Art History 105*, 106*, 355, or 360 (6)
   Art Studio 103, 104 (6)
   Art Studio 111 (3)
Three Art Studio classes at 200 level or above (9)
TOTAL CREDITS REQUIRED (21)
*This course cannot be the same one used to satisfy the Core Curriculum requirement.
A grade of C or above is required in each course to be applied toward the minor.
ARTS 399 may not be used to satisfy the Art minor.

Proposed CatalogDescription:
ART STUDIO MINOR
Art History 105*, 106*, 342, or 350 (3)
Art Studio 103, 104 (6)
Art Studio 111 (3)
Three Art Studio classes at 200 level or above (9)
TOTAL CREDITS REQUESTED (21)
*This course cannot be the same one used to satisfy the Core Curriculum requirement.
A grade of C or above is required in each course to be applied toward the minor.
ARTS 399 may not be used to satisfy the Art minor.

Justification: ARTH 342: Post Modern and Contemporary Art examines artistic trends and ideas since 1980. ARTH 350: Art & Ideas examines criticism, theory, and aesthetics. In addition to the broad surveys (ARTH 105 and ARTH 106) students will gain exposure to a wide variety of ideas and concepts. ARTH 355 and 360 are offered rarely and are too narrow in scope for what might be an Art Studio minor’s only art history course.

3. Graphic Design Minor
Change(s) proposed for an undergraduate program
Change in required courses from ARTH 105, 106, 355 or 360 to ARTH 105, 106 or 350.

Current CatalogDescription:
GRAPHIC DESIGN MINOR
Art History 105*, 106*, 355, or 360 (3)
Art Studio 103, 104 (6)
Art Studio 261 (3)
Art Studio 201, 202, 301 (9)
TOTAL CREDITS REQUIRED (21)
*This course cannot be the same one used to satisfy the Core Curriculum requirement.
A grade of C or above is required in each course to be applied toward the minor.
ARTS 399 may not be used to satisfy the Art minor.

Proposed CatalogDescription:
GRAPHIC DESIGN MINOR
Art History 105*, 106*, or 350 (3)
Art Studio 103, 104 (6)
Art Studio 261 (3)
Graphic Design 201, 202, 301  
TOTAL CREDITS REQUESTED  
(9)  
*This course cannot be the same one used to satisfy the Core Curriculum requirement.  
A grade of C or above is required in each course to be applied toward the minor.  
ARTS 399 may not be used to satisfy the Art minor.  

**Justification:** ARTH 350: Art & Ideas examines criticism, theory, and aesthetics. In addition to the broad surveys (ARTH 105 and 106) students will gain exposure to a wide variety of ideas and concepts. ARTH 355 and 360 are offered rarely and are too narrow in scope for what might be a Graphic Design minor’s only art history course. The ARTS designation for graphic design courses will be changed to ARTD, in conjunction with the new proposal for a Graphic Design major. The change has been approved by the Registrar’s Office and will be proposed on a separate form.

4. Proposal to establish a Bachelor of Arts in Graphic Design

**Name of proposed program:** Graphic Design  
**Academic unit involved:** Edwards College of Humanities and Fine Arts, Visual Arts Department  
**Designation of Degree:** Bachelor of Arts (4 year program)  
**Proposed date of Implementation:** Spring 2010  
**CIP Code:** 50.0409  
**New program or modification:** New program  
**Number of credit hours:** 120  
**Qualifies for the Palmetto Fellowship and LIFE Scholarship Awards:** Yes  
**Delivery Mode:** On-site classroom/lab/studio 100% face-to-face  
**Justification: Overview, purposes, objectives:** Currently, Coastal Carolina University has a B.A. in Arts Studio and a minor in Graphic Design. Students currently majoring in Art Studio can take up to 18 credits of selected courses in order to have an “emphasis” in graphic design. To better prepare students for the field of graphic design our Visual Arts Department is proposing a **B.A. degree in Graphic Design.**  

Graphic design is a very popular major nationwide, because it uses cutting-edge computer technology and because of its artistic/creative content within a professional/vocation field that offers many job opportunities. Myrtle Beach and surrounding areas have need for a graphic design major. Locally, there are a number of advertising, marketing and design firms as well as small businesses that use design services and many more statewide and regionally in such cities as Columbia, Charleston, Wilmington, Charlotte and Atlanta.

The objective of the new program is to provide an in-depth educational experience to students desiring to go into the graphic design field in terms of content, sequence, and overall learning. It is difficult for students to break into the graphic design field (or a graduate-level program) if they minor or take only two or three related courses in the current Art Studio B.A., which is often the case with recent graduates who have sought the emphasis. Graduates in our current program do not have the thorough technical know-how, the design understanding, the problem-solving capacity, not the portfolio of
work to show potential employers and/or graduate schools. Graduates from Coastal Carolina University with a B.A. in Graphic Design can be passionate thinkers, leaders and creative problem-solvers who have the ability to move through the professional design ranks and become graphic designers, art directors, independent-design business owners, and with a master’s degree, even design educators, if they so choose.

