COASTAL CAROLINA UNIVERSITY
FACULTY SENATE AGENDA
July 08, 2009
Wall Building, Room 309
2:30 PM

I. CALL TO ORDER – Susan Webb

II. ROLL CALL – Susan Slavik

III. APPROVAL OF MINUTES - MAY 1, 2009

IV. PROVOST AND OTHER ADMINISTRATIVE REPORTS

V. EXECUTIVE COMMITTEE REPORT

VI. COMMITTEE REPORTS

Haven Hart, Interim Associate Vice President for Student Affairs and Dean of Students Affairs and Fang-Ju Lin, Assistant Professor Biology presenting: Academic Integrity Statement on behalf of the Student Life Committee.

➢ Student Life Committee Annual Report – submitted by Fang-Ju Lin, Chair (Attached pg 18) For information only.
➢ Academic Integrity Subcommittee Report – (Attached pg 19 For information only.
➢ Statement of Community Expectations (Attached pg) Fang Ju Lin will make a motion asking for the Senate to approve this motion for use in Fall, 2009. Vote/action needed.
   This is provided as an attachment on pages 20-39 and will also be presented on screen for your convenience.

Philip Whalen, Chair of the Family Friendly Ad Hoc Committee, submitted their year-end report on page 40. For information only.

Jennifer Shinaberger, Co-Chair, Distance Learning Advisory Committee, submitted their year-end report on pages 41-42. For information only.

Thomas R. Hoffman, Chair, Faculty Welfare and Development Committee, submitted their year-end report attached on pages 43-44. For information only.

Pat Piver, Academic Affairs Committee Chair, submitted their year-end report attached on pages 45-48: For information only.

VII. OLD BUSINESS

Yoav Wachsman, Asst. Prof/Asst. Int’l Programs Liaison, Accounting, Finance, Economics, to represent from May meeting his Go Green initiative for the faculty and staff of Coastal Carolina University. Attached on page 49
VIII. NEW BUSINESS

Jennie M. Cassidy Ph.D., Interim Assistant Dean of Students Director, Counseling Services proposal for changes to the composition of the Campus Judicial Board.

Faculty Manual Language:

Campus Judicial Board. Membership: Ten elected faculty (two elected from each College and two at large members elected by the Faculty), six administrative staff or faculty members (appointed by the President), and twelve students (appointed by the President of the SGA so that each College is represented by at least two members). The student members must be in good standing, have completed a minimum of 60 semester hours, and must be carrying a minimum of twelve hours. A student will be considered to be not in good standing if he/she is currently suspended, on disciplinary probation, has non-completed sanctions, or a cumulative GPA of less than 2.5.

The Chair of the Campus Judicial Board will be a faculty member, elected by members of the board. The membership will comprise a pool from which two students, and four faculty members will be the “sitting” Campus Judicial Board for a particular case.

Elected faculty members will serve three year staggered terms. Appointed members will serve a one year term. SGA student members will be appointed for a one year term. When a campus judicial board member resigns, vacancies will be filled as follows: the Faculty Senate Executive Committee will appoint or elect faculty for elected faculty vacancies; the University President will make a new appointment for appointed vacancies; and the SGA President will make a new appointment for student representative vacancies.

Purpose: The duties of this committee are to conduct hearings for students alleged to have committed nonacademic infractions of the Code of Student Conduct according to the procedures listed in the Code.

Submitted by:
Dr. John Stamey,
Chair, Campus Judicial Board

Pat Piver, Academic Affairs Committee Chair, presents for approval:
Graduate Council Agenda, attached on page 50-54.

Pat Piver, Academic Affairs Committee Chair, presents for approval:

Office of the Registrar

1. Proposal To Extend The Deadline To Submit Course Repeat Forgiveness Forms

BACKGROUND
The course Repeat Forgiveness policy was originally passed stipulating that students had to turn in their Repeat Forgiveness forms by the end of the drop/add period for the semester the course is being repeated in. As this period only lasts 4-5 days at the beginning of a semester, it has proved to be an unrealistic deadline. To date, the
Registrar’s Office has been directed to accept these forms even after the deadline has passed.

PROPOSAL
The Registrar’s Office asks for consideration to change the deadline date for acceptance of Course Repeat Forgiveness forms to coincide with the last day to drop a class with a grade of “W”. That date, which occurs two-thirds of the way into a semester, is widely understood by students. Tying the two tasks to the same deadline would facilitate enforcement of the policy.

UNIVERSITY CATALOG CHANGES REQUIRED

REPETITION OF COURSEWORK, REPEAT FORGIVENESS OPTION (Spanning p. 36 – 37)

ORIGINAL TEXT:
For “repeat forgiveness”, undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the end of the drop/add or drop with no academic record period for the semester in which the course is being repeated.

PROPOSED MODIFICATION:
For “repeat forgiveness”, undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the Last day to drop with a grade of “W” for the semester in which the course is being repeated. This date varies by semester. Check the Academic Calendar to determine the appropriate date.

2. Proposed Modifications to the University Catalog to Clarify Repeat Forgiveness and Graduation with Honors Eligibility

Original text from the 2009-2010 University Catalog (Page 37, in the Repetition of Coursework, Repeat Forgiveness section):

Note: The course repeat privilege may be used by students to achieve the Dean’s List or President’s List. The cumulative collegiate grade point calculation for graduation with Honors will include all grades, including original and repeat grades, as well as any attempted coursework completed at other institutions, provided the GPA achieved at Coastal Carolina University meets the level specified for the honor sought. See the Graduation with Honors policy.

Proposed Modification:

Note: The course repeat forgiveness privilege may be used by students to achieve the Dean’s List or President’s List in the current semester the course is repeated. Previously posted academic standings will not be modified as a result of a course repeat forgiveness. Eligibility for Graduation with Honors is based on the student’s cumulative grade point average of all coursework taken at Coastal Carolina University
(which includes both original and repeated grades that were taken under the University’s Course Repeat Forgiveness Option). Other factors also determine eligibility for Graduation with Honors. For complete details, please see the Graduation with Honors policy.

Original Text from the 2009-2010 University Catalog (Page 45, Transfer Credit section)

Grade point average (GPA) is calculated on the basis of all work in the student’s career at Coastal Carolina. Former USC-Coastal Carolina College students should consult with their adviser and the Admissions Office regarding their former course work and their GPA calculation. Coastal Carolina University students granted approval to complete course work at other institutions (transient/visiting students) will not have this work calculated in the GPA. Credits earned at other institutions and transferred to Coastal, may be used to satisfy program requirements but will not be calculated as part of the GPA. Graduation with honors, however, will be based on a collegiate GPA calculated on the basis of all work in the student's postsecondary career. The criteria for graduation with honors may be found in the Graduation with Honors section of this catalog.

Proposed Modification:

Grade point average (GPA) is calculated on the basis of all work in the student’s academic career at Coastal Carolina University (factoring in any repeat forgiveness). Former USC-Coastal Carolina College students should consult with their adviser and the Admissions Office regarding their former course work and their GPA calculation. Coastal Carolina University students granted approval to complete course work at other institutions (transient/visiting students) will not have this work calculated in the GPA. Credits earned at other institutions and transferred to Coastal, may be used to satisfy program requirements but will not be calculated as part of the GPA.

Original Text from the 2009-2010 University Catalog (Page 55, Graduation with Honors section):

Graduation with honors will be based on the student’s Coastal Carolina University cumulative Grade Point Average (GPA).

Proposed Modification:

Eligibility for Graduation with Honors is based on the student’s cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both original and repeated grades that were taken under the University’s Course Repeat Forgiveness Option).

CAREER SERVICES

3. Proposal for a new undergraduate course UNIV 395 Internship Experience
   Credit hours: 0 Prerequisites: 2.5 minimum GPA Co-requisites: None
Course Restrictions: Student must have completed a minimum of 30 credit hours before enrolling in course. This course can be used as an elective. Proposed catalog description: UNIV 395 Internship Experience (0) requires a minimum of 150 hours of supervised and evaluated student work experience. The purpose of this course is to provide a student the opportunity to confirm major selection, clarify career objective, expand networking contacts, and develop interpersonal and profession skills in a work environment. Justification: This course will be offered at no cost to students seeking to explore their career options, apply their academic knowledge and develop marketable work skills. Satisfactory completion of this course provides an experiential learning experience that will be noted on the student transcript. Students seeking maximum career readiness will be able to complete several documented internships prior to their senior year. Many internships lead to permanent job placements and provide professional networking opportunities. The National Association of Colleges and Employers (NACE) report in the 2009 Experiential Education Survey that during the 2007-2008 academic year, over 67 percent of interns were offered full-time positions with their internship host. Over 83 percent of students accepted offers of full-time employment from their internship hosts, making this the highest acceptance rate NACE has reported since initiating the survey in 2001.

4. HONORS
Proposed change for an undergraduate program:
Honors Program, changes are for Emphasis. Change number of credits from 24 to 30.
Current Catalog Description: The Honors Program at Coastal Carolina University aims to foster intellectual curiosity and creativity among highly-motivated and academically-gifted students. This goal is advanced through a challenging and well-structured Honors curriculum that incorporates disciplinary, cross-disciplinary, and interdisciplinary perspectives, and that encourages collaboration among members of the university community to support the academic, professional, and personal growth of Honors students. The program also includes active involvement in the life of the University and service to the community.
Admission: Admission to the Honors Program is by invitation of the director(s) of the program in consultation with the Office of Admissions. For entering first-year students, the minimum admission criteria for invitation into the Honors Program are: 1) SAT score of 1200 or ACT score of 27; 2) high school GPA of 3.5 or higher; 3) rank in the top 15 percent of high school class and; 4) submission of an application to the Honors Program that will include an essay and a letter of recommendation from a high school teacher. For continuing or transfer students, the minimum admission criteria for invitation into the Honors Program are: 1) a cumulative college GPA of 3.7 or above; 2) the completion of 30 academic credit hours; 3) two letters of recommendation from college instructors; and 4) completion of an Honors Program application form. For international students, the minimum admission criteria for invitation into the Honors Program are: 1) TOEFL score of 575*; 2) rank in the top 15 percent of high school class and; 3) submission of an application to the Honors Program that will include an essay and a letter of recommendation from a high school teacher.
*International students from English-speaking countries are required to submit SAT scores of at least 1200 or ACT scores of at least 27.
Academics: An enhanced academic curriculum includes Honors sections of core curriculum courses, enriched courses within majors, and advanced interdisciplinary courses and seminars for juniors and seniors. Reflecting the program's emphasis on research, Honors students complete a senior thesis project in their major field of study and present
this work in a public forum. Honors Program students are required to demonstrate regular
progress toward the successful completion of 24 credits of Honors course work. The 24
credits must include four Honors courses in the core curriculum, two Honors courses in the
student's major, Honors 498 (Research Methods), and Honors 499 (Honors Senior
Thesis/Project). To maintain eligibility to continue in the Honors Program, students are
expected to maintain a minimum 3.25 GPA, successfully complete an Honors course each
semester.

Laptop Initiative: Incoming members are assigned a state-of-the-art laptop computer for
their personal use while in the Honors Program.

Scholarships: Students who are invited into the Honors Program are considered for a
limited number of Honors Program Scholarships. These awards are determined by the
Scholarship Office in consultation with the Honors Program directors (see the Financial Aid
section of the catalog for further details).

Recognition: Newly-admitted students to the Honors Program are recognized during a
formal Honors Induction Ceremony at the beginning of each academic year. All graduating
students who successfully complete the requirements of the Honors Program are recognized
during Honors Convocation and at Commencement. Honors students receive an Honors
Program medallion and have the seal of the program affixed to their diploma. Additionally,
the designation Honors Graduate is placed on their official transcripts by the Registrar.

Proposed Catalog Description:
The Honors Program at Coastal Carolina University aims to foster intellectual curiosity and
creativity among highly-motivated and academically-gifted students. This goal is advanced
through a challenging and well-structured Honors curriculum that incorporates disciplinary,
cross-disciplinary, and interdisciplinary perspectives, and that encourages collaboration
among members of the university community to support the academic, professional, and
personal growth of Honors students. The program also includes promotes active
involvement in the life of the University and service to the community.

ADMISSION: Admission to the Honors Program is by invitation of the Director of the
program in consultation with the Office of Admissions. For entering first-year students, the
minimum admission criteria for invitation into the Honors Program are: 1) SAT score of
1200 or ACT score of 27; 2) high school GPA of 3.5 or higher; 3) rank in the top 15 percent
of high school class and; 4) submission of an application to the Honors Program that will
include an essay and a letter of recommendation from a high school teacher. For continuing
or transfer students, the minimum admission criteria for invitation into the Honors Program
are: 1) a cumulative college GPA of 3.7 or above; 2) the completion of 30 academic credit
hours; 3) two letters of recommendation from college instructors; and 4) completion of an
Honors Program application form. For international students, the minimum admission
criteria for invitation into the Honors Program are: 1) TOEFL score of 575*; 2) rank in the
top 15 percent of high school class and; 3) submission of an application to the Honors
Program that will include an essay and a letter of recommendation from a high school
teacher. *International students from English-speaking countries are required to submit
SAT scores of at least 1200 or ACT scores of at least 27.

