I. CALL TO ORDER – Susan Webb

II. ROLL CALL – Susan Slavik

III. APPROVAL OF February Senate Minutes

IV. PROVOST AND OTHER ADMINISTRATIVE REPORTS

V. EXECUTIVE COMMITTEE REPORT:

VI. COMMITTEE REPORTS:

Dr. Darla Domke-Damonte, Assistant Dean of International Programs / Associate Professor of Strategic Management presents: the attached International Programs Committee report and motions (pages 22-24) for Senate review/approval.

Michael S. Ruse, Chair, ad hoc Faculty Manual Rewrite Committee presents:
Updates from the Faculty Manual Rewrite Committee and the grievance section of the manual (attached on pages 5-9) for senate approval.

VII. OLD BUSINESS

VIII. NEW BUSINESS

Dr. Richard L. Johnson, Associate Provost Graduate Studies and Academic Outreach presents course changes, new courses, and graduate program curriculum changes (pg 10-21) for Senate review/approval.

Pat Piver, Chair Academic Affairs Committee, presents the following academic policy, course changes, new courses, and degree program requirement changes for Senate review/approval:

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 Coastal.

Current 2008 – 2009 University Catalog passage (p. 50):
Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record.
**Proposed Modification (underlined):**
Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record, (with the exception of courses with grades of “W” earned at Coastal, which are eligible to be taken at another institution and considered for transfer back to Coastal).

**College of Humanities and Fine Arts**

1. **Request for change in undergraduate course:** HIST 304 The Enlightenment: Europe, 1648-1789. Request course number and name change to HIST 330 Enlightenment Europe, 1648-1789.

2. **Request for change in undergraduate course:** HIST 449 History of Western Medicine From Antiquity to the Renaissance. Request course number change to HIST 447.

3. **Request for change in undergraduate course:** MUED 243 Fundamentals of Wind Instruments. Request change in course title to Instrumental Music Methods. Proposed catalog to read: MUED 243 Instrumental Music Methods (2). This course examines issues related to the teaching of instrumental music. Special emphasis on program goals and curriculum development, instructional planning, and materials and techniques designed for teaching musical concepts in a performance class. This course will also acquaint the student with effective ways to develop, organize and maintain a successful instrumental program, based on a comprehensive instrumental music education model. **Justification:** Fulfills NASM accreditation requirements

4. **Request for change in undergraduate course:** MUS 125 Coastal Carolina Concert Choir. Request to change catalog description to read: MUS 125 Coastal Carolina Concert Choir (1). A missed choral ensemble that is open to any CCU student without an audition. This group gives four major concerts each year as part of the CCU Department of Music concert series. They perform varied and challenging repertoire that is representative of all styles of eastern music history, with an intentional effort to incorporate music of living American composers. A major work for chorus and orchestra or instrumental ensemble is presented each year, and collaborative projects/concerts with other choral ensembles are actively solicited. May be repeated. **Justification:** To change the description so that an audition is not required for membership in an effort to increase enrollment and encourage more non-music majors to participate. Also, a more extensive description of the type of music studied, as well as number and type of performances, assists students in deciding if they want to register for the class by increasing their understanding of the course requirements.

5. **Request for new undergraduate course:** RELG 326 Buddhism in Literature and Film (3) (Prerequisite one religious studies course, or instructor consent). Elective or Cognate course restriction. Proposed Catalog Description: RELG 326: Buddhism in Literature and Film (3). A study of representations of Buddhism in selected scriptures and ideas
identified as Buddhist in world literature and film. The course considers the nature, power or inability of literature and film to convey various themes such as "no-self," "suchness," "Buddhamind" and "enlightenment." Students are challenged to question ideas of scriptural authority as well as “Orientalist” representation. **Justification:** With the imminent shift of global power to Asia in terms of population and economics, further understanding of Asian culture is essential for our students. This particular course will augment the offerings in religious studies and will be part of the minor program which is currently being proposed. The class listed as a 300-level so as to increase our upper-division offerings in Religious Studies. The course will also be part of the Asian Studies Minor which is also currently being proposed.