See additional information on this program the information has been attached to your email.

College of Humanities and Fine Arts – Humanities Proposals

Department of History

1. History Degree

Change(s) proposed for an undergraduate program

Correction of a typographical error. On p. 165 of the 2008-2009 catalog, under Foundation Courses, one finds listed English courses “277, 278.” No such courses exist. Instead it should read “287, 288,” that is, Major Writers of American and British Literature. Justification: After discussion, there was a widespread agreement among History Faculty that we should list as possible Foundation Courses only English courses that are actually taught by the English Department.

2. HIST 330 The Hellenistic Mediterranean, c. 350-30 BCE

Proposal for a new undergraduate course

Credit Hours: 3 Prerequisites: None Course Restrictions: None. This course may be used as an elective or cognate. Proposed catalog description: HIST 330 The Hellenistic Mediterranean, c. 350-30 (3). This course may examine the political, social, religious, economic, intellectual, and military developments of the Hellenistic Mediterranean, c. 350-30 BCE. Topics of focus will include the Classical Greek legacy, the conquests of Alexander the Great, the spread of Greek civilization throughout the Mediterranean, and the development of the Roman Republic through the death of Julius Caesar in 44 BCE. Justification: The Hellenistic Mediterranean, c. 350-30 would be the foundational basis for other courses on the ancient world, including a proposed course on imperial Rome. Also, it would be in keeping with current trends in the discipline, as it situates the political and cultural influences of Greece within the broader context of historical understanding, rather than the narrower tradition of a course strictly on Greece.

3. HIST 331 Medieval Islamic World, c. 600-1258

Proposal for a new undergraduate course

Credit Hours: 3 Prerequisites: None Course Restrictions: None. This course may be used as an elective or cognate. Proposed Catalog Description: HIST 331 Medieval Islamic World, c. 600-1258 (3). This course examines the rise of the Islamic Empire from Muhammad to the Mongol conquest of Baghdad in 1258. In so doing, it may focus on topics such as the rise of Islam, the Arab conquests, the development of the Umayyad and Abbasid dynasties, and the sources of social, cultural, and religious power structures that developed throughout the Medieval Islamic World. Justification: Medieval Middle Eastern history courses are standard in accredited history programs, nationwide, which would mean this course would be in keeping with current trends in the discipline. Also, the current political climate has made the study of the Middle East of particular
importance to students in a variety of majors and who are preparing for a variety of future careers. In addition, the Politics Department currently offers a variety of courses on the Middle East, but none of them extend as far back as the Medieval period. Furthermore, this course would facilitate the Philosophy Department’s efforts to establish a religious studies minor/program.

4. HIST 401  Rome: The Imperial City
Proposal for a new undergraduate course
Credit Hours: 3  Prerequisites: None  Course Restrictions: None  
**Proposed Catalog Description:** HIST 401 Rome: The Imperial City (3). This course examines the development of the Roman Empire from the age of Augustus through the fifth century, focusing on the political, economic, social, religious, and cultural realms of the Empire, particularly through the lens of the built environment. **Justification:** Courses examined the development of the Roman Empire are a standard part of history programs nationwide. Furthermore, given the limited number of extant texts pertaining to the ancient world, it is imperative that students are taught to analyze historical paradigms through the lens of spatial theory, broadening their scope of historical understanding. Also, this course would be a continuation of a five course series beginning with the development of the Hellenistic Mediterranean and concluding with the establishment of the Medieval Islamic world. Finally, this course would replace the outdated course entitled Roman Republic and Empire, which simply surveys over a thousand years of Roman history.

5. HIST 402  History of Early Christianity
Proposal for a new undergraduate course
Credit Hours: (3)  Prerequisites: None  Course Restrictions: None. This course may be used as an elective or cognate. **Proposed Catalog Description:** HIST 402 History of Early Christianity (3). This course explores the political, economic, social, theological, and cultural developments of Christianity in the Mediterranean, situating the early Christian movement within the historical context of its Jewish roots through its westward expansion, c. 4 BCE-600 CE. **Justification:** History of Christianity courses are standard classes for accredited departments nationwide. Also, understanding the development of the early Church is crucial to understanding the political, economic, social and cultural development of the Latin West. In addition, this course would facilitate the Philosophy Department’s efforts to create a religious studies minor/program.

6. HIST 403  Gender and Sexuality in the Early Church, c. 30-600CE
Proposal for a new undergraduate course.
Credit Hours: (3)  Prerequisites: None  Course Restrictions: None. This course may be used as an elective or cognate. **Proposed Catalog Description:** HIST 403 Gender and Sexuality in the Early Church, c. 30-600 CE (3). Using the lens of gender, this course explores the political, economic, social, theological, and cultural developments of Christianity in the Mediterranean, c. 30-600 CE, situating the early Christian movement within the historical context of Roman gender constructs and the shifting power structures of the Roman Empire. **Justification:** Gender and Sexuality in the Early Church, c. 30-600 CE is a course that would be in keeping with the current trend of
gender studies that has become a crucial aspect of history departments nationwide. Because Michel Foucault’s History of Sexuality largely opened the door to gender studies, classicists have been leaders in the realm of gender theory, making this course a foundational course to future studies in gender for students in a variety of majors. Furthermore, this course would facilitate in the Philosophy Department’s development of a religious studies minor/program.