ACADEMICS: An enhanced academic curriculum includes Honors sections of core
curriculum courses, enriched courses within majors, and advanced interdisciplinary courses
and seminars for juniors and seniors. Reflecting the program's emphasis on research,
Honors students complete a senior thesis project in their major field of study and present
this work in a public forum. Honors Program students are required to demonstrate regular
progress toward the successful completion of a minimum of 30 credits of Honors course
work, including Honors 498 (Research Methods) or its equivalent (as determined by the Honors Program Director) and Honors 499 (Honors Senior Thesis/Project) or its equivalent (as determined by the Honors Program Director). Only honors classes for which students receive a 3.0 GPA or higher will count toward the completion of the Honors Program’s 30-credit honors course requirement. To remain in good academic standing within the Honors Program, students must maintain the following minimum cumulative GPA: a minimum 3.25 cumulative GPA until reaching 30 credit hours, thereafter a 3.33 cumulative GPA until reaching 60 credit hours, and finally a 3.50 cumulative GPA until graduation. To remain in good academic standing within the Honors Program, students must also maintain the following minimum cumulative GPAs for honors classes: a minimum 3.25 cumulative GPA until reaching 30 credit hours, thereafter a 3.33 cumulative GPA until reaching 60 credit hours, and finally a 3.50 cumulative GPA until graduation.

**Laptop Computer Initiative**: Incoming members are assigned a state-of-the-art laptop computer for their personal use while in the Honors Program.

**Scholarships**: Students who are invited into the Honors Program are considered for a limited number of Honors Program Scholarships. These awards are determined by the Scholarship Office in consultation with the Honors Program Director (see the Financial Aid section of the catalog for further details).

**Recognition**: Newly-admitted students to the Honors Program are recognized during a formal Honors Induction Ceremony at the beginning of each academic year. All graduating students who successfully complete the requirements of the Honors Program are recognized during Honors Convocation and at Commencement. Honors students have the seal of the program affixed to their diploma. Additionally, the designation Honors Graduate is placed on their official transcripts by the Registrar.

**Justification**: **Provenance**: The Honors Program Director, in consultation with the Provost’s Office and the Honors Faculty Advisory Council (which deliberated on 25 March 2009) propose the following changes concerning new minimum academic standards for Honors Program students. **GOALS and OBJECTIVES**: In support of the Honors Program’s mission to provide a “challenging and well-structured Honors curriculum” the Honors Program Director, the Honors Program Faculty Council, and Honors Program students recommend the following Academic Affairs and Senate actions to change the Honors Program policies in the University Catalog. These changes will support our efforts to build a more academically challenging Honors Program. They also support the Honors Program’s efforts to recruit the best and brightest students. The proposed recommendations support the following goals and objectives in Coastal Carolina University’s Strategic Plan:

**Goal 1.3. Improved Access to Education**: Enhance accessibility of education at Coastal Carolina University while maintaining quality standards

Objective 1.3.6. Develop articulation programs to assure greater transfer-ability to bachelor degree attainment

**Goal 2.1. Talented and Diverse Student Body**: Implement a comprehensive enrollment strategy to recruit and retain an academically talented and diverse student body

Objective 2.1.1. Attract and retain a more selective and diverse student body

Objective 2.1.2. Increase student retention programs and services

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**College of Humanities and Fine Arts – Humanities Proposals**

5. **Proposal for a new undergraduate program** Asian Studies Minor
**Catalog Description:** The Asian Studies Minor is designated to augment students’ major fields of study by equipping them with wider perspectives in Asian Humanities, engaging them in explicit East-West and inter-Asian dialogues, and helping them acquire cross-cultural literacy. It aims to improve students’ competitiveness when pursuing advanced degrees or careers related to the history, politics, culture, and religious traditions of one or more Asian country. Fundamental to the Minor’s mission is cultivation of an academic autonomy that makes it possible to assemble a versatile ‘intellectual toolbox’ for understanding both inter-Asian and East-West relations. While pursuing their choice of major discipline, students will simultaneously learn about Asia through inter- and multi-disciplinary coursework, language training, study abroad, and internships. The Asian Studies Minor requires students to complete eighteen (18) credit hours of coursework drawn from our four disciplines, choosing at least one course from each discipline: History, Literature and Culture, Politics, and Religious Studies. All or part of the six (6) elective credit hours can be earned through study abroad; three (3) elective hours can be earned through an internship. At least three (3) of the total eighteen required credit hours must be earned on 400-level. All internship and/or study abroad experiences must be approved for credit hours towards the Minor by the Asian Studies Minor advisor. While the Asian Studies Minor does not have any foreign language requirements, students are strongly encouraged to acquire foreign language competency in Japanese or Chinese beyond the 120-level. Students must earn a C or better in all six required courses. **Justification:** As a public comprehensive liberal arts institution, Coastal Carolina University’s mission values academic programs which “develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, [and] healthy citizens with a global perspective.” Since the Asian Studies Minor is designed to augment students’ major fields of study by equipping them with wider perspectives in Asian Humanities (engaging them in explicit East-West and inter-Asian dialogues), it responds directly to the University’s mission statement. CCU students graduating with a minor in Asian Studies will possess a global awareness that encompasses the main Asian players in global politics and culture and the major developments that inevitably determine prosperity and security worldwide and at home. This will increase student’s academic and professional productivity and competitiveness when pursuing careers related to the history, politics, culture, and religious traditions of one or more Asian country. In recent decades, the centers of the global economy, politics, and culture have shifted towards the Pacific and Indian Basins. With the world’s greatest concentration of population and its fastest growing economies, East Asian and the Indian Subcontinent comprise both increasingly prominent epicenters of the global economy and poity and the gateway to Central Asia. Economists, politicians, historians, and cultural observers alike view India, China, South Korea, and Japan as the countries which are best suited to facilitate improved relationships and understanding between Asia and the West. This is why it has become imperative for undergraduate students at our institution to gain knowledge in this vast geo-political area by studying its historical, cultural, political, religious, and linguistic traditions. Learning about Asia in a Liberal Arts setting means learning about those forces that affect our country, our jobs, our businesses, our households, and, indeed, our daily lives. Learning about and from Asia, therefore, ensures a clear understanding of America’s role and responsibilities in the world, its economic competitiveness and socio-cultural impact as well as its ability to meet the challenges of the new millennium.
6. HIST 275 Introduction to Oral History

Proposal for a new undergraduate course

**Credit hours:** 3

**Prerequisites:** None

**Co-requisites:** None

**Course restrictions:** None. This course can be used as an elective course.

**Proposed catalog description:** HIST 275 Introduction to Oral History (3). A course designed to introduce students to the importance and use of oral history, the process of conducting and archiving interviews, and the production of scholarly papers or documentaries based on the “voice” of witness to history. **Justification:** The History Department is currently conducting two on-going oral history projects (“Litchfield Retirement Community” and “Shadows of the War in Afghanistan”) and plans to initiate similar projects in the future. Moreover, the Department of English continues to support its work with the Horry County Oral History Project. The Department of History is developing a Public History subfield, and fundamental to that is the oral history component. In the projects pursued within the Department of History, students will increasingly assume responsibility for conducting interviews, transcribing and editing interviews, and cataloging and preserving gathered material. This will provide students practical experience in conducting and preserving oral history and in so doing cultivate
skills useful in their pursuits of graduate degrees in both public history and traditional graduate programs and/or be useful in museum or archival employment following graduation. Coursework and programs in oral history are increasingly common in universities, and equally commonplace is the use of oral history in historical scholarship.

7. Political Science Degree
Change proposed for an undergraduate program

Change in number of credits: from 27 to 30
Change in required courses: from one upper division political theory course to POLI 300 and another upper division political theory course.

Justification: Assessment of student performance in the major has shown a deficiency in an understanding of political theory.

8. POLI 300 Introduction to Political Theory
Request for changes in an undergraduate course

Change in catalog description:

Current: POLI 300: Introduction to Political Theory. Major themes in political theory, and one basic theme, as treated by three of four classical writers. Such matters as political obligation, order and freedom, the state, and justice are assessed to illustrate the enterprise of political theory.

Proposed Change in catalog description:

POLI 300: Introduction to Political Theory. A survey of the major themes and the great ideas in the history of political theory. The student will acquire a broad understanding of the history of political thought from its origins in classical political philosophy and its development in modern and contemporary political theory.

Justification: The change is the result in the praxis of the course and to meet the needs of the major.

9. Music Degree
Changes proposed to an undergraduate degree

Explanation: Modification of courses that may count for a certain section of the core for music majors only.

Change in catalog description:

Current: Currently no restriction for music majors.

Proposed catalog description:

Knowledge of Creative Expression section of the Core must be fulfilled by core courses with an ARTH, ARTS, or THEA prefix.

Justification for change: Our accrediting body, NASM, requires that music majors have “an understanding of and experience in one or more art forms other than music.” Further clarification from our visit team members stated that this referred to art, dance or theatre, but that creative writing would not satisfy this requirement. This change to our program would also prevent majors from satisfying this part of the core with another music class.

10. Department of Theatre
Proposal to establish a Bachelor of Fine Arts in Acting

Name of proposed program: Acting

Academic unit involved: Department of Theatre, Edwards College of Humanities and Fine Arts.

Designation of Degree: Bachelor of Fine Arts (4 year program)

Proposed date of Implementation: Fall 2010.

CIP Code: 50.0506

New program or modification: New Qualifies Palmetto Fellows and LIFE Scholarship Awards: No

Delivery Mode: Face-to-face delivery system

Justification: Purposes and objectives of the program: The Department of Theatre at Coastal Carolina University currently offers a Bachelor of Arts degree in Theatre with concentrations in Acting/Directing and Design and Technology. The proposed Bachelor of Fine Arts degree will replace the current B.A. Acting/Directing concentration. The B.A. in Theatre will remain as a general theatre option, without concentrations, for those
students seeking a less rigorous approach to theatre training. Directing will be removed as a concentration altogether. Directing is the culmination of all theatrical skills and should only be embarked upon by students at the graduate level. These changes seek to transform Coastal Carolina University’s department of theatre into a premier comprehensive undergraduate professional theatre training program.

Bachelor of Fine Arts programs are for students focused on developing specific skills and who are willing to commit to structured, intensive, studio-based training. The B.F.A. concentrates on developing the skills and professionalism of its students to prepare them for careers in the theatre and related fields or for advanced study in graduate or conservatory programs.

The Bachelor of Fine Arts in Acting will incorporate the classes already offered in the Bachelor of Arts program. We do not anticipate eliminating any current class offerings, concentrating rather on a large number of additional courses that focus on developing the skills, knowledge and professionalism necessary of students to prepare them for careers in the theatre and related fields or for advanced study in graduate programs. The program will attract students who are seeking to commit to structured, intensive, studio-based training and are searching for a degree that prepares them to function in the professional entertainment world as actor/artists.

The goal of the program is to cultivate practitioners for the theatre and entertainment industry. This is achieved by developing a practical knowledge and competence that include sensitivity to technique, artistry, and style, as well as an insight into the role of the theatre arts. The highly focused and demanding training is enhanced by appropriate courses in the liberal arts. Students enrolled in professional undergraduate degrees in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In all of many possible roles, the theatre professional must exhibit not only technical and artistic competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

**Proposed curriculum for the Bachelor of Fine Arts, Acting (120 hours)**

<table>
<thead>
<tr>
<th>COLLEGE OF HUMANITIES AND FINE ARTS Major: Acting [B.F.A.]</th>
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<tbody>
<tr>
<td>English 101, 102,</td>
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<tr>
<td>Communications</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Scientific Concepts</td>
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<td>Humanistic Concepts</td>
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<tr>
<td>Foreign Language</td>
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<td>Global Studies</td>
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<td>Structure and Development of the U.S.</td>
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<tr>
<td>Human Health and Behavior</td>
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<tr>
<td>Creative Expression</td>
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</tbody>
</table>

**Freshman Graduation Requirement 0-3 credits**

Required of all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

| THEA 100 Theatre Seminar required every semester) | 0 |
| THEA 130 Dramatic Analysis                        | 3 |
11. Proposal to establish a Bachelor of Fine Arts in Musical Theatre

Name of Proposed Program: Musical Theatre

Academic Unit: Department of Theatre

Thomas W. and Robin Edwards College of Humanities and Fine Arts

Designation of Degree: Bachelor of Fine Arts (4-year degree program)

Proposed Date of Implementation: Fall 2010

CIP Code: 50.0599

Identification of Program is New or Modification: New

Qualifies Palmetto Fellows and LIFE Scholarship Awards: No

Delivery Mode: Face-to-face delivery system

Justification: Purposes and objectives of the program:
The Department of Theatre at Coastal Carolina University currently offers a Bachelor of Arts degree in Musical Theatre. The proposed Bachelor of Fine Arts degree will replace the current B.A. in Musical Theatre. According to current guidelines established by the National Association of Schools of Theatre (NAST) the current B.A. program more closely fits the standards set for a B.F.A. program in Musical Theatre. At the urging of the accreditation body, we seek to change the structure of the current course offerings presenting a more rigorous and professionally oriented B.F.A. degree program. These changes seek to transform Coastal Carolina University as a premier comprehensive undergraduate professional musical theatre training institution.