6. **Request for change in undergraduate program:** **International Studies Minor.** This is a revision of the minor to create a clear emphasis for it, as opposed to the current version, which is very vague and open-ended. We still maintain the inter-disciplinary nature of the minor with up to 6 credits of electives. Current Description: Students pursuing the International Studies Minor must consult with their major adviser and with the adviser of the minor to select courses that meet the program requirements. As a part of the application for the minor, students must meet all the courses' prerequisites and must explain their selections and how they complement their major course of study. Students must select a total of six (6) courses minimum for the minor. In addition, a foreign language competency is required at the 210 level. If the student has studied another modern language at a comparable level, a substitution may be considered. Foreign Language 350 (Study Abroad) can be used to satisfy the language requirement. Students intending to obtain a minor in International Studies might need to take lower levels of the foreign language (e.g., 110, 120, 130), and they should plan to do that ahead of time. A maximum of two (2) courses from one field of study can be used toward the electives for this minor. Of the required six courses (18 credits) for the minor, only two (6 credits) may be below the 300 level. Other appropriate courses can be added to the minor at the discretion of the adviser. Many of the courses listed are offered on a limited basis. It is important to verify that the selections will be taught during the desired period of undergraduate study. The student must earn a grade of C or a passing certificate for each course applied to the minor. Language Requirements (3 Credits) Credits French 210, German 210, Spanish 210 (Choose one 3). Electives (18 Credits) a list of approved courses provided by the International Studies adviser. Student must choose a minimum of 6 courses (18 credits). Of the total minimum credits of 18 required for completion of the minor, only 6 credits may be below the 300 level. **TOTAL CREDITS REQUIRED: 21**

**Proposed Catalog Description:** **Mission Statement:** The International Studies Minor is composed of courses with a strong international and global component to complement major studies and career goals. The minor is designed to provide students with a diverse, multicultural perspective of the planet, as well as an enhanced understanding of global politics and economics. It includes studies in international relations and security, international political economics, comparative government, and issues related to globalization or Pamela L. Martin, International Studies Advisor Department of Politics and Geography (843)-349-2966 \plmartin@coastal.edu. **Language Requirement:** Students are expected to achieve a minimum of 210 level of language proficiency either through course work or examination, please see the Coastal Carolina University catalog for information on credits by examination. Recommended Courses: POLI1101
Introduction to World Politics (3), GEOG 121 World Regional Geography (3), and ECON 201 Macroeconomics (3), total 9 credits. Course Requirements: POLI 315 International Relations or POLI 340 or 439 (3) POLI 435 Globalization (3), POLI 318 International Political Economy (3). Two 3 Credit Electives at the 300-level or above, 6 credits with global or international emphasis. A list of approved courses will be available through the Advisor. Total 18 credits. *Note: In addition to these courses, any relevant internship, study abroad course, or both, at or above the 300-level may be included for up to 2 courses (6 credits) of abroad experiences must be approved for credit toward the minor by the International Studies Minor advisor and must have specific and clear international and global objectives, placement, and/or training. Please be advised that no courses in this minor may apply simultaneously to a major or other educational program. Justification: The current form of the minor does not provide a clear direction for students, nor does it reflect the international trends for studies of this kind. Most international studies programs emphasize politics, economics, and societies/cultures. Thus, we have revised the minor to better reflect the discipline and to provide students with a strong basis for further studies in this area.

IX. OTHER

X. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XII. ADJOURNMENT
Michael S. Ruse, Chair, ad hoc Faculty Manual Rewrite Committee Presents:

C. Faculty Grievance Procedure

It is the intent of the University to extend to each member of The Faculty and selected Associated Faculty the right to a fair review of any appropriate request or serious complaint arising in the course of employment (see section VI, C Associated Faculty I, a-d).

A formal grievance may be filed by any employee holding faculty rank. In this section the term “grievant” refers to Adjunct Assistant, Associate, Professor/Librarian; Visiting Assistant, Associate, Professor/Librarian; Teaching Associate; Teaching Lecturer; Senior Teaching Lecturer; Instructor; Senior Instructor; Assistant, Associate, Professor/Librarian; Professor; Librarian; and academic administrators who hold faculty rank.

Grievances are limited to issues concerning denial of due process, failure of proper notification in reference to changes to the terms of employment, or breach of academic freedom. The University also extends the right to a fair review of any request or complaint arising from the denial of academic freedom to all persons teaching a for-credit class or classes on a part-time basis.

Promotion, Tenure, and Post Tenure Review are proper subjects for consideration only as they relate to procedural errors not caused by the grievant, or failure of notice of opportunity to be heard. The termination of employment of a tenured faculty member cannot be grieved through this process (see Termination Procedures, section VI.G. below).

All complaints pertaining to discrimination based on race, color, gender, age, creed or national origin are to be referred to the EEO officer as per University Policies and Procedures Manual policy #1207.

The time limits indicated in this policy must be adhered to strictly. Failure of the administration to comply with the time limits entitles the grievant to carry the appeal to the next step in the process. Failure of the grievant to comply with the time limits will result in forfeiture of the right to continue the grievance. Grievances will be considered filed according to the recorded date of receipt. The appropriate parties are responsible for obtaining a signed, dated proof of receipt for all official communications at each step of the process.