7. HIST 448 Early Modern Science and Medicine
Proposal for a new undergraduate course
Credit Hours: (3). Prerequisites: None Course Restrictions: None. This course may be used as an elective. Proposed Catalog Description: HIST 448 (3) Early Modern Science and Medicine. A survey of Science (Natural Philosophy) and Medicine from the Renaissance through the Enlightenment, c. 1400-1800 CE, including such topics as the recovery of ancient authorities such as Aristotle, Galen, and Hippocrates, the new heliocentric astronomy, the new anatomy of Vesalius, the rise of experimental and mathematical science. Harvey and the circulation of the Blood, Baconian, and Cartesian philosophies of science, new scientific societies, chemical medicine, the rise of mechanism, and the cultural, religious, rhetorical, and political context of science, health, and healing. Justification: This course would complete a two-course sequence that begins with HIST 447 History of Western Medicine from Antiquity to the Renaissance. It would broaden department offerings for history majors. It would also be of interest to science majors, pre-med students, and students intending to work in science–or health related fields.

8. HIST 498 Senior Seminar
Proposal for a new undergraduate course
Credit Hours: (3) Prerequisites: Senior Status Course Restrictions: None. Course is required for a major. Proposed Catalog Description: HIST 498 (3) Senior Seminar. A seminar designed to expose students to the most important varieties of historical interpretation and the methodologies employed by historians through the centuries. While the focus will be on historiography and methodology in the modern world, some consideration will be given to examples from earlier periods. To provide continuity and coherence, professors may elect to focus a significant part of the course on the historiography and methodology of a particular topic in their area of expertise. A minimum of fifteen pages of graded, written work, and at least one graded oral presentation required. Any departmental exam(s) will be administered in this course. Prerequisite: Senior Status. Justification: Under the new History major, approved in 2006 along with the new core, we will teach basic research, writing, and speech skills in HIST 250 and historiography and methodology in HIST 498, dividing two large areas that were formally covered in the soon-to-be-defunct HIST 300. HIST 250 will give majors the skills they need to excel in their upper-level courses and HIST 498 will be a true senior seminar in historiography and methodology. Note: We have not requested any new Library purchases for this course because of its similarity to HIST 300.

Department of Politics and Geography
1. POLI 447 Trial Advocacy
Proposal for a new undergraduate course
Credit Hours: (3) Prerequisites: POLI 201 or permission from instructor.
Course Restrictions: None. Course is listed as an elective. Proposed Catalog
Description: POLI 447 Trial Advocacy (3) (Prerequisite: POLI 201 or permission of
the instructor). The focus of this course is the art and science of trial advocacy and
litigation, with concentration on basic evidence and trial procedure. This course will
prepare the student for a practice litigation with an emphasis on the art of trying a case
from inception to conclusion. This course will also include mock trial practice.
Justification: A vast majority of the political science students at Coastal Carolina
University have declared pre-law as their minor, and have expressed a desire to enter
law school upon graduation. This course is designated to give our graduates the
necessary skills to succeed in their continued study of the law, ethics, and advocacy
tactics that are required for successful trial attorneys.

2. POLI 448 Mock Trial
Proposal for a new undergraduate course
Credit Hours: (1) Prerequisites: POLI 447 or permission of the instructor Course
Restrictions: None This course may be used as an elective. Proposed Catalog
Description: POLI 448 Mock Trial (1) (Prereq: POLI 447 or permission of the
instructor.) Mock Trial is an activity in which students learn the principles of trial
advocacy and then apply those principles as they try a fictitious case. Mock trial gives
undergraduate students an opportunity to learn firsthand about the work or trial attorneys,
understand the judicial system, develop critical thinking, increase self-confidence, and
develop the ability to work well with others. Justification: Political Science majors who
are considering pre-law will learn how to conduct a trial from beginning to end. They will
learn how to plan, draft, and present arguments to the court. Presentations will include
opening arguments, direct and cross examination of witnesses, and closing arguments.
Mock trial teaches student how to argue objections intelligently, as well how to handle
various courtroom procedures such as objections and entering evidence. This course is
designed to give students an insight into law school, and the profession of litigation.