The Department of Theatre at Coastal Carolina University currently also offers a Bachelor of Arts degree in Theatre with concentrations in Acting/Directing and Design and Technology. The proposed Bachelor of Fine Arts degree will replace the current B.A. Acting/Directing concentration. The B.A. in Theatre will remain as a general theatre option, without concentrations, for those students seeking a less rigorous approach to theatre training.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>THEA 150</td>
<td>Acting I</td>
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<td>THEA 154</td>
<td>Intro to Costuming</td>
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<tr>
<td>THEA 155</td>
<td>Stagecraft</td>
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<td>Stage Auditions_</td>
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<tr>
<td>THEA 2xx</td>
<td>Introduction to Physical Theatre</td>
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<td>THEA 250</td>
<td>Acting II</td>
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<tr>
<td>THEA 372</td>
<td>Movement for the Actor</td>
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<td>Acting III</td>
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<td>Stage Management</td>
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<td>Voice and Diction</td>
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<td>Acting V</td>
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<td>Dramatic Literature</td>
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<td>Acting VII</td>
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<td>THEA 4xx</td>
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<td>THEA 4xx</td>
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<td>THEA 499</td>
<td>Theatre Capstone</td>
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**TOTAL CREDITS REQUIRED** 120
The Bachelor of Fine Arts in Musical Theatre will incorporate the classes already offered in the Bachelor of Arts program. We will not eliminate any current class offerings, concentrating rather on additional credits that focus on developing the skills and professionalism of students to prepare them for careers in the theatre and related fields or for advanced study in graduate or conservatory programs. The program will attract students who are willing to commit to structured, intensive, studio-based training and are searching for a degree that prepares them to function in the professional entertainment world as actor-singers.

The program defines the term "musical theatre" in a way that embraces the richness and diversity of this challenging interdisciplinary art form, which includes musical comedy, the musical play, new and alternative music theatre, "Broadway opera," cabaret and revue. Students receive technique training in acting complemented by training in vocal technique, musicianship, dance, and the study of the repertoire of the musical theatre in print and recordings, as well as in rehearsal and performance.

The goal of the program is to cultivate practitioners for live theatre entertainment. This is achieved by developing a practical knowledge and competence that include sensitivity to technique, artistry, and style, as well as an insight into the role of the theatre arts. The highly focused and demanding training is enhanced by appropriate courses in the liberal arts. These are of particular importance to the theatre artist, who is charged with commenting on the human condition. The effectiveness of that commentary is dependent upon a sincere commitment to excellence in liberal arts.

12. Proposal to establish a Bachelor of Fine Arts in Physical Theatre

**Name of Proposed Program:** Physical Theatre  
**Academic Unit:** Department of Theatre  
**Edwards College of Humanities and Fine Arts**  
**Designation of Degree:** Bachelor of Fine Arts (4-year degree program)  
**Proposed Date of Implementation:** Fall 2010  
**CIP Code:** 50.0506  
**Identification of Program and New or Modified:** New  
**Qualifies Palmetto Fellows and LIFE Scholarships Awards:** No  
**Delivery Mode:** Face-to-face delivery system

**Justification: Purpose and objectives of the program:** The Department of Theatre at Coastal Carolina University currently offers a Bachelor of Arts degree in Theatre with concentrations in Acting/Directing and Design and Technology. The department of theatre is proposing B.F.A. programs in Musical Theatre, Acting, Design and Technology and Physical Theatre. The B.A. in Theatre will remain as a general theatre option, without concentrations, for those students seeking a less rigorous approach to theatre training. These changes seek to transform Coastal Carolina University’s department of theatre into a premier comprehensive undergraduate professional theatre training program.

Physical Theatre is an ancient art form that encompasses a large variety of performance methods. The term physical theatre is generally used to describe any mode of performance that pursues storytelling through primarily physical means. Physical Theatre may utilize text, but the primary focus is on the physical work of the actors, expressed through the use of their bodies. It is a highly visual form of theatre. The action in physical theatre may have come from a psychological or emotional base, improvisational work, or invented gestural language among other means of creation. However, the means of expression are always primarily physical.

Physical Theatre has recently received a renaissance, primarily in the massive entertainment conglomerate of **Cirque du Soleil.** While **Cirque du Soleil** employs thousands of performers world-wide, many other organizations are enjoying...
unprecedented success. There are dozens of theatres that now specialize in Physical Theatre Performance. A national search of theatres that claim to employ physical theatre as their primary form of artistic dissemination finds over 30 companies. An international search finds well over 100 companies. This renaissance has created a need for training programs for the Physical Theatre performer. In 2004 Dell’Arte began the only accredited Masters of Fine Arts in Ensemble Based Physical Theatre in the world. The success of that program has suggested a need for undergraduate programs. Internationally there are a number of undergraduate training programs for the physical theatre artist but only one domestic program. Naropa University in Arizona, offers a Bachelor of Fine Arts in Performance with a concentration in Lecoq Based Actor Created Theatre, one form of physical theatre training. The Bachelor of Fine Arts in Physical Theatre will instruct students in a large variety of applied physical performance methods, including instruction in classic clowning, circus skills, acrobatics, mime, dance, character development, professionalism, and the creation of original material. The program will attract students from a national base interested in further exploring the intersection of clowning, theatre, activism and experimentation in performance. The structured, intensive, studio-based training will prepare them to function in the professional entertainment world. The first three years of the program will take place on the campus of Coastal Carolina University. The final year of the program will be in residence at the Circus Center of San Francisco, an internationally acclaimed school of physical theatre and the only institution in North America offering comprehensive professional training in physical theatre. Started with a grant from the National Endowment for the Arts, many of the graduates are now working professionally in circuses, theaters, and other performing companies around the world, including Cirque Eloize, Cirque du Soleil, Ringling Bros. Barnum and Bailey Circus, The New Pickle Circus, Lunatique Fantastique and Circus Monti in Switzerland. The Circus Center of San Francisco is the only full time professional training program for physical theatre performers in North America. While attending, students will earn 30 credits in dance, mime, music, acrobatics, circus skills, acting, improvisation, design, history, business and multiple perspectives and techniques of physical theatre. Because of the unique position of the Circus Center San Francisco, students also have the opportunity to pursue individual interests in a wide range of Circus Arts in a professional context; allowing them to develop highly marketable, idiosyncratic skill sets. The program includes 18 hours of classes every week. Students also spend between 10 and 20 hours per week outside of class rehearsing, training, reading and working on research projects. The Conservatory students give six in-house performances a year plus numerous shows in a variety of venues. Bachelor of Fine Arts programs are for students focused on developing specific skills and who are willing to commit to structured, intensive, studio-based training. The B.F.A. concentrates on developing the skills and professionalism of its students to prepare them for careers in the theatre and related fields or for advanced study in graduate or conservatory programs. The intention of the program is to cultivate practitioners of theatre and live entertainment. This is achieved by developing a practical knowledge and competence that includes sensitivity to technique, artistry, and style, as well as an insight into the role of the theatre arts. The highly focused and demanding training is enhanced by appropriate courses in the liberal arts. Students enrolled in professional undergraduate
degrees in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

13. Proposal to establish a Bachelor of Fine Arts in Theatre Design and Technology

**Name of Proposed Program:** Theatre Design and Technology  
**Academic Unit:** Department of Theatre  
**Edwards College of Humanities and Fine Arts**  
**Designation of Degree:** Bachelor of Fine Arts  
**Proposed Date of Implementation:** Fall 2010  
**CIP Code:** 50.0502  
**Identification of Program as New or Modification:** New  
**Qualifies Palmetto Fellows and LIFE Scholarship Awards:** No  
**Delivery Mode:** Face-to-face delivery system  
**Justification: Purpose and objectives of the program:** The Department of Theatre at Coastal Carolina University currently offers a Bachelor of Arts degree in Theatre with concentrations in Acting/Directing and Design and Technology. The proposed Bachelor of Fine Arts degree will replace the current B.A. Design and Technology concentration. The B.A. in Theatre will remain as a general theatre option, without concentrations, for those students seeking a less rigorous approach to theatre training. Directing will be removed as a concentration altogether. Directing is the culmination of all theatrical skills and should only be embarked upon by students at the graduate level. These changes seek to transform Coastal Carolina University’s department of theatre into a premier comprehensive undergraduate professional theatre training program.

Bachelor of Fine Arts programs are for students focused on developing specific skills and who are willing to commit to structured, intensive, studio-based training. The B.F.A. concentrates on developing the skills and professionalism of its students to prepare them for careers in the theatre and related fields or for advanced study in graduate or conservatory programs.

The intention of the program is to cultivate practitioners of theatre and live entertainment. This is achieved by developing a practical knowledge and competence that includes sensitivity to technique, artistry, and style, as well as an insight into the role of the theatre arts. The highly focused and demanding training is enhanced by appropriate courses in the liberal arts. Students enrolled in professional undergraduate degrees in theatre are expected to develop the knowledge, skills, concepts, and sensitivities essential to the life of the theatre professional. In any of many possible roles, the theatre professional must exhibit not only technical competence, but also broad knowledge of theatre, sensitivity to artistic style, and an insight into the role of theatre in the life of humankind.

The four-year Bachelor of Fine Arts Design and Technology degree prepares students for professional careers as designers, technical directors, costume directors and technicians in professional entertainment or for continued study in graduate school. This program is designed for students seeking professional training and who desire an intensive program of theatre studies with a high degree of specialized training. It provides a balance of performance, management and technology class work and gives the student a complete overview of the production process.

**College of Natural and Applied Science**

14. Proposal to establish a Bachelor of Science degree in Biochemistry
Name of Program: Bachelor of Science in Biochemistry  
Academic Unit Involved: College of Natural and Applied Science  
Designation of Degree: Bachelor of Science (4 years)  
Proposed date of implementation: Fall, 2010  
CIP Code: 26.0202  
New program or modification: New program  
Qualifies for the Palmetto Fellowship and LIFE Scholarships: Yes  
Delivery Mode: Traditional  
Justification: The overall purpose of this new Biochemistry degree is to better prepare science students for careers in the biotechnical /biochemical sciences as well as entry into medical and graduate school. We will do this by blending the current course offerings in two existing academic departments: biology and chemistry. The educational philosophy behind our approach is that students, when forced to declare a discipline as a major, often fail to see or comprehend interdisciplinary connections and relationships. By blending a major from two disciplines and by offering interdisciplinary courses, we will break down the disciplinary boundaries and hopefully teach students the utility of interdisciplinary approaches when approaching complex problems in cell biology. This type of degree is particularly useful considering the applications of biochemistry in molecular biology, genetic engineering and biomedicine.

The institutional purpose of this Biochemistry degree is to develop a new program that will interface with health-related programs in the new Kenneth R. Swain Hall (Biology and Health Promotion). This 40,000 square-foot facility for the University’s health sciences is to be located adjacent to the existing R. Cathcart Smith Science Center and is slated for completion in 2010. The building and equipment in the building will support new and expanded teaching, research and service initiatives, including student scholarships and faculty endowments, equipment for the health sciences, and research in areas such as biochemistry and molecular biology, including DNA technology. The building will house approximately 20 science laboratories, supply spaces and much-needed faculty office space.

The idea for this Biochemistry degree emerged when new faculty from two departments began planning for future growth. They concluded that a new degree in biochemistry would provide students with skills needed for job placement, and course content not readily achievable with a degree in biology or a degree in chemistry. They also concluded that a Biochemistry degree with course focused on biomedical applications would be excellent preparation for the medical school application process and for eventual medical school performance. A final purpose for this new degree involves our efforts to place more science students in graduate programs. A biochemistry degree would make our students more competitive for admission to the graduate programs in the Genetics and Biochemistry Department at Clemson University and in the Chemistry and Biochemistry Department at the University of South Carolina – Columbia.

15. CHEM 353 Physical Biochemistry  
Proposal for a new undergraduate course  
Credit Hours: 3  
Prerequisites: PHYS 211, MATH 160, CHEM 251 and CHEM 351L  
Co-requirements: CHEM 353L  
Course Restrictions: None. This course is required for a major. It may be used as an elective.  
Proposed catalog description: This course develops mathematically the physical principles in chemistry and how they are applied to tackle important problems in biochemistry, biology and medicine. Topics include: laws of thermodynamics applied to biological molecules, kinetics of life processes, including the rate of reactions, and applying the laws to complex biological processes, the dynamics of microscopic systems, and general features of spectroscopy with applications to biological systems in the area of photobiology.  
Justification: This course is for the
new biochemistry major that is being developed in the department of chemistry and physics. In addition, at present we have only three, 300-400-level major, electives for our majors: atmospheric chemistry (taught only once), advanced organic chemistry and biochemistry II. We need to offer additional courses in all the areas of chemistry and this course does that for the chemistry discipline. **Impact on existing courses:** The impact of this course and the new major will be to increase the number of majors and minors in the department. In addition, this course can be used as an elective for students that may not want a biochemistry degree but perhaps only a biochemistry concentration.