At any time during this process the grievant has the right to legal representation or any other counsel. If an attorney will be present at any formal proceedings, University counsel must be notified in writing at the time that the formal grievance or appeal is filed with the appropriate body (see steps 2-4 below).

PROCEDURE
Appointment of Designees: At any step in the process, the person hearing the grievance may need to appoint an appropriate designee to hear the grievance in order to meet the time limits or when it is in the interest of fairness to the grievant. The grievant will be notified of the name of the designee and the reason for appointing the designee in writing at least three (3) calendar days prior to the hearing. If the grievant believes that the designee is directly involved in the matter being grieved or is unable to maintain neutrality in the matter, the grievant may request to forego that step of the process as per the Recusals paragraph immediately below.

Recusals: The grievant may seek to forego steps in this process when the person hearing the grievance is directly involved in the matter being grieved (Chair or equivalent, Dean/Executive Director, Provost, and/or President). In such cases, the grievant will notify in writing, the person hearing the grievance at the step beyond the step(s) being foregone. This letter will state the reasons for the request to forego the previous step(s). Based on the reasons stated in the letter, the person hearing the grievance will determine whether the grievant should return to the previous step or to proceed with the hearing of the grievance at that point in the process.

STEP 1:

a. Informal Conciliation: Prior to filing a formal grievance, a faculty member must seek redress by filing a written Notice of Intent to File a Grievance to the Chair/equivalent. This written intent to file a grievance notification will outline the nature of the matter being grieved and name the parties involved. If an attorney will be present during this Step of the process, the person hearing the potential grievance during the conciliation phase must be informed in the Notice of Intent to File a Grievance or the Request for a Dean/Executive Director Hearing letter. Within fourteen (14) calendar days of receiving the formal intent to file a grievance notification, the Chair/equivalent or a designee must hold a meeting with the grievant. It is the responsibility of both the grievant and the Chair/equivalent or the designee to review the matter and its specific issues in good faith. The goal of the conciliation phase is to arrive at a mutually agreed upon, prompt resolution to the matter grieved. The Chair/equivalent or the designee will supply the grievant with a written letter of resolution outlining the results of the conciliation meeting within (5) five calendar days of the meeting. If the Chair/equivalent or the designee is directly involved in the matter being grieved, then the informal conciliation may be forgone if approved by the Dean/Executive Director or a designee (see Recusals above).

b. Post Conciliation: In the event that the issue is not resolved within fourteen (14) calendar days of filing the notice of intent, or the grievant wishes to appeal the decision of the Chair/equivalent or the designee, the grievant may file a written Request for a Dean/Executive Director Hearing letter to the Dean/Executive Director of the faculty member’s academic area. This request must be made within five (5) calendar days of the end of the fourteen (14) day period or receipt of the written resolution letter written by the grievant’s Chair/equivalent or the designee. The written request for a hearing need not follow any particular format but should include a report of the conciliation effort to resolve the matter and the relevant facts at issue. In cases where the Dean/Executive Director or the
designee is directly involved in the matter being grieved, the Dean/Executive Director Hearing may be foregone if approved by the Provost or the Provost’s designee (see Recusals above).

c: Dean/Executive Director Hearing: The Dean/Executive Director or the designee will conduct a hearing and prepare a response within ten (10) calendar days following the receipt of the post conciliation request. The Dean/Executive Director or the designee will consider all documentation presented by the grievant and the Chair/equivalent or designee, and may interview other individuals who are directly involved in the matter. In the event the Dean/Executive Director or the designee fails to respond within nine (9) calendar days of receipt, the Dean/Executive Director Hearing is waived and the grievance proceeds to Step 2. In the event that the grievant is not satisfied with the Dean’s/Executive Director’s or the designee’s decision, then the grievant may proceed to file a formal grievance in accordance with Step 2. In cases where the Provost or the Provost’s designee is directly involved in the matter being grieved, the formal grievance filing to the Provost may be foregone if approved by the President or the President’s designee (see Recusals above).

STEP 2:

(a.) Formal Grievance Filing to Provost: To be considered formally, a grievance must be filed in writing with the Provost within five (5) calendar days following receipt of the written decision of the Dean/Executive Director or the designee if such a hearing was held. The grievant must submit the following materials in the formal grievance notification letter:

(1) a description of the issues involved in the grievance;

(2) a copy of the materials presented to the Dean/Executive Director or the designee (if any);

(3) the Dean's/Executive Director’s or designee’s written decision (if any);

(4) evidence of specific conciliation efforts made in Step 1 (if any).