College of Natural and Applied Science
Department of Chemistry and Physics

Department of Marine Science
1. Marine Science Degree
Change(s) proposed for an undergraduate program
Catalog Description (Current): Second-last sentence of Foundation Courses section: “A
“C” or better is required in all foundation courses except Biology 121 and Chemistry
111/111L” Proposed Catalog Description: Change to: “A C or better is required in all
foundation courses except Biology 121, Chemistry 111/111L and MATH 161.
Justification: A C in MATH 161 is no longer a pre-requisite for PHYS 212 or any upper
level MSCI courses, MATH 161 will remain a foundation course for MSCI majors, but a
passing grade is sufficient.

2. MSCI 301 Physical Oceanography
Request for changes in or deletion of an undergraduate course
**Change in Prerequisites:** from C or better in MSCI 112, MATH 161, and PHYS 212 to C or better in MSCI 112, MATH 160, and PHYS 212

**Catalog Description (Current):**
(Prereq: Students must earn a grade of C or better in MSCI 112, MATH 161 and PHYS 212) (Coreq: MSCI 301L) A comprehensive study of the field of physical oceanography. Topics include physical properties of the ocean, ocean dynamics, air-sea interactions, waves, tides, and the ocean’s role in climate. In the lab, students analyze real-time global ocean data, and quantitative analysis skills are developed. Three lecture hours per week.

**Proposed Catalog Descriptions:** (Prereq: Students must earn a grade of C or better in MSCI 112, MATH 160 and PHYS 212) (Coreq: MSCI 301L) A comprehensive study of the field of physical oceanography. Topics include physical properties of the ocean, ocean dynamics, air-sea interactions, waves, tides, and the ocean’s role in climate. In the lab, students analyze real-time global ocean data and quantitative analysis skills are developed. Three lecture hours per week.

X. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XII. ADJOURNMENT
Presented By Renee Smith

1. Committee Members 2008-09:

<table>
<thead>
<tr>
<th>Elected Faculty (2008-2009)</th>
<th>(2 elected by each College, 1 from Library)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fain, Margaret (T)</td>
<td>3L 2410 <a href="mailto:Margaret@coastal.edu">Margaret@coastal.edu</a></td>
</tr>
<tr>
<td>Hendrick, Andy (T)</td>
<td>1B 2647 <a href="mailto:hendrick@coastal.edu">hendrick@coastal.edu</a></td>
</tr>
<tr>
<td>Patti Edwards</td>
<td>3H 2570 <a href="mailto:pyedwards@coastal.edu">pyedwards@coastal.edu</a></td>
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<tr>
<td>Richardson, Paul</td>
<td>1N 2598 <a href="mailto:prichar@coastal.edu">prichar@coastal.edu</a></td>
</tr>
<tr>
<td>Smith, Reneé* (T)</td>
<td>1H 2083 <a href="mailto:rsmith@coastal.edu">rsmith@coastal.edu</a></td>
</tr>
<tr>
<td>Tan, Sophia</td>
<td>1E 2614 <a href="mailto:stan@coastal.edu">stan@coastal.edu</a></td>
</tr>
<tr>
<td>Weinbach, Andrew</td>
<td>2B 6542 <a href="mailto:aweinbac@coastal.edu">aweinbac@coastal.edu</a></td>
</tr>
<tr>
<td>Ephrem, Menassie</td>
<td>2N 2436 <a href="mailto:menassie@coastal.edu">menassie@coastal.edu</a></td>
</tr>
<tr>
<td>Yannessa, John</td>
<td>3E 6460 <a href="mailto:yannessa@coastal.edu">yannessa@coastal.edu</a></td>
</tr>
</tbody>
</table>

Other Member Ex-officio

| Sheehan, Robert (Provost)  | 2089 Sheehan@coastal.edu                   |
| Burns, Teresa (D. of GE)   | 2225 tburns@coastal.edu                    |
| Rice, Nelljean (Univ. Academic Ctr.) | 2473 nrice@coastal.edu               |

2. Committee Meetings 2008-09:

Fall 2008
September 12, 2008
September 27, 2008
October 31, 2008
December 5, 2008 (meeting cancel, vote by email)
Spring 2009
January 26, 2009
February 23, 2009 (meeting cancelled as there were no agenda items)
March 23, 2009 (planned, appointment of chair for 09-10 scheduled)
April 27, 2009 (planned)

3. Business Completed 2008-09:

1. The committee implemented the new procedure for petitions for exceptions to core requirements whereby student petitions are now recommended by the dean of the college from which the exception is being requested and then forwarded to the Provost’s office and
the committee will hear only appeals to the deans’ decisions. The Provost approved this recommendation.

2. The position of Director of General Education was filled by Teresa Burns.

3. Dr. Burns took over implementing the plan to assess the core that was developed by the Committee in the previous year.

4. The Committee voted to request a change in representation such that at least one representative from each college is tenured. (The senate approved this change.)

5. A motion to change the language of core goal 5 part b passed. (The senate did not approve this request.)

6. The Committee requested an administrative action to allow THEA 140 to satisfy core goal 1b without petition. The Provost approved this request.

7. The Committee voted to approve ENGL 290 Introduction to Business Communication in core goal 1b. (AA approved this request.)