16. CHEM 353L Physical Biochemistry Lab
   Proposal for a new undergraduate course
   **Credit Hours:** 1  **Prerequisites:** MATH 160, PHYS 211, CHEM 351, CHEM 351L  **Co-requisites:** CHEM 353  **Course Restrictions:** None. This course is required for a major and may be used as an elective.  **Proposed Catalog Description:** This course will focus on experiments that will provide insight into the physical principles of chemistry and how they are applied to tackle important problems in biochemistry, biology and medicine. We will spend time of spectroscopic techniques including UV-VIS, fluorescence and NMR techniques, data collection, data manipulation and scientific writing. We will also familiarize ourselves with software used for theoretical quantum calculations of biological molecules.  **Justification:** This lab course is for the new biochemistry major that is being developed in the department of chemistry and physics. It is to be taken with the course CHEM 353 that is also being developed. In addition, at present we have only three, 300- and 400-level electives for our majors: atmospheric chemistry (taught only once), advanced organic chemistry and biochemistry II. We need to offer additional courses in all the areas of chemistry and this course does that for the chemistry discipline.
Student Life Committee Annual Report
Submitted by Dr. Fang Ju Lin, Chair
June, 2009

Charge of Student Life Committee:
The goal for this committee is to facilitate open discussion on issues brought up by SGA, faculty or administration that are related to campus life. Members of this committee include six faculty (Brent Lewis, Fang Ju Lin, Michael Pierce, Easton Selby, Yoav Wachsman, Barbie Norvell), three SGA Executive Committee (Trevor Arrowood, Hollie Smith, Caitlin Dorman, Mason Campney), two students (Joshlyn Wilson, Damian Hollar) and two Ex-officio (Haven Hart, Barbara Buckner). The committee met twice per semester in the Dawsey Conference Room from 7:30- 8:30 am.

Main issues discussed in the meetings this year:

- Parking and shuttle schedule continued to be major concerns from students. Since building parking garage is expensive, we agreed that better shuttle system and making the campus more walker-friendly may be good alternatives. We have invited Dean Hudson to give updates on shuttle. Dean Hart and SGA made recommendation to have new sidewalks installed from residence halls to all buildings on campus.
- Jennie Cassidy from Counseling Services and Barbara Buckner lead a discussion about the new Alcohol policy. In addition, Dr. Cassidy presented a report from an alcohol consultant regarding alcohol related behaviors of CCU students.
- A proposal by Dr. Willett and Dr. Roberts on Academic Integrity was presented to SLC on Oct. meeting, and the sub-committee was appointed to address issues of academic dishonesty and student Code of Conduct at CCU. We asked the sub-committee to:
  1. Review the national research and best practices related to academic integrity;
  2. Survey faculty and students regarding academic integrity on our campus;
  3. Conduct campus-wide conversations about academic integrity; and
  4. Recommend action steps that are appropriate for our campus.

The sub-committee issued a very thorough report that includes the results of their research and a set of recommendations for how our campus should move forward on this important issue. A copy of the report is included with the annual report from the Student Life Committee (see attachment). Our committee reviewed the sub-committee’s report and took the following actions:

1) We accepted the report from the Academic Integrity sub-committee, including the seven recommendations that they proposed;
2) We re-appointed the sub-committee and asked them to continue their work according to the timeline in the report; and
3) We are bringing one action item to Faculty Senate on July 8th meeting and will be bringing another action item in December.

The statement on academic integrity that we are proposing for Faculty Senate meeting is as follows:

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and the actions of others and are committed to creating an atmosphere of mutual respect and trust.

This statement, if approved, would be used in FYE classes this Fall as part of the discussion of plagiarism, cheating and expected student conduct.
Coastal Carolina University
Proposed: Statement of Community Expectations
Approved by the Academic Integrity Subcommittee
of the Student Life Committee, June, 2009

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and the actions of others and are committed to creating an atmosphere of mutual respect and trust.

If approved, this statement will be used in Fall, 2009 as follows:

1) Will be included in a letter from the Provost to the faculty as part of a larger description of the Code of Conduct; processes that are available for reporting violations of academic misconduct; and the work on academic integrity that is presently underway;
2) Will be included in the FYE classes as part of the discussion of plagiarism, cheating and expected conduct; and
3) Will be included as an information point in new faculty orientation, in addition to the processes that are available for reporting violations of academic misconduct.

Presented to Faculty Senate, July 8, 2009
Coastal Carolina University’s strategic plan includes four value statements that serve as guideposts for our community: truth, respect, integrity and excellence. These values provide a foundation for and a commitment to academic integrity. The Student Life committee of Faculty Senate appointed an Academic Integrity sub-committee to study the issue of academic integrity on our campus and, specifically, to:

1. review the national research and best practices related to academic integrity;
2. survey faculty and students regarding academic integrity on our campus;
3. conduct campus-wide conversations about academic integrity; and
4. recommend action steps that are appropriate for our campus.

The sub-committee (listed in Appendix 2) conducted its work during the 2008-09 academic year. This report is a summary of that work with particular attention to the information collected from focus groups, open forums and faculty and student surveys. The recommendations are a consensus of the committee, accomplished by reviewing the research and best national practices related to academic integrity, as well as the local opinions and viewpoints from faculty and students on our campus. The sub-committee divided its tasks among three work groups: Community Conversations about Academic Integrity; Faculty/Student surveys; and Research/Best National Practices/Recommendations. This report is based on the results reported by each of these work groups and the opinions of the sub-committee as a whole.

Community Conversations about Academic Integrity

The Community Conversations work group had two primary initiatives: 1) conduct faculty and student focus groups about academic integrity; and 2) sponsor two community-wide forums on Plagiarism and Stealing Intellectual Property.

Ten focus groups were conducted based on a common set of discussion questions. The comments that were recorded in those group sessions are collected in Appendix 3.

The community forum on plagiarism attracted approximately 80 people and featured four panelists to guide the discussion: David Hart, News Director for Channel 13; Treelee MacAnn, Art Department; Margaret Fain, Kimbel Library; and Amanda Price, student.

The community forum on Intellectual Property was attended by approximately 20 people. The panelists included: Dan Powell, adjunct professor and documentary filmmaker; Dylan Wittkower, lecturer in the Philosophy Department and editor of *Ipod and Philosophy*; Barbara Burd, Dean of Library Services; and Darrin Cripe, student and a member of a local music group.

Academic Integrity Survey

**Summary of Quantitative Results**

**Background**

The Academic Integrity sub-committee administered a campus-wide survey to faculty and students, soliciting input regarding their experiences and opinions about academic integrity-based behaviors such as cheating and plagiarism. The sub-committee selected a survey that is used by many campuses nationally for this purpose. Dr. Donald McCabe of Rutgers University administers the survey online on behalf of the contracting university, collects the data in a secure database and provides a summary of the results to the campus. This survey instrument was selected by the sub-committee because 1) the survey asked questions
that were directly relevant to the purpose of the sub-committee’s work; and 2) the Coastal survey results could be compared to a national population that has participated in the survey.

All Coastal faculty and all full-time Coastal students were invited to complete the survey. The Provost’s Office sent email invitations to faculty and students and advised them of the forthcoming message from Dr. McCabe that would include survey instructions. Faculty response was approximately 30% (109 faculty members) and student response was approximately 3% (271 students). All results are reported in the aggregate with no personally identifiable information. The results of the faculty/student surveys and the comparisons with national faculty/student samples are available at http://www.coastal.edu/provost/integrity.

Coastal Faculty compared to National Faculty

In many respects, Coastal faculty and their national counterparts are very similar. The two groups see the same behaviors as lacking integrity at approximately the same rates, and tend to employ similar measures to reduce dishonest behaviors, with several exceptions. Coastal and national faculty diverge in the following areas:

- perceive campus penalties for cheating as severe or very severe (CCU, 13% v. national, 21%)
- report observing frequent occurrence of cheating-related behaviors (plagiarism: CCU, 66% v. national, 48%; inappropriate sharing on group assignments: CCU, 76% v. national, 50%; cheating on tests or exams: CCU, 41% v. national, 25%)
- send reports of dishonest behaviors to Dean of Students (CCU, 8% v. national, 25%)
- believe that cheating is a “serious problem on campus” (CCU, 70% v. national, 45%)

Among Coastal faculty, there are some responses that seem contradictory. For example, faculty report frequent occurrences of plagiarism, cheating, and related activities (66% for plagiarism; 76% for inappropriate sharing on group assignments, and 41% for cheating during tests or exams). However, 51% of faculty reported that they have never reported a suspected case of cheating to anyone. Open-ended responses (discussed below) may provide some explanations for this discrepancy.

Several other points were noted regarding the differences between Coastal faculty and the responses from faculty from other campuses:

- At Coastal, in comparison to national faculty, there is low support for existing policies and a view that the policies lack effectiveness.
- Some Coastal faculty feel strongly that students understand policies; others feel strongly that they do not. This polarization of faculty opinion is not mirrored in the national faculty opinion poll.
- At CCU, the issue of academic integrity is more often discussed in class in comparison to reports from national faculty.
- The catalog is a more prevalent source of information to faculty about academic integrity than is reported by their national counterparts.
- CCU faculty report that cheating is a big problem and that cheating is more visible than faculty on other campuses report.
- Coastal faculty are more likely than their national counterparts to handle cheating privately (not go through the “system”) or to ignore it.
- When cheating is ignored by Coastal faculty, it was because of a) lack of proof, b) lack of institutional support, or c) a desire to not “hurt” the student.

- CCU faculty are less satisfied with how the system works than faculty at other institutions.

- Types of cheating at Coastal are reported by faculty to be more diverse and widespread and these incidents are considered by faculty to be more serious in comparison to other campuses.

- CCU faculty report more cheating in on-line courses than on other campuses.

- Coastal faculty report using strategies to prevent cheating (monitoring exams, screening papers through the “net, changing exams, using different versions of exams) more frequently than faculty on other campuses.

Coastal Faculty compared to Coastal Students

Coastal faculty differed from Coastal students on several key points: 70% of Coastal faculty agreed or strongly agreed with the statement that cheating was “a serious problem on campus” as compared to only 9% of Coastal students; 13% of Coastal faculty rated the severity of penalties for dishonest behaviors as high or very high as compared to 62% of Coastal students.

While there were almost no differences of note between national and Coastal faculty on what constitutes cheating behaviors, there were many differences between Coastal faculty and Coastal students. Discrepancies were within a few percentage points in the “moderate cheating” level, but the “not cheating” and “serious cheating” levels illustrated the gap between faculty and students. As a group, faculty rated very few behaviors as not cheating (0-1% for most behaviors), while student ratings ranged more widely (3-23%), with five behaviors receiving 10% or more student endorsement as “not cheating”. Also, there were many behaviors that were considered “serious cheating” by faculty (17 out of 26 behaviors). Eleven of the 26 behaviors were rated as “serious cheating” by students, and of those 11, only “copying a few sentences from a source without citing” received more than a 5% endorsement (7%).

Faculty and students at Coastal also differed in their perceptions of the frequency with which dishonest behaviors occur on campus: 66% of faculty as compared to only 21% of students rated the frequency of plagiarism as often or very often. With regard to inappropriate sharing on group assignments, 76% of faculty reported the frequency at often or very often, in contrast to 40% of students. Finally, 41% of faculty reported that cheating occurs on tests or exams often or very often, while only 23% of students believed this to be the case.

Coastal Students compared to National Students

In key areas, such as how frequently students engaged in dishonest behaviors, Coastal students were 10% more likely to cheat than students nationally. But, the complete picture shows that many of the behaviors of concern (creating that 10 point gap) are behaviors that occur outside the classroom. Thus, there may be a limited set of circumstances that need to be targeted in educational programs to reduce Coastal’s divergence from the national norms.

Coastal and national students’ differences occur in the following areas:

- Coastal student support for policies and their perceived effectiveness of policies are lower than their national peers.

- The handbook explains the policies, but the web is seen by Coastal students as a poor source of information.

- Coastal students report more communication from instructors about academic integrity than is reported by students on other campuses.
Students at Coastal report higher rates of cheating and greater visibility of cheating behaviors than students report on other campuses.

Comparing Coastal to other campuses, students report higher rates of cheating in group work and outside assignments, with students passing on unauthorized information to others.

Cheating activities are less likely to be seen as "serious" by Coastal students than by students nationally.

Coastal students are less likely to report each other (than students on other campuses) because, while cheating is a problem, they do not see it as their problem.

Nationally, there is more peer pressure to address cheating than on the Coastal campus.

(See Appendix VI for summary of faculty and student open-ended comments.)

Discussion of Survey Results

Based on the quantitative responses to the Academic Integrity Survey as well as the open-ended responses from both students and faculty, several points seem to suggest avenues for future work on academic integrity at Coastal Carolina University.