8. The Committee recommended that AA add a number of forms to the AA webpage.

9. The Committee recommended that AA change a number of forms to reflect the new core.

10. The Committee consulted on the procedure for reviewing study abroad courses by the IPC and the Core Curriculum Committee.

11. The Committee recommended changes to core petition forms to reflect new procedures.

12. The Committee approved the request to allow CBAD 402 to satisfy core goal 5B part 1.

13. The Committee voted to recommend a revision of core goal 5.

14. The Committee voted (by email) to approve the addition of a new course, ARTS 102, to core goal 8.

4. Themes and issues discussed 2008-09:

1. The purpose of the core curriculum.

2. The potential need for a distinction to be drawn between core requirements and graduation/general education requirements.

3. Graduation requirements, such as
   a. Writing (and communication) across the curriculum
   b. Global awareness/experience
   c. Civic engagement

4. The assessment of the core currently in progress.

5. Vacancies for 2009-10:

   COHFA 1 representative (replacing Smith)
   COB 1 representative (tenured) (replacing Hendrick)
   COE 1 representative (tenured) (replacing Tan)
   CNAS 1 representative (tenured) (replacing Richardson)

6. Anticipated projects for 2009-10:

   Review assessment data from 2008-09
   Review assessment of the core
   “Close the assessment loop
Presented by Teresa Burns

Last academic year, the Faculty Senate recommended the creation of a Director of General Education. I was appointed to this position, and I submit this report as a brief summary of my efforts for this academic year.

During the last year, I have been involved in several tasks concerning the Core Curriculum. The two main areas of effort were in implementation and curricular issues and assessment of the core. One area of concern remains the implementation of Goal 5B; as currently written, it discourages students from choosing study abroad. A proposal to clarify the language so as to encourage students to choose study abroad was passed through Academic Affairs and will be voted on in the April Meeting of the Faculty Senate. I also completed a study of the enrollments in core classes and have had discussions with the Provost concerning this study. While we seemed to have a backlog of upperclassmen comprising about 75% of the enrollment in core classes prior to Spring 2009, this trend seems to have shifted. I will continue to monitor the enrollments to ensure that we have enough seats for incoming students.

Assessment of the core is ongoing. This first year I am managing the implementation of the assessment program developed last year by the Core Curriculum Committee. Initial results of the standardized MAPP test will be presented at a seminar April 8th. Faculty who are interested in these results are encouraged to attend. The assessment program has been entered into the Assessment Plan Composer, and a set of objectives for my position are in development. I plan to have initial results of the assessment data early summer and to make any recommendations in a report at that time as well.

I am happy to answer any questions about my responsibilities or any outcomes at any time.
Presented by Michael Ruse

V. FACULTY RESPONSIBILITIES AND RIGHTS

A. Faculty Responsibilities

1. Classroom Procedures

In order to maintain academic credibility and consistency in classroom procedures, all faculty members are expected to:

a. Write and distribute a syllabus for each course taught. All syllabi must include instructional objectives, student learning outcomes, grading procedures, and attendance policies. (Refer to the University Catalog statement on "Class Attendance.")

b. Direct instruction and examinations toward the completion of stated objectives and to return exams promptly.

c. Maintain consistency between course content and the current University Catalog course descriptions.

d. Make available to students throughout the semester a current evaluation of their progress, including student inspection of examinations and papers. All final examinations and final papers not returned to the student must be retained by the instructor of record for at least one calendar year and be made available to the student for inspection upon request.

e. Conduct classes according to the published schedule. In the event that a class must be canceled, the faculty member must notify the Chair/equivalent or the Office of the College Dean before the scheduled class meeting.

f. Schedule and post reasonable office hours for student conferences. The minimum number of expected office hours per week is determined by the Dean of the College.

g. Be available for student advisement during registration periods and to keep current with curriculum changes that influence the advising process. In addition, faculty members are expected to maintain accurate files for each advisee.

h. Provide a work and educational environment free from harassment.

i. Assist in providing program accessibility to self-identified qualified students with disabilities by making reasonable accommodations for the disability.

2. Examination and Grading Policy

During exam week, faculty members are expected to give final examinations or the equivalent in all classes. Final examinations are given each semester in accordance with a schedule published well in advance of the examination period. No deviation from this printed schedule is permitted unless specific prior approval has been obtained from the Dean of the College concerned and is reported to the Provost. This provision applies to all examinations except laboratory examinations.

In any course which meets three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course which meets once or twice a week, no quiz, test or examinations may be given the last week of class. Faculty members are expected to follow current grading and grade change procedures as published in the University Catalog.

3. Work Responsibilities
In addition to the regular meeting of classes, the University expects faculty to use time afforded them during normal business hours to engage in University-related activities including committee assignments, meetings and scholarly pursuits. To permit these activities to be undertaken in a reasonable manner, the Department Chair with the approval of the Dean will assign a teaching schedule that allows for student access to faculty, permits adequate time for preparation and travel to/from off-campus assignments, and takes into account other special circumstances unique to the courses taught. Adjustments of teaching loads can be made by the Dean of the College in consultation with the Chair of the Department and the approval of the Provost.

As a University devoted to shared governance, Coastal Carolina University expects that each member of the faculty will engage in University service and comply with the administrative needs of the University in accordance with the terms of employment delineated in the hire letters and/or letter of expectations, and outlined therein. This includes committee service on the Department, College and University levels, responsible and timely reporting of all data concerning grades, student nonattendance, and supplying assessment data as deemed necessary to the continuing operation and accreditation of the Department, College and the University. Each College and the Library will explicitly delimit the level of University service required for continued employment, acquisition of tenure, and promotion to a higher rank in the performance expectations elaboration documents duly ratified by the College/Library and accepted by the Provost holding office at the time of ratification. Failure to comply with the responsibilities delimited in these elaborations may result in dismissal as per the procedures outlined in this manual in sections VI. D. h. and k. below. The establishment of and changes to these expectations will be ratified by the College/Library and approved by the Provost. Such changes cannot be applied retroactively if they are disadvantageous to the faculty member. Each time a faculty member achieves tenure, promotion, or successfully undergoes post-tenure review, the criteria in place in the year of successful promotion/tenure/review will apply in the next review period.

4. Code of Faculty Conduct and Academic Responsibility

Faculty members are expected to maintain the highest standards of academic/creative honesty and professional ethics. Violations of these standards include, but are not limited to, assigning grades based on considerations other than the academic, creative, or performance criteria outlined in the course syllabus, claiming intellectual achievements which are not of one’s creation, misrepresenting the nature of publications or creative works by claiming that published or creative works are blind refereed or juried when they are not, claiming to serve as an officer or board member of a professional society or association when one is not, or including another’s intellectual/creative contributions in one’s works without assigning proper credit, knowingly falsifying or altering university records/documents. These and other such misrepresentations are grounds for denial of tenure and/or promotion, and may also constitute grounds for the forfeiture of tenure (see section VI. H. below).

5. Code of Student Conduct and Academic Responsibility
Reporting Procedures. It is the responsibility of faculty to report infractions of an academic or non-academic nature in accordance with the procedures contained in the Code of Student Conduct and the Student Handbook of Coastal Carolina University. Academic infractions should be reported in writing to the Instructor of Record of the class, the Department Chair/equivalent, or to the College Dean. Reports of academic violations should be delivered within fourteen (14) calendar days of receiving knowledge of the potential violation, and must include the name of the accused student, the specific violation and the name(s) of any witness(es). When reported by the Instructor of Record of the class, copies of the written notification to the student should be sent to the Department Chair/equivalent (see procedures below). Non-academic infractions should be reported to the Office of Judicial Affairs. For the definition of academic and non-academic infractions, the procedures involved in reporting them, and the appeals process, refer to the Code of Student Conduct or the Student Handbook.

When the Instructor of Record is accusing a student of an academic infraction, these procedures are to be followed:

1. The student will be informed in writing of the infraction committed, all evidence thereof, and the penalty to be assessed. In the notification letter, the student will be informed of their right to a conference with the instructor. At that conference the student can appeal two issues: that the infraction occurred, and/or that the penalty is too severe. A copy of the notification letter will be forwarded to the Department Chair/equivalent.

2. If the student requests a conference, it should be held as early as possible. If the student does not respond to the notification, the conference will be waived. The Instructor of Record will make a final determination and forward it in writing to the student and the Chair/equivalent. In that notification letter the student will be informed of the right to appeal the decision to the Chair/equivalent.

3. The Instructor of Record also has an obligation to participate in later appeals made by the student as outlined in the Code of Student Conduct and the Student Handbook. After the Student-Instructor of Record conference, academic infractions may be reported to the Associate Vice President for Student Affairs and Dean of Students only after consultation with and approval by the Chair/equivalent and the College Dean.

B. Faculty Rights and Privileges

1. Academic Freedom

Coastal Carolina University adheres in principle to the American Association of University Professors' Statement on Academic Freedom, and it is its policy to defend academic freedom against any encroachment. The University, as a center of learning, depends upon the free search for truth and its free dissemination. The University has adopted the following statement on academic freedom:
Faculty members of Coastal Carolina University are entitled to full freedom in research and in the publication of the results subject to the adequate performance of their other academic duties. However, research for pecuniary return will be based upon an understanding with the authorities of the institution. Faculty members are entitled to freedom in the classroom to discuss their subjects but should not introduce controversial material which has no relation to the subject.

Faculty are members of a scholarly profession and officers of the institution. When they speak or write as citizens, they will be free from institutional censorship or discipline, but their position in the community imposes special obligations. As learned and humane individuals, they should remember that the public may judge their profession and their institution by their utterances. Hence, they will at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Faculty members who feel that their academic freedom has been infringed upon may make written request of the President that an investigation be made of their case. The request should set forth in a clear and concise manner the events and circumstances upon which the charge is based. The President may refer the question to the appropriate faculty committee.