Faculty appear to be most concerned by the absence of a systematic process for handling issues of academic dishonesty and for confirming an appropriate level of administrative support for faculty who hold students accountable. Such a process might include categorizing levels of offenses, specific sanctions per level, and an appeals process for students (up to a certain level of offense and/or number of offenses).

Students appear to be focused on two main points. There is a desire to be educated about the University's and/or individual faculty's policies and procedures, as well as on what constitutes academic dishonesty. Students also indicate that they do not see academic integrity/academic dishonesty as their problem. That is, students do not feel it is their responsibility to be honest but, rather, the faculty is responsible for policing dishonest behavior. These issues can be addressed in educational sessions with students.

It is the sub-committee’s recommendation that future campus initiatives include an honor code, complete with an integrity statement; a clear, efficient policy for violations/sanctions; and an educational component about academic integrity and campus expectations of all members of the community. The education component could take a variety of forms and be implemented in multiple venues (e.g., UNIV 110, specific ethics courses, symposia, etc.), with the focus on educating students about those issues they have identified as important and necessary. In addition, the education component should provide parallel messages to help students make sense of academic integrity in light of real world dilemmas they might face.

Regarding policy, it is clear from both faculty and students, that faculty must have knowledge of the policy, that they must believe it works and that they will be supported in their efforts to use the sanctions system, should the need arise. This will be more likely to happen if the procedures are straightforward, logical, and allow for consistency across campus.

Best Practices/Recommendations

The following recommendations represent the conclusions and the consensus of the Academic Integrity sub-committee. The sub-committee bases these recommendations on the best practices document distributed by the Center for Academic Integrity and the surveys collected from faculty, staff and focus...
groups conducted on this campus. The sub-committee also studied the philosophies and policies of other college campuses that have worked to create a culture of academic integrity.

**Recommendations**

1. **Develop an Academic Integrity Code for Coastal Carolina University** that includes a clear and concise statement of the University commitment to academic integrity; a multi-step educational campaign to educate new and returning members of the community about the Code; and a process for hearing violations of the Code that is simple for faculty and students to access and understand.

   **Best Practices**
   - Speak to consensus institutional values
   - Focus on teaching and learning, not penalties and punishment

   All aspects of the Code should be linked to the core values stated in the CCU strategic plan. The Code should be developed by a student/faculty group and should adhere to best practices from the Center for Academic Integrity. The Code should address all aspects of academic integrity on campus related to students, faculty and staff.

2. **Create and publicize an Honor Pledge**

   **Best Practices**
   - Student involvement and ownership

   **Examples**

   “On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.” (Christopher Newport University)

   Every Gustavus Adolphus College student is required to sign the following statement before final admittance into the College: “As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide. As a student at Gustavus Adolphus College I agree to uphold the honor code. This means that I will abide by the academic honesty policy, and abide by decisions of the joint student/faculty Honor Board.”

   Through information provided in syllabi and/or other means, faculty members will explain to students how the Honor Code will operate in their respective courses. The following statement is suggested as a pledge for students to sign on all graded assignments and projects:

   “On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”

   A similar statement may be signed by students at the beginning of a course, indicating that their work for that course will comply with the academic honesty policy and the Honor Code.” (Gustavus Adolphus College)
The pledge should be part of all syllabi and prominently displayed on campus. The honor pledge at some institutions is part of all assignments and testing. At Coastal, the pledge could be introduced at the Freshman Convocation during Welcome Week and discussed in the FYE class.

3. Clarify the Role/Responsibility of Students regarding Academic Integrity

**Best Practices**
- Student involvement and ownership
- Students are primary educators
- Definitions of academic integrity violations, real life examples
- Responsibilities for upholding and enforcing code

**Examples**

*Education*. Each student is expected to become familiar with the Honor Code and appreciate the reasoning behind it, including the emphasis placed on moral as well as academic education, personal integrity and community responsibility.

*Personal Academic Behavior*. A student acknowledges that all submitted work (e.g., examination, papers, cases, homework assignments) must be his or her own. The exception is the case in which an instructor permits or encourages students to work together on some or all assignments. When a student is in doubt, he or she should consult the instructor for clarification.

*Responsible Actions*. Each student, as an integral member of the academic community, is expected to make a commitment to act honestly and to reject dishonesty on the part of other students. The students as a community are responsible for maintaining an ethical environment. A student who is aware of a possible violation of the procedures and policies set forth in the academic integrity system can take appropriate action as follows:

- A student who has violated the procedures and policies set forth in the academic integrity system should report the violation to the instructor or the academic integrity coordinator.
- A student who suspects another student of violating the policies and procedures set forth in the academic integrity system should urge the person to report himself or herself to the instructor or the academic integrity coordinator. If the offender does not take appropriate action, the student can initiate formal procedures by speaking to the instructor or the academic integrity coordinator.
- A student who suspects another student of dishonesty may seek guidance from the instructor without naming those involved, to determine if the observation(s) require action under the academic integrity system.
- Finally, a student may report observation(s) of possible academic dishonesty to the academic integrity coordinator.” (Bentley College)

4. Clarify the Role/Responsibility of Faculty regarding Academic Integrity

**Best Practices**
- Faculty involvement and ownership
- Definitions of academic integrity violations, real life examples in classroom and research.
- Responsibilities for upholding and enforcing code
Example
"Faculty members are responsible for educating students about academic integrity by placing a statement about the Academic Integrity Code on class syllabi. Further, faculty members are encouraged to limit opportunities for dishonest behavior. Several strategies for reducing Academic Integrity Code violations are listed below. Faculty members may: Lead a discussion about academic integrity during class; Create multiple versions of quizzes and exams; Choose whether to proctor quizzes and exams; Ask students to place the Academic Integrity Honor Pledge abbreviation (HP) on assignments, quizzes, and exams; Contact the Office of Student Conduct in all appropriate cases of academic dishonesty." (Appalachian State University)

5. Clarify the Role/Responsibility of Administrators regarding Academic Integrity

Best Practices

- Administrator involvement and ownership
- Definitions of academic integrity “violations”, real life examples in work place.
- Responsibilities for upholding and enforcing code.

Example

"Student Affairs staff members... and Student Life staff members... are available to: counsel students having trouble with academic or personal stress; help students to find peer tutoring; discuss with students or faculty ways to respond to incidents where academic dishonesty may have occurred; provide periodic summaries describing to the community the number and nature of reported incidents of academic dishonesty and cases heard by the Academic Review Board

Conduct "Take 30" programs on time management, study skills or other academic success programs for any group of students (e.g. a residence hall floor, a student organization, or simply a group of friends).

Learning Services staff members... are available to: conduct workshops and tutoring on study skills, time management, and reading skills; provide written "Fast Facts" on study skills; identify academic difficulties which may be due to learning disabilities and act as an advocate for students with learning disabilities under the Americans with Disabilities Act

University Teaching Center staff members... are available to: consult with faculty and graduate student instructors on planning and teaching courses which provide structure and a variety of types of support to facilitate student learning conduct workshops and discussions on grading, providing feedback, creating assignments and exams and other teaching-learning topics; provide examples of statements on academic integrity which faculty have included in their syllabi; discuss with instructors methods of preventing and responding to problems with academic dishonesty." (Carnegie Mellon)

6. Develop a policy/procedure for hearing Academic Integrity Code violations

Best Practices

- Enforceable and culturally appropriate proscriptions, prescriptions and practices
- Streamlined process to reduce the ‘hassle factor’ for faculty and students
- Competent and reliable investigation
- Fair and consistent adjudication and sanctioning
- Central record keeping that merges academic and non-academic infractions into a single disciplinary file

Example
A. Faculty/Student Resolution Process Sanctions

All offenses may be discussed between the faculty member and the accused student, unless the faculty member or student waives the right to the resolution process. Every violation presents faculty members the opportunity to educate students about academic integrity. The faculty member and the student may agree upon one (1) or more of the following sanctions:

- A reduced grade on the assignment.
- A reduced grade for the course.
- A grade of F on the assignment.
- A grade of F for the course.
- Faculty members may require a student found in-violation of the Academic Integrity Code to attend a workshop on academic integrity.

Members of the AIB conduct all workshops. The AIB reserves the right to impose another sanction on students who do not attend the mandatory workshop.

B. Academic Integrity Board (AIB) Hearing Sanctions

First time offenses are referred to the Office of Student Conduct and all second offenses are subject to an AIB hearing. The AIB may recommend one (1) or more of the following sanctions when a student is found in-violation:

- Referring the decision about the educational outcome to the faculty member limited to the resolution process sanctions listed in VIII.A.
- Probation.
- Disciplinary suspension.
- Expulsion.

Students found in-violation of the Academic Integrity Code may be requested to attend a workshop on academic integrity (refer to VIII.A.). The AIB considers all relevant factors when recommending sanctions: e.g., seriousness, prior student record. If a student is suspended or expelled for academic misconduct, his or her name will be added to the North Carolina constituent schools suspension/ expulsion database. “(Appalachian State University)

Examples of AIB membership and Honor Code violation forms are available on many websites.

Final Recommendation

The sub-committee recommends that the Student Life Committee continue their work on academic integrity during the 2009-2010 academic year. An appointed group would draft a comprehensive Academic Integrity plan for approval by the Student Life Committee during the Fall semester, 2009. The composition of the appointed group should overlap with the membership of the Student Life Committee to facilitate communication.

Proposed Timeline:

July, 2009 – Develop academic integrity statement for use in Fall, 2009 FYE classes

Summer and Fall 2009 – Develop complete Academic Integrity Plan (including educational programs, an integrity code with sanctions and process, and an honor pledge for use on syllabi/assignments) with opportunities for campus discussion and input

December, 2009 – Academic Integrity Plan submitted to Student Life Committee for review and approval

January, 2010 – Academic Integrity Plan submitted to Faculty Senate for approval
Spring, 2010 – Advertise and promote the new Academic Integrity Plan on campus
Fall, 2010 – Full implementation of Academic Integrity Plan

Appendix I
Charge to Academic Integrity Sub-committee, 2008-2009

The University’s strategic plan includes four value statements that are guideposts for our community:

TRUTH Coastal Carolina University values truth and the freedom to express the truth, in keeping with the motto Ex Libertate Veritas – from freedom, truth.

RESPECT Coastal Carolina University appreciates diversity and values civility and fairness toward individuals, cultures, ideas and resources.

INTEGRITY Coastal Carolina University values a commitment to the highest ethical standards.

EXCELLENCE Coastal Carolina University values distinction in all its endeavors.

These values complement the mission statement which describes the University’s goal… “to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.”

This mission and values statement of our University reflects implicit belief in and commitment to the fundamental values of academic integrity. In order to connect our mission and our values with our policies and practices, Faculty Senate has appointed an Academic Integrity sub-committee that will:

1. review the national research and best practices related to academic integrity;
2. survey faculty and students regarding academic integrity on our campus;
3. conduct campus-wide conversations about academic integrity; and
4. recommend action steps that are appropriate for our campus.
The sub-committee will complete its work during the 2008-2009 academic year and forward a set of recommendations to the Student Life Committee in April 2009. The meetings will be open to the campus community.

Membership:

4 students (appointed by SGA)
8 faculty members (appointed by Student Life Committee)
1 staff member (appointed by Staff Advisory Council)
1 staff member (appointed by Athletics Director)

Amanda Craddock, Director of Enrollment Events
Haven Hart, Interim Associate Vice President & Dean of Students
Jennie Cassidy, Interim Assistant Dean of Students/ Director of Counseling Services
John Lox, Director of MBA Program
Margaret Fain, Head of Public Services, Kimbel Library
Nelljean Rice, Director, University Academic Center
Paula Drummond, Director of Residence Life
Mike Roberts, Dean, College of Natural and Applied Sciences, Co-chair
Lynn Willett, Special Projects Coordinator, Co-chair
Appendix II
Academic Integrity Sub-committee
Membership

Trevor Arrowood, SGA President
Jennie Cassidy, Director, Counseling Center/Interim Assistant Dean of Students
Amanda Craddock, Admissions
Paula Drummond, Director, Residence Life
Margaret Fain, Head of Public Services, Library
Haven Hart, Interim Associate VP for Student Affairs and Dean of Students
John Lox, Director of MBA Programs
Barbie Norvell, Assistant Professor, Education
Mike Pierce, Assistant Professor, Biology
Vicki Pirher, Athletics
Nelljean Rice, Director, University Academic Center
Travis Overton, Coordinator of Greek Life
Easton Selby, Assistant Professor of Art, Photography
John Stamey, Assistant Professor, Computer Science
Holly Tankersley, Assistant Professor, Politics and Geography
Nicholas Twigg, Assistant Professor, Management, Marketing, Law
Brandon Proffitt, Student
Stephanie Weeks, Assistant Professor, Psychology/Sociology
Mike Roberts, Dean, College of Natural and Applied Sciences, Co-Chair
Lynn Willett, Special Projects Coordinator, Co-chair
Appendix III
Recorded Comments from Academic Integrity Focus Groups

1. **To what extent do you see academic dishonesty occurring on campus? What forms of academic dishonesty do you see?**

   Daily; several times a week; all the time; quite prevalent; rampant cheating; none cheating on tests; written assignments; paying others to do your work; pulling work off the internet; borrowing other students’ homework; using notes during tests; exchanging answers on tests; talking to students who took the test in an earlier section; getting others to take on-line tests; plagiarism; memory in calculators; lying; cell phones; texting answers; cheat sheets; files of old tests; wait until teacher leaves the room; math-using calculator; failure to cite sources.

2. **What contributes to students’ academically dishonest behavior?**

   Laziness; pressure to succeed; lack of consequences; too much work expected; lack of preparation; policy not enforced; lack of leaders; teachers making it too easy to cheat; easy access to the web; commitment to mediocrity; “It’s the Coastal way”; stress; alcohol; difficult work; time management; pursuit of the grade rather than the knowledge; making more money later; “Everyone’s doing it”; lack of knowledge on what is appropriate; getting away with it in high school so continuing; disconnect between professors and students; students confused because of inconsistency in rules; inconsistency of quality of learning and care from professors/classes; lack of communication; socializing taking priority over education.

3. **How does our society/culture contribute to academic dishonesty?**

   It’s a dog-eat-dog world. We have often heard that if you aren’t cheating, you aren’t trying hard enough. Family/Tv/Internet Culture, illegal downloading of movies and music all contribute to a culture that promotes a lack of personal integrity; slack and vague policies; no one tells on their peers; peer pressure; risk of failure; high expectations; need degree/GPA to get a job; object is to get the best grade, not to learn; they cheat on Wall Street, why not here; sports role models; lack of parent support for ethical behavior; pressure from helicopter parents; lack of consequences; relativist view on cheating; profit-driven society; bad habit; prevalence of partying.

4. **How does CCU enable academic dishonesty?**

   Teachers are at fault for letting it happen; rooms aren’t set up properly for tests; they are too packed so it’s easy to see others’ papers; professors don’t make new tests from year to year; professors leave the room during tests; professors mark homework as completed but don’t grade it; professors don’t teach properly – hard tests, bad lectures; tutors do work for other students; improper/no consequences; cumbersome process; lack of clarity – you can work communally on SOME work; assumption that bad student evaluations will hurt chances for promotion/tenure; our students are followers and not leaders so will not report; students generally don’t care what other people do as long as their behavior has no immediate effect on them; professors telling a student who reports to stop being a tattle-tale.

5. **What policies/procedures/practices would you like to see in place to address academic dishonesty?**

   Stricter policy is needed to prevent future academic violations as well as drinking. Teachers should be more serious about academic violations; harsher policies are needed; zero-tolerance policy; an academic integrity statement should be included in every syllabus and read aloud in class by every instructor; a peer and faculty committee should oversee violations; desks need to be farther apart; use different versions of tests; require using turnitin.com; new FX rule is great; existing rules need to be enforced more; parent orientation; honesty as part of convocation and UNV 110; consistent message across University; speaker series; workshops to educate; better guidelines; clearer definition; training on
how to site things; proper procedure; styles training, e.g. MLA; if caught, required to attend workshop; preventative classes; better monitoring; Honor Code

6. **If an honor code were developed, what do you think students should be asked to commit to in an honor code?**

The predominant answer here was that an Honor Code would not do any good. Not sure that anyone would follow it or that things would change; commitment to education, respect, originality, and accountability for your actions; academic honesty; no lying or cheating; get kicked out of school if you do; class/course based pledge/other behavior handled separately; do your own work/not outside; slanderous/cheat/gossip; financial integrity; not defaming CCU; hold peers accountable; do your own work; no cheating on exams; correctly cite ideas; no plagiarism; no sharing exams; no using cheat sheets; no taking on-line tests for each other. Be responsible for own work; follow rules; punishment fair; self-responsibility, honesty; punishment if caught.

7. **How do academic integrity issues impact life beyond CCU? (future student careers, local community, etc.)**

In job interviews, cheaters won’t sound knowledgeable because they haven’t learned anything. On the other hand, some cheaters are really good so they might seem even more knowledgeable in an interview than someone who has not cheated. The current economic meltdown in America is due to lying and cheating; you won’t be able to do the job you get if you haven’t actually learned the background knowledge. If you cheat you do better in life; it teaches you to survive the real world. Education is to help you become productive citizens - honesty required in this. Era of “civil hand-slaps” is over. Health care issues – if cheating on this, people die. Once a cheater, always a cheater. Core classes are not important. . .why not cheat? Cheating burdens others; so what if you cheat in college as long as you can do your job. Cut throat business ideals.
Appendix IV
Information Memo regarding Faculty Survey

To: Coastal Carolina University Faculty

From: Robert Sheehan
Provost and Senior Vice President for Academic and Student Affairs

       Susan Webb
       Chair, Faculty Senate

Date: February 9, 2009

Re: Survey on Academic Integrity

Coastal Carolina University has been invited by the Center for Academic Integrity and by Professor Donald McCabe of Rutgers University to take part in a survey to get the views of faculty and students about the current state of academic integrity at the colleges and universities in our nation. This is an important national survey and it is important to our institution that they have invited us to take part. The survey will provide us with the opportunity to assess student and faculty attitudes and behaviors related to academic integrity on our campus and to commit ourselves to the value of academic integrity.

In a few days you will receive a letter directly from Professor McCabe giving you directions about your participation in the survey. We guarantee to you that Professor McCabe will protect the confidentiality of your responses. Please participate thoughtfully in confidentiality of your responses.

Professor Stephanie Weeks is responsible for coordinating the survey on our campus. If you have any questions about any aspect of this study, please call her at x4168 or email her at sweeks@coastal.edu.

Thank you for your help in this important project.
To: Coastal Carolina University Students

From: David DeCenzo  
President

Trevor Arrowood  
President, Student Government Association

Date: February 9, 2009

Re: Survey on Academic Integrity

Coastal Carolina University has been invited by the Center for Academic Integrity and by Professor Donald McCabe of Rutgers University to take part in a survey to get the views of faculty and students about the current state of academic integrity at the colleges and universities in our nation.

This is an important national survey and it is important to our institution that they have invited us to take part. The survey will provide us with the opportunity to assess student and faculty attitudes and behaviors related to academic integrity on our campus and to commit ourselves to the value of academic integrity.

In a few days you will receive a letter directly from Professor McCabe giving you directions about your participation in the survey. Please participate thoughtfully in the survey. We guarantee to you that Professor McCabe will protect the confidentiality of your responses.

Professor Stephanie Weeks is responsible for coordinating the survey on our campus. If you have any questions about any aspect of this study, please call her at x4168 or email her at swEEKS@COASTAL.EDU.

Thank you for your help in this important project.
Appendix VI

Faculty and Student Academic Integrity Surveys

Students – http://acad-integrity.rutgers.edu/coastal.asp

(CTRL + click to follow link)

Faculty – http://acad-integrity.rutgers.edu/coastalfac.asp

(CTRL + click to follow link)
Appendix VII
Summary of Faculty and Student Responses to open-ended questions

Faculty comments:

Other Sources of Information on Integrity Policy (n = 17)
- CCU Student Handbook/Code of Student Conduct: 76.5% (n = 13)
- FYE conversations: 5.9% (n = 1)
- Another faculty member’s syllabus: 5.9% (n = 1)
- Common sense: 5.9% (n = 1)
- Self: 5.9% (n = 1)

Other Reactions to Suspected Cheating (n = 8)
- Document the incident and/or write a letter: 50% (n = 4)
- Give an F on the assignment: 25% (n = 2)
- Nothing/No Proof: 12.5% (n = 1)
- All of the above (on survey): 12.5% (n = 1)

Other Reasons Have Ignored Suspected Cheating (n = 12)
- (Failing) grade on exam/assignment sufficient/in line w/current performance: 25% (n = 3)
- Penalty would be minor/CCU is tuition driven: 8% (n = 1)
- Would be he said/she said situation: 8% (n = 1)
- Not worth it: 8% (n = 1)
- Too busy: 8% (n = 1)
- Student had mental health issues: 8% (n = 1)
- End of semester final project: 8% (n = 1)
- Teach few classes/hands on (N/A): 8% (n = 1)
- CCU policies are not strong enough: 8% (n = 1)

Why Dissatisfied with Handling of Suspected Cheating (n = 14)
- Lack of support: 71.4% (n = 10)
- Policies are lacking/not publicized: 14.3% (n = 2)
- CCU standards aren’t rigorous/CCU Is tuition driven: 7.1% (n = 1)
- No interest in pursuing: 7.1% (n = 1)
- Other: 7.1% (n = 1)

Other Safeguards Used to Reduce Cheating (n = 19)
- Course or assignment design: 52.6% (n = 10)
Allow collaboration/handling of collaborative assignments: 21% (n = 4)
Reducing availability of technology (e.g., cell phones, PDAs): 15.8% (n = 3)
Teach about ethics/show the Code of Conduct: 1% 15.8% (n = 3)
Monitor exams/check papers for plagiarism: 5.3% (n = 1)
Require signing of an honor statement: 5.3% (n = 1)

Appropriate Faculty Role in Promoting Academic Integrity (n = 46)
Promote integrity policy (e.g., discuss in class, put on syllabus): 32.6% (n = 15)
Design assignments to reduce cheating opportunities: 10.9% (n = 5)
Follow through on incidents of cheating: 24% (n = 11)
Punish infractions: 17.4% (n = 8)
Buy in to the policy: 2.2% (n = 1)
Use Turnitin software: 2.2% (n = 1)
Support colleagues in taking action/have administrative support: 13% (n = 6)
Promote positive change/create proper environment: 13% (n = 6)
Smaller classes: 2.2% (n = 1)
Faculty development needed: 4.4% (n = 2)
Encourage students to report infractions: 2.2% (n = 1)
It Is the sole responsibility/largely the responsibility of the faculty: 10.9% (n = 5)

Final Open-Ended Comment (n = 47)
Policy should be clear: 21.3% (n = 10)
Policy should be harsher/stronger/stricter, etc.: 15% (n = 7)
Follow through on infractions: 12.8% (n = 6)
Support for faculty: 12.8% (n = 6)
Use Turnitin (or other software): 10.6% (n = 5)
Enforcement of policies/punish infractions: 10.6% (n = 5)
Standards/consistency: 10.6% (n = 5)
Faculty development: 8.5% (n = 4)
Use UNIV 110: 6.4% (n = 3)
Can't be done: 6.4% (n = 3)
Talk about/publicize the policies: 4.3% (n = 2)
Efficiency of process: 4.3% (n = 2)
Create positive change: 4.3% (n = 2)
Students must buy in: 2.1% (n = 1)
Faculty must buy in: 2.1% (n = 1)
Smaller classes: 2.1% (n = 1)
Other: 15% (n = 7)

The following is extracted from one comment and may help to illustrate the frustrations evident in many comments: The idea of the value of learning and taking responsibility for their own education seems foreign to many.

Student Comments:

Suggested Changes to Existing Integrity Policy (n = 71)
- Students need to be educated about policies/what constitutes cheating: 21% (n = 15)
- Nothing/very little should be done: 19.7% (n = 14)
- Students should not report other students for cheating: 12.7% (n = 9)
- Students should report other students for cheating: 9.9% (n = 7)
- No answer/don't know/other: 8.5% (n = 6)
- Academic integrity is the responsibility of the faculty: 7% (n = 5)
- Faculty should enforce policies re: cheating: 5.6% (n = 4)
- A Code needs to exist (that students buy into/possibly sign): 4.2% (n = 3)
- Faculty should monitor students/check for plagiarism/be more vigilant: 4.1% (n = 3)
- Faculty should give multiple versions of exams: 2.8% (n = 2)
- Have fewer assignments/lighter academic loads/relieve the pressure to cheat: 1.4% (n = 1)
- Why not cheat? 1.4% (n = 1)
- Faculty are bad: 1.4% (n = 1)
- Faculty should not recycle exams: 1.4% (n = 1)
- Minor infractions should not be penalized: 1.4% (n = 1)
- Final Open-Ended Comment (n = 46)
- Faculty should be more vigilant/better monitor during exams, etc: 10.9% (n = 5)
- Clear policy/procedures: 6.5% (n = 3)
- Course design/software tools (e.g. Turnitin): 4.3% (n = 2)
- Educate regarding cheating: 4.3% (n = 2)
- Not possible to stop cheating: 4.3% (n = 2)
- Minor infractions should not be penalized: 4.3% (n=2)
- Cheating is inexcusable/should not be tolerated: 4.3% (n=2)
- Faculty should lighten academic load: 4.3% (n = 2)
- Faculty should enforce cheating policies: 4.3% (n = 2)
- Students should report infractions: 4.3% (n = 2)
- Students should not report infractions: 2.2% (n = 1)
- Coastal should raise standards/make classes harder: 2.2% (n = 1)
- Faculty should not recycle exams: 2.2% (n = 1)
- No answer/other: 32.6% (n = 15)
Family Friendly Ad Hoc Committee Year-End Report


After a belated launch in March of 2009, the Senate Family Friendly Ad Hoc Committee finally met on April 7, 2009 and April 24 2009. Working groups are informally meeting during the summer.