2. Political Activity

As responsible and interested citizens, faculty members are expected to fulfill their civic responsibilities and engage in the normal political processes of society.

However, because of their responsibilities to the institution, full-time faculty may manage state-wide campaigns or seek political positions which pay salary only with notification and approval of the President. Prior to announcement for public office, the President must confirm that there is no conflict of interest between this activity and the responsibility of the individual to the University and to the State of South Carolina. If it is determined that such candidacy and/or election is in basic conflict with the faculty member’s normal duties, the President may ask the faculty member to obtain a leave of absence without pay or to resign before announcing for the office (see section VII. A. 6 below)

3. Study Opportunities

A member of the faculty at the rank of Assistant, Associate, or Professor/Librarian may register for up to four semester hours for credit each semester, provided written approval is obtained from the registrant’s Dean/Executive Director.

4. Outside Employment of a Professional Nature

A member of the faculty may be permitted to do professional work of an expert character outside the University for compensation during normal business hours when the work in question contributes to the professional development of the faculty member. No such outside work will be undertaken except by prior approval of the Dean/Executive Director. The University reserves the right to declare a conflict of interest at any time. Laboratories, equipment, or other facilities of the University generally are not available to faculty for
consulting work. Matters of patent and copyrights for approved consultant activities may be negotiated subject to applicable University policies and procedures.

In cases where a University employee is hiring a consultant to be paid from a University grant or contract, such consulting is subject to the funding agency's regulations imposed within the grant or contract document. Further, if the consultant to be hired is another University employee, remuneration for such activities is governed by the University's policies on extra compensation and the State's policy on dual employment.

5. Scholarly Reassignment (sabbatical)

Scholarly reassignment (i.e., scholarly reassignment leave with pay) is intended to allow full-time faculty members relief from normal duties in order to pursue significant projects designed to promote their professional development and to increase their scholarly contribution to the University. This leave is designed to permit faculty members to pursue scholarly goals that require an extended period of time without the demands of regular university duties. Consequently, recipients of scholarly reassignment are to be relieved of all university duties during the period of the leave. Faculty members requesting such reassignment must demonstrate, by a written proposal submitted through the procedure outlined below, how their planned activities will serve the purpose for which scholarly reassignment is intended.

To be considered for scholarly reassignment, applicants must be tenured faculty members with a minimum of four consecutive years of service to the University. Applicants must be eligible to serve for at least one year following completion of the leave. Individuals cannot submit another scholarly reassignment application within three years of the completion of a previous scholarly reassignment leave.

Prior to starting reassignment leave, faculty members should contact the Office of Human Resources and Equal Opportunity for information about the continuation of their retirement, insurance plans and other benefits to be received during the period of leave. Annual leave will not be accrued by twelve-month faculty while they are on scholarly reassignment.

The following are the University procedures for scholarly reassignment:

a. The Faculty Welfare and Development Committee will publish the schedule of all scholarly reassignment leave deadlines the semester before applications are due.

b. Any faculty member applying for scholarly reassignment leave will submit the formal written application form to the Department Chair or equivalent by the first business day in July for reassignment beginning the following Spring, or by the first business day in January for reassignment beginning the following Fall. The application will contain a detailed statement of the purpose for which the leave is requested and the expected outcomes of the leave.

c. The Chair or equivalent will draft a statement on the merits of the proposal and demonstrate that the duties of the faculty member can be reassigned to other faculty or part-time employees. This merit and budget impact statement along with the application will be forwarded to the Chair of the Faculty Welfare and Development Committee. In the event that a Department Chair or equivalent applies for scholarly
reassignment leave, a suitable replacement will be appointed by the Dean/Executive Director prior to the application deadline. In the event that a Dean or the Executive Director applies for scholarly reassignment, a suitable replacement will be appointed in consultation with the Provost.

d. The Chair of the Faculty Welfare and Development Committee will forward a copy of the application materials to each Dean and the Provost. If any library faculty members apply for scholarly reassignment, then the Executive Director will also receive a copy of all applications and will join the Deans Committee for the deliberations. The appropriate Dean/Executive Director will draft a statement on how economic practicalities, constraints, and other special circumstances may affect the ranking of each of the applications received from her/his respective College/Library. The Provost will convene a meeting of the Deans who will then rank the applications as a committee. Subsequently, the Deans Committee will forward their ranking and recommendations to the Chair of the Faculty Welfare and Development Committee. Any materials concerning economic factors will be sent to that Committee under separate cover. In the event that a Dean or the Executive Director applies for scholarly reassignment, a suitable replacement will be appointed in consultation with the Provost prior to the submission of the Chairs’ statements.