ACTIVITIES TO DATE:

1) The Committee created a schedule for addressing FMLA leave and daycare concerns.

2) The Committee studied FMLA and related leave practices at 10 peer institutions and 6 aspirant institutions.

3) Insofar as FMLA applies to both groups, the Committee has informed the Staff Council of the Committee’s activities.

4) Lobbied and introduced language concerning the communication of FMLA rights and responsibilities between faculty, supervisors and HR into the Faculty Manual.

5) The Committee agreed to invite the Dean of Education to participate in Committee future deliberations concerning day-care.

6) The Committee is currently working on a Leave Proposal for the August or September Senate meeting.
Coastal Carolina University Distance Learning Advisory Committee Report to Faculty Senate for AY 2008-2009 June 26, 2009

Committee Members
Dr. Barbara Burd (Co-chair, Kimbel Library)
Ms. Jennifer Shinaberger (Co-chair, TEAL Center)
Dr. Sara Brallier (College of Natural and Applied Science)
Ms. Sarah Briggs (TEAL Center)
Dr. Lee Bollinger (Edwards College of Humanities and Fine Arts)
Dr. Denise Forrest (Spadoni College of Education)
Ms. Tracy Gaskin (Blackboard)
Ms. Bonner Guidera (Edwards College of Humanities and Fine Arts)
Ms. Susan Harvey (Edwards College of Humanities and Fine Arts)
Ms. Lisa Hartman (Kimbel Library)
Dr. Richard Johnson (Graduate Studies)
Dr. Pamela Martin (Edwards College of Humanities and Fine Arts)
Vivian McCain (Institutional Research)
Dr. Louis Rubbo (College of Natural and Applied Science)
Dr. Renee Smith (Edwards College of Humanities and Fine Arts)
Dr. Sophia Tan (Spadoni College of Education)
Dr. Joe Winslow (Spadoni College of Education)

General Information
The Distance Learning Advisory Committee was formed in January 2009. The committee met once during the Spring 2009 semester. The issues discussed fell into several categories: 1) technology tools and infrastructure, 2) policy development and implementation, and 3) course design and practice.

Technology Tools and Infrastructure Issues
- exploration of new technologies for distance learning
- quality and dependability of current infrastructure to support distance learning courses
- funding for existing and new technologies
- a set of recommended technology tools for distance learning

Policy Development and Implementation Issues
- history of distance learning at Coastal
- definition of distance learning for Coastal
- profile/demographics of distance learning students at Coastal
- elements or criteria for quality in distance learning courses (eg. Quality Matters)
- mechanism to ensure quality (such as review at the college)
- financial incentives for faculty and reasonable release time
- the amount of time faculty spend developing and teaching the course
- considerations for promotion and tenure process
- intellectual property and ownership
- academic freedom in distance learning
- minimum requirements or expectations for students to take a distance learning course
- student course evaluations

Course Design and Practice

Page 41 of 54
• requirements before classes start for students
• resources and support for students (helpline, orientations or a “mini-course” for students, labs for technology orientation)
• resources and support for faculty (training on tools, seminars, course design, etc)
• step-by-step guides, to-do lists for teaching distance learning, model courses (before class, first week of class, etc)
• places to look for best practice in distance learning

Further, it was suggested that a student and representative from ITS be added to the committee.

The following items were acted upon, based upon the discussions of the committee:
• A roundtable series on Distance Learning issues was held during spring semester and summer.
• Two distance learning “boot camps” were schedule for May and July. The May session was well received by faculty and several faculty members are signed up for the July session.
• A course design matrix was developed to help faculty in the design and development of their courses.
• A model letter was designed that can be sent to students enrolled in a distance learning course one week before class begins.
• A “Distance Learning Preparedness” document was developed as a checklist for students during the first week of class.
• A model distance learning syllabus was designed for faculty to use.
• A “What to Do the First Week of Class” checklist was developed for faculty.
• Student distance learning course evaluations and responses and were reviewed with Institution Research. Recommendations and findings will be brought to the committee in the fall.

Respectfully submitted,

Jennifer Shinaberger
Co-Chair, Distance Learning Advisory Committee
Faculty Welfare and Development Committee Annual Report May 27, 2009

The membership of the Faculty Welfare and Development Committee (FWDC) is as follows: Allison Faix (Secretary), Steve Hamelman, Dodi Hodges, Thomas Hoffman (Chair), Cathy Jones, Varavut Limpasuvan (Representative to the Grievance Committee), John Marcis, Barbara Ritter (Vice-Chair), and Holley Tankersley. As chair, Tom Hoffman served on the university wide Strategic Planning Committee and its subcommittee on ensuring faculty and staff success. John Marcis agreed to represent FWDC on the Summer School Committee. The charge of the committee, as stated in section IV of the Faculty Manual, is to: consider policy matters pertaining to salaries and other aspects of the personal welfare of the faculty and to act as the initial agent of the faculty in matters concerning discipline of its own membership. In addition, this committee assists in all aspects of faculty development, including the organization of seminars or workshops to support continued education, scholarly research, and publication, or travel to professional meetings. Recommendations concerning scholarly reassignment leave applications and the awarding of faculty development grants are forwarded to the Provost.

Summary of Topics Discussed:

8/29/2008
Elected officers for academic year 2008-09
• Tom Hoffman (chair)
• Barbara Ritter (vice-chair)
• Allison Faix (secretary)
• Var Limpasuvan (representative to the Grievance Committee)
Discussed family friendly policy report (B. Ritter presented the report at the October meeting of the Faculty Senate).

9/2/2008
Discussed seven applications for scholarly reassignment. Chris Hill replaced Var Limpasuvan for this meeting since Var had submitted an application. Recommendations were submitted to the provost on 9/9/2008. All seven applications were supported by the administration. These approvals were suspended as the state cut our budget, but were later reinstated on a delayed time line at the request of FWDC.

10/20/2008
For three hours we discussed five Academic Enhancement Grant and twenty one Research Enhancement Grant applications. The total requested amount was $89,333.09 and our budget was $65,000. Recommendations were submitted to the provost on 10/24/2008. Seven applications received full funding, eleven received reduced funding, and the remaining eight were not funded.

10/28/2008
Subcommittee of FWDC met to discuss including Civic Engagement within the Scholarly Reassignment program. With the suspension of scholarly reassignments, this work has slowed. This topic needs to be addressed early in Fall 2009 so that we can request that the administration accept scholarly reassignment applications for Fall 2010.

11/3/2008
Subcommittee of FWDC met to discuss faculty credit for mentoring students via independent study. This topic has been tabled during this time of increased teaching loads. FWDC is waiting to see what is produced by the ad hoc committee on teaching loads before continuing on this topic.

12/10/2008
Met to discuss a situation covered in the Faculty Manual under VI.D.1.n. Donald Rockey and Kay Keels replaced Cathy Jones and Barbara Ritter, respectively. The results of this meeting were submitted to the concerned faculty member and the president on 12/10/2008.
2/19/2009
Met to discuss changes to Professional Enhancement Grants. Discussion turned to faculty moral. The highlights of this discussion were discussed with the provost and president.

2/26/2009
The provost came to the committee with good news (resulting from previous meeting):
• He agreed to changes to the PEG structure. Maximum amounts for grants are increased to $6,000 and stipend amounts are increased to $4,000.
• Scholarly reassignments which had been approved and then suspended will go forward.
Committee developed a plan to spread out scholarly reassignments over two semesters.

Salary Compression:
The final report was submitted to the provost and president on 5/25/2009. Two sets of data from CUPA were used this year. Using data from CCU’s identified Peer and Aspirant Institutions, decompression would cost $818,210.51 and with the data for all Masters Institutions (this is the set used in the past) decompression would cost $659,311.91. Both of these numbers include the cost for benefits as well as salary. The administration has been asked to add recurring money to future budgets to address faculty compression on an annual basis. The calculations have been automated reducing the work required for compression studies and it is not unreasonable to repeat this study on an annual basis. At the moment, the above study does not include our library faculty since they do not fit within CUPA. Work is continuing on how to assess compression for library faculty and is currently waiting on data from Human Resources.

Future Projects Summary
• Develop a decompression plan for the library faculty in line with the plans for the four colleges. This should be completed by the end of summer.
• Rewrite PEG application and other materials to reflect changes mentioned above. This needs to happen this summer so that these materials are available to faculty for the Fall 2009 application cycle. • Finish rewriting the Scholarly Reassignment application and other materials to include civic engagement projects. This needs to be done early in Fall 2009 with the hope that the provost will put out a call for applications for Fall 2010. I would like to thank the membership of this committee for their hard work and support in completing the business of this committee. Coming together for eight meetings, several on difficult topics, not to mention the hours of preparation for these meetings, is a lot to ask of our faculty, particularly in our current situation. The Senate and the Faculty in general owes them a great debt of gratitude.

Respectively Submitted:
Thomas R. Hoffman, Chair,
Faculty Welfare and Development Committee
Academic Affairs 2008-2009 AY Final Year End Report

Members: Patricia Piver, Co-Chair, John Goodwin, Co-Chair, Michael Pierce, Jennifer Hughes, Jack Riley, Maggie Ivanova, Richard Costner, Jay Teets, Kenneth Small, Barbara Buckner, Dan Lawless, Judy Vogt, Taylor Eubanks (student), Jeree Matherson (student).

Charge of the committee: "...considers and recommends to the Senate actions on requests for the addition of courses or additions, deletions or changes of University Core Curriculum courses or programs of the University. The committee also considers and notifies the Senate of deletions of courses or minor changes in courses, such as course titles, descriptions, or credit hours... The committee will also provide continuing evaluation of programs of instruction, educational policies, and admission standards. The Academic Affairs Committee will assess Writing Intensive and Computer Usage courses." (Faculty Manual, pp. 20-21)


Summary of Topics Discussed

E. Craig Wall, Sr. College of Business

1) There were no new programs (majors) that were submitted.
2) There were no new minors that were submitted.
3) There were no new courses that were submitted.
4) The Economics Degree along with 5 other existing courses were submitted and approved with minor changes.

College of Education

1) There were no new programs (majors) that were submitted.
2) The committee reviewed and approved the new Recreation and Sport Management minor.
3) There were 4 new courses that were submitted and approved.
4) There were 24 existing programs and / or courses that were submitted and approved with minor changes.

College of Humanities and Fine Arts

1) There were 5 new programs (majors) that were submitted and approved. They are as follows: BA Graphic Design, BFA Acting, BFA Musical Theatre, BFA Physical Theatre, BFA Theatre and Design.
2) The committee reviewed and approved 5 new minors. They are as follows: Art History, Art Studio, Art Education, Religious Studies and Asian Studies.
3) There were 53 new courses that were submitted and approved.
4) There were 12 existing programs / and or courses that were submitted and approved with minor changes.

College of Natural and Applied Sciences
1) There were 2 new programs (majors) that were submitted and approved. They are as follows: BS Biochemistry and the Information Systems Degree.
2) There were no new minors that were submitted.
3) There were 5 new courses that were submitted and approved.
4) There were 40 existing programs / and or courses that were submitted and approved with minor changes.

**Other course submissions**

The committee approved UNIV 395, Internship Experience, submitted by Career Services.
The committee approved minor changes to the Honors Program Emphasis.

**Committee Recommendations to Administration**

The following recommendations to administration were made from various committees and / or offices:

**Core Curriculum Committee**

- 1) Core Goal 5 Part B: The intent of Goal 5 B (1) is for students to acquire an academic experience abroad. The current language of the core requires that students pursuing option (1) satisfy a study abroad course. The committee believes that this requirement could be satisfied in ways other than completing a specific course, for example, by spending a semester working abroad, doing an international internship, or by extensive travel. Any proposal to approve an academic experience not related to an existing course for satisfying goal 5B would be required to demonstrate that the experience meets the student learning outcomes for Goal 5B, specifically that there is significant interaction with local cultural structures and that the student's global perspective has been impacted by the experience.

2) Core Goal 8. In the process of developing an assessment tool for core goal 8, the faculty found that it would be beneficial to split the goal into two parts with separate student learning outcomes. Part A focuses on knowledge, understanding and experience of creative expression whereas Part B focuses on understanding the historical developments, means of evaluating and producing creative expression. There have been no changes to the requirements or courses.

**Honors Program**

1) Recommendation to increase GPA from 3.0 to 3.25.

**Judicial Affairs Committee**

A student who is on suspension (as defined in sections VI.8 and VI.10 the 2008-2009 Code of Student Conduct, found at www.coastal.edu/judicial_affairs/codeofconduct.pdf) through Judicial Affairs may be required to perform some approved combination of the four alternatives (below) at a level of engagement to be approved by the Office of Judicial Affairs. 1. Paid work. 2. Community service. 3. Taking courses: Students serving a judicial suspension from Coastal Carolina University may earn academic credit at another
institution and have the credit evaluated for transfer back to Coastal Carolina University in accordance with the University’s transfer policies. In order to ensure that the coursework may be applied to their degree program at Coastal Carolina University, 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. 4. When prescribed by CJB or the Office of Judicial Affairs, participating in treatment/rehabilitation programs.

Registrar’s Office

1) Proposal to modify academic policy to allow the transfer of courses from an outside institution when a student has previously earned a grade of "W" in the course at CCU.

2) Proposal to modify Graduation with Honors: Graduation with honors will be based on the student’s Coastal Carolina University cumulative Grade Point Average (GPA). 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. 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 cumulative GPA of 4.0 Magna cum Laude: a cumulative GPA of 3.75 - 3.99 Cum Laude: a cumulative GPA of 3.5 - 3.74.

3) Proposal to extend the deadline to submit course repeat forgiveness forms: asks for consideration to change the deadline date for acceptance of Course Repeat Forgiveness forms to coincide with the last day to drop a class with a grade of “W”. That date, which occurs two-thirds of the way into a semester, is widely understood by students. Tying the two tasks to the same deadline would facilitate enforcement of the policy. For “repeat forgiveness”, undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the end of the drop with a grade of “W” period for the semester in which the course is being repeated.

4) Proposed modification to the University catalog to clarify repeat forgiveness and graduation with honors eligibility.
1) The course repeat forgiveness privilege may be used by students to achieve the Dean’s List or President’s List in the current semester the course is repeated. Previously posted academic standings will not be modified as a result of a course repeat forgiveness. Eligibility for Graduation with Honors is based on the student’s cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both original and repeated grades that were taken under the University’s Course Repeat Forgiveness Option). See the Graduation with Honors policy.
2) Grade point average (GPA) is calculated on the basis of all work in the student’s academic career at Coastal Carolina University (factoring in any repeat forgiveness). Former USC-Coastal Carolina College students should consult with their adviser and the Admissions Office regarding their former course work and their GPA calculation. Coastal Carolina University students granted approval to complete course work at other institutions (transient/visiting students) will not have this work calculated in the GPA. Credits earned at
other institutions and transferred to Coastal, may be used to satisfy program requirements but will not be calculated as part of the GPA.
3) Eligibility for Graduation with Honors is based on the student’s cumulative grade point average of all coursework taken at Coastal Carolina University (which includes both original and repeated grades that were taken under the University’s Course Repeat Forgiveness Option).

**Special Academic Affairs Meeting - Change in suspension policy:**

This proposal was drafted due to the special meeting of the Academic Affairs Committee meeting. 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.”

Respectfully submitted,
Melanie McKittrick
Academic Affairs Recording Secretary
A PLEDGE BY THE FACULTY & STAFF MEMBERS OF COASTAL CAROLINA UNIVERSITY TO PROMOTE ENVIRONMENTAL SUSTAINABILITY

Human beings depend on the earth’s environment for clean air, drinkable water, food, energy, raw materials, and recreation. But if we continue to pollute the environment and fail to protect it, we are putting our own welfare at risk. There are many things that each of us can do to help take care of the environment. The Faculty Senate of Coastal Carolina University encourages faculty and staff members to do their best to follow these environmentally friendly guidelines. Together, we can reduce the negative impact that Coastal Carolina University has on the natural environment, while saving money.

BY ELECTRONICALLY SIGNING THIS DOCUMENT I PLEDGE TO DO MY BEST TO:

- Recycle all the paper, cans, & boxes that I use when there is a recycling bin nearby. Coastal Carolina University will soon have recycling bins throughout the campus.
- Print documents that are 4 pages or longer on both sides of the paper and/or print several pages per paper.
- Turn off my computer after I am done working for the day and set it on idle when I am not using it during the day.¹
- Turn off the lights in the office, the corridor, the bathrooms, and the classrooms before I leave if there is no one else there.
- Bring my laptops to meetings (if I have one) whenever feasible instead of printing out the agenda, minutes, and other documents.
- Whenever feasible, walk or bike between two locations on campus instead of using a motorized vehicle.
- Consider placing more documents or course materials online where my colleagues or students can view them electronically instead of making copies for everyone.
- If I am an instructor, consider allowing my students to submit course materials online or via e-mail when appropriate.
- Encourage my students and/or colleagues to recycle and conserve.
- Not hoard large quantities of office supplies such as envelopes, pencils, paper, markers, folders, etc. in my office.
- Use the stairs instead of the elevator if I am physically able to do so
Spadoni College of Education

A. Request for Addition of New Course(s) GRADUATE LEVEL

EDAD 694 Elementary School Principal in Practice – Fall Internship (3)
Prerequisite: EDAD 600 Introduction to Educational Leadership and completion of 5 (five) EDAD courses before permission to register for the internship.

Course Description: This internship under direct supervision of an on-site experienced elementary administrator (“field supervisor”) and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field.

EDAD 695: Elementary School Principal in Practice – Spring Internship (3)
Prerequisite: EDAD 600, EDAD 694 (fall internship) and completion of 5 (five) EDAD courses before permission to register for the internship.

Course Description: The second in a two-semester supervised elementary internship expands candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.

EDAD 696: Secondary School Principal in Practice – Fall Internship (3)
Prerequisite: EDAD 600 and completion of 5 (five) EDAD courses before permission to register for the internship.

Course Description: This internship under direct supervision of an on-site experienced secondary administrator (“field supervisor”) and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field.

EDAD 697: Secondary School Principal in Practice – Spring Internship (3)
Prerequisite: EDAD 600, EDAD 696 (fall internship) and completion of 5 (five) EDAD courses before permission to register for the internship.

Course Description: The second in a two-semester supervised secondary internship expands candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.
Spadoni College of Education
A. Request for Addition of New Course(s) GRADUATE LEVEL

EDUC 611 Writing/Reading Process Institute (6) Seminar
Prerequisite: Permission of Instructor

Course Description: This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention to writing/reading workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program.

EDSP 640 Behavior Management (3) Traditional or DL
Prerequisite: Graduate Status

Course Description: This course provides a critical analysis of behavior management theories, evidence-based disciplinary practices, and applications that foster an environment conducive to learning. Course emphasizes identification, analysis, etiology & intervention strategies for prevention and management of inappropriate behaviors exhibited by students with disabilities. Research of legal and ethical practices included.

A. Request for Change in a Course(s) GRADUATE LEVEL

EDSC 550 Principles and Methods of Teaching Art (3)
Proposed Change: Change prefix from EDSC to ARTE

Rationale: The course is currently being taught by Art education faculty housed in the EHFA; the Art Teaching Specialization in the MAT degree is for grades PreK-12 whereas the EDSC prefix refers to Education-Secondary (Grades 9-12) which does not accurately reflect the PreK-12 emphasis. This course should be placed with the Art Department and listed along with other ART Education (ARTE) courses in the university catalog.

EDSC 551 Principles and Methods of Teaching Music (3)
Proposed Change: Change course prefix from EDSC to MUED

Rationale: The course is currently being taught by Music Education faculty housed in the EHFA; the Music Teaching Specialization in the MAT degree is for grades Pre K-12 whereas the EDSC prefix refers to Education-Secondary (Grades 9-12) which does not accurately reflect the PreK-12 emphasis. This course should be placed with the Music Department and listed along with other Music Education (MUED) courses in the university catalog. In 2005 the course MUED 544 Principles and Methods of Music Teaching was made inactive; it was offered only once during the summer of 2002.

Edwards College of Humanities and Fine Arts

Department of English
A. Request for Addition of or Change in Degree Program
Master of Arts in Writing (33.0) The Department of English proposes the Master of Arts in Writing, a graduate program designed to attract teachers, professional writers and researchers, and aspiring creative writers. The Master of Arts in Writing degree responds to the increasing interest nationally in creative writing and the local need for advanced training in professional writing.

Rationale: The M.A. in writing degree is designed to straddle three related areas of need: Professional writing, creative writing and composition. While all three areas can be viewed as distinct disciplines, this degree will link them by emphasizing some central principles of writing; this program emphasizes the common elements of all kinds of effective writing, but it allows for intensive exploration of particular subfields of writing. The professional writing emphasis will address needs in government and the private sector. The creative writing component will enhance South Carolina’s artistic landscape. The rhetoric and composition coursework will speak to our state’s continuing need for writing educators whose expertise extends from the secondary schools through the undergraduate level.

B. Request for Addition of a New Course(s) – Graduate Level
   (Related to the Master of Arts in Writing)

ENGL 602: Principles of Editing and Publishing (3) Lecture
Through seminars, workshops and lectures conducted by publishers, designers, authors, editors, and other industry specialists, students will be introduced to a range of skills involved in professional writing, editing, design and production.
Prerequisite: Admission to the MA program or permission of instructor

ENGL 603: Forms of Creative Writing (3) Lecture
A course in the forms of creative writing, students will examine the history, movements and technical forms of literary genres in an effort to better understand influences that may affect the writer today.
Prerequisite: Admission to the MA program or permission of instructor

ENGL 604: Composition and Rhetoric (3) Lecture
This course is designed to introduce the graduate student to a wide array of composition theorists. Each theory will be examined for its underlying assumptions and pedagogical implications. Research in the fields of composition and research will be reviewed, and students will join the critical debate with their own researched perspectives.
Prerequisite: Admission to the MA program or permission of instructor

ENGL 628: Topics in British Literature (3) Lecture
This course introduces students to a variety of texts from the British literary tradition. Individual sections may focus on particular periods, movements, subcultures or historical contexts. Students will be asked to read rhetorically, with an eye toward ways in which literary texts speak to larger issues of rhetoric and writing.
Prerequisite: Admission to the MA program or permission of instructor

ENGL 635: Topics in American Literature (3) Lecture
An exploration of texts from a variety of eras, movements, regions and/or sub-cultures within American Literature. Students will read literary texts, focusing on the social, cultural, historical, and political contexts in which these texts were produced and analyzing the content for cultural-specific themes.
Prerequisite: Admission to the MA program or permission of instructor

ENGL 652: Graduate Writing Workshop–Fiction (3) Lecture
A course in fiction writing to show students how to analyze the multiple ways a short story can be written and the ways in which published writers organize their thoughts and ideas on the page.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 653: Topics in Linguistics (3) Lecture**
This course studies the origins and development of languages in general, and of English and related languages in particular. No previous knowledge of Old and Middle English necessary.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 655: Graduate Writing Workshop–Creative Nonfiction (3) Lecture**
This class will focus on personal essay-writing and the memoir. Students will read selections by some of the major figures in contemporary nonfiction, and will write two major essays.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 658: Graduate Writing Workshop–Poetry (3) Lecture**
A workshop to study the craft of poetry and write poems in both traditional forms and free verse. The majority of class time will be spent in group discussions of poems produced by members of the class with the goal of becoming better readers and writers of poems.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 681: Workshop in Professional and Technical Writing (3) Lecture**
This course is a workshop-style course that focuses on projects that illustrate some of the typical challenges facing the contemporary technical writer. Drawing from a wide variety of readings, students will develop technical and scientific documents based on real-life examples from academia and industry. Students in this course will develop their skills with the types of writing assignments, processes, and styles that will lead to success as a technical writer.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 682: Workshop in Composition and Rhetoric (3) Lecture**
This course introduces and explores advanced concepts of grammar, rhetoric, the composition process and editing that affect both professional writers and teachers of writing at the high school and college level.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 683: Writing and Editing Internship (3) Lecture**
Students will receive instruction and gain professional experience in an internship while working at least 100 hours with a local business or organization that required writing and editing skills. Course contract must be approved prior to registration.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 691: Topics in World Literature (3) Lecture**
Provides an intensive introduction to reading literature (in translation) from culture outside of the United States and Great Britain and uses a comparative approach to the study of literature. Students will be exposed to the cultural context of literary genres and writing techniques that are unique to particular cultural traditions.
Prerequisite: Admission to the MA program or permission of instructor

**ENGL 698: Thesis Research (3) Lecture**
Thesis research is the student-driven capstone experience for graduate students in the MA program. The thesis should be a writing project pertinent to the student’s career or writing goals. It should include 75-100 pages of original prose and an additional 7-15-page self-assessment that details significant aspects of the project and the student’s progress as a writer.
Prerequisite: Admission to the MA program or permission of instructor

C. Request for Addition of a New Course(s) – Graduate Level
Department of English

ENGL 611 Writing/Reading Process Institute (6) Seminar
Prerequisite: Permission of Instructor

Course Description: This course involves participants in the study of literacy education. Current theory and practice in the teaching and learning of writing and reading will be explored and experienced with special attention to writing/reading workshop and the role of teacher research to develop new professional knowledge. Prior approval of graduate advisor is required to include this course in a graduate degree program.

Department of Political Science

POLI 534 Contemporary East Asian Politics (3) Lecture
Prerequisite: Permission of Instructor; application process

Course Description: This course is designed to offer an intensive study on the domestic politics of four major East Asian countries (China, Japan, South Korea and North Korea) and their international relations. While these countries’ historical and cultural background is introduced at the beginning of this course, our major focus is on their politics and the international relations in the post-WWII era.

Rationale: This course is offered for the Master of Arts in Teaching (M.A.T.) degree. So far CCU has not offered courses in East Asia.