e. The Faculty Welfare and Development Committee will review all scholarly reassignment application materials and forward them with its ranking and recommendations to the Provost. If a member of that Committee applies for scholarly reassignment, a replacement will be appointed by the appropriate College or the Library for the scholarly reassignment deliberations. The appointment will made prior to the meeting of the Deans’ Committee.

f. Scholarly reassignment awards are granted by the Provost and the President.

g. Upon notification of receiving scholarly reassignment, the faculty member will be required to sign a statement agreeing to return to his or her position or to provide comparable service at the University for at least one academic or fiscal year at the end of the leave period. If this agreement is breached, the faculty member will be liable for all monies received during the period of scholarly reassignment. If the faculty member dies or is permanently disabled due to illness or accident, the University will not exercise its right of repayment.

h. Faculty members returning from reassignment leave must submit a written report of the scholarly or creative accomplishments to the Dean/Executive Director within three months of returning to the campus. This report, accompanied by the written evaluation of the Dean/Executive Director must be forwarded to the Provost and the Faculty Welfare and Development Committee.

If the faculty member fails to submit the written report within the allotted time, she/he may be required to refund all or part of the monies received from the University while on that scholarly reassignment.

6. Professional Growth and Research
The administration supports professional development and growth as an on-going process. Scholarly Reassignment and leaves of absence without pay will be granted when faculty meet the appropriate criteria. Faculty members are encouraged to submit proposals for development to appropriate funding sources.

7. Faculty Performance Review

Each member of the faculty will receive an annual written evaluation of her/his as per College/Library policies and procedures. The review will cover the period from the date of filing the annual report for the previous year until the date of filing the annual report for the current year. The review will be based on the criteria for promotion and tenure outlined in this manual, and the College/Library and/or Departmental performance expectations elaborations documents. The annual review will become part of the faculty member's permanent record that is used in making decisions regarding annual merit raises, promotion, tenure, and post-tenure review.

All faculty members will be evaluated by their Department Chair and/or Dean/Executive Director as determined by College/Library policy. Department Chairs, Deans, and other administrators will each be evaluated by their immediate supervisor.

a. Each College and the Library will develop Faculty Performance Expectation Evaluation Elaborations and Procedures. Criteria for teaching faculty which include:
   (1) teaching assignments;
   (2) advising;
   (3) other assigned duties and responsibilities;
   (4) scholarly or artistic pursuits in the discipline; and
   (5) relevant University, professional, and/or community service.

Librarians will be evaluated based on:

   (1) assigned duties and responsibilities;
   (2) professional and scholarly activities; and
   (3) relevant University or community service.

These criteria should also reflect any specific academic goals and administrative structure that may exist in that College/Library. Criteria and procedures must be recommended by a majority vote of the College/Library faculty, approved by the Dean/Executive Director, and the Provost.

b. During the year, faculty members will complete Faculty Performance Evaluation Forms as per College/Library policies and procedures.
c. The reviewer must prepare a written evaluation of the faculty member.
d. The written evaluation will be signed by both the reviewer and the faculty member. The faculty member's signature does not constitute agreement with the assessment. A copy will be retained by the faculty member.
e. If the reviewer is the Department Chair/equivalent, the report and supporting documents will be forwarded to the appropriate Dean/Executive Director for review.
f. If the faculty member believes that the evaluation is unfair, a letter can be filed with the Dean/Executive Director requesting a written review of the annual report. The
Dean/Executive Director will then add her/his own written comments and interpretation of the faculty member’s performance, citing supporting evidence if her/his evaluation differs from that of the Department Chair or equivalent.

g. The Dean/Executive Director will meet individually with all tenure-track faculty to discuss progress towards tenure. The Dean/Executive Director will meet with tenured faculty should either party desire.

h. The completed review form with all comments and supporting documents will be placed on file in the respective College/Library.

8. Administrator Evaluations

All faculty have the right and the responsibility to evaluate academic administrators once every two years. The evaluation procedures and process will be overseen by the Executive Committee of the Faculty Senate.
VI. APPOINTMENTS, PROMOTION, AND TENURE

A. Terms of Employment

The regular period of employment for the members of the Faculty is a nine month academic year. Variations to the normal term of employment must be established in writing and approved by the President. In the event full time Faculty employment consists of a single semester (except summer semester) the faculty salary will be one-half (50%) of the nine-month salary.

In circumstances when a faculty member begins or ends employment within a semester, the daily rate of compensation will be calculated in accordance with the Coastal Carolina University Policies and Procedures Manual (policy # 1256.050301).

All members of the faculty will be available for work seven calendar days prior to the first day of classes through the Monday after Spring commencement. The terms and conditions of each faculty member’s teaching, research and service will be recommended by the Dean/Executive Director and Provost and will be outlined in a letter of appointment issued by the President.

**Outside employment of a professional nature during normal working hours is permitted only when in compliance with the policies put forth in section V. B. 4 above.**

Continuing full-time members of the Faculty (i.e. full-time appointments not made for a specific time period) may teach during summer sessions depending on the size of enrollment, class availability, and the availability of funds.