(b.) Provost Action: The Provost/designee, will conduct a fact-finding review including separate consultations with the parties involved, an independent investigation, and take any other appropriate action in order to reach a resolution. The Provost/designee must complete this process and render a written decision to the grievant within seven (7) calendar days after receipt of the grievance by the Provost. In special cases, the Provost/designee can extend this period of time with written permission of the grievant.

(c.) The grievant, if not satisfied with the Provost’s/designee’s decision as received, may petition the President within five (5) calendar days of receipt of the Provost’s/designee’s decision. In cases where the President or the President’s designee is directly involved in the matter being grieved, the petition will be filed with the Chair of the Grievance Committee within five (5) calendar days of receipt of the Provost’s/designee’s decision. The Chair of that committee will then convene to Grievance Committee as per step 3 below.
STEP 3:

(a) Petition to the President: If a petition is filed with the President, the President will convene the Grievance Committee to conduct a review and investigation of the grievance (see section IV.E.6. above). The Chair of the Grievance Committee will take prompt, reasonable and necessary actions to insure an equitable, orderly, and expeditious decision. The Provost or the Provost’s designee will serve in any capacity deemed appropriate by the Chair of the Committee, but is not to be directly involved in the grievance proceedings. The review will commence within nine (9) calendar days from the date the grievant files the petition to the President/designee or Chair of the Grievance Committee.

(b) Grievance Committee Hearing Process and Conflict of Interest Policy: At this stage, members of the Committee may disqualify themselves for bias or conflicts of interest, and the parties involved may raise questions regarding disqualification of committee members. The Chair of the Grievance Committee will determine if the bias raised is significant enough to warrant disqualification. As a basis for making disqualification decisions, the Chair will be mindful of the need for committee members to avoid conflicts of interest or the appearance of conflicts of interest.

If the Chair cannot make such a determination, or if the Chair has been asked to disqualify herself/himself, then the eligible members of the Committee will elect an Acting Chair to make such determinations. An alternate committee member from that College/Library will replace any disqualified member(s) for the duration of the proceedings. The alternate(s) will be appointed by the Chair of Faculty Senate, or by the Faculty Welfare and Development Committee if the Chair of Faculty Senate is deemed to have a conflict of interest by the Grievance Committee.

The grievant, the Dean/Executive Director or the designee, and any person whose alleged conduct was the cause of the grievance will appear separately before the Committee. Each party has the right to call and cross examine witnesses, and to produce whatever relevant evidence they wish. Cross examination may also be conducted by members of the Grievance Committee. The committee has the authority to call for files, records and documents pertinent to the investigation, to determine the order of the appearance of witnesses, to call additional witnesses, and to take any other action deemed necessary to determine the facts of the case.

(c) Grievance Committee Decision: The Grievance Committee will deliver a written finding and make its specific recommendation, together with the committee’s vote, to the President/designee and the grievant within four (4) calendar days following the conclusion of the hearing. In cases where the President is directly involved in the matter being grieved, the grievant may appeal the decision of the committee directly to the Chair of the Academic Affairs Committee of the Board of Trustees (see Recusals above).
(d) President’s Decision: The President/designee may accept the recommendation of the Grievance Committee or conduct a further review and hold additional discussion of the case with the parties either together or separately. The grievant, the Provost and appropriate committee chairs will be notified of the President's/designee’s decision within seven (7) calendar days after the receipt of the committee’s decision.

STEP 4:

(a) Appeal to the Board of Trustees of Coastal Carolina University: Final authority for adjudication of grievances rests with the Board of Trustees of Coastal Carolina University. If the grievant wishes to appeal the President’s/designee’s decision, a written appeal must be sent to the Chair of the Academic Affairs Committee of the Board of Trustees within five (5) calendar days of receipt of the President’s/designee’s decision letter. In cases where the Presidential decision phase has been foregone, the grievant must file the written appeal within five (5) calendar days of receipt of the letter from the Chair of the Grievance Committee. If the Chair of the Academic Affairs Committee of the Board of Trustees cannot be reached, the appeal may be registered with the Chair of Faculty Senate or with the Provost’s Office. The Academic Affairs Committee will review the record and may, at its discretion, conduct a new hearing. The Academic Affairs Committee will have twenty eight (28) calendar days in which to complete its review and communicate its decision to the President and the grievant. The number of days may be extended by mutual consent of the grievant and the Chair of the Board Academic Affairs Committee. The decision of the Academic Affairs Committee of the Board of Trustees is final and binding within the University.
Edwards College of Humanities and Fine Arts

A. Request for Addition of New Course Graduate Level.

**MUED 534A Advanced Choral Conducting** (3) (Prereq: Admission to a graduate program & permission of instructor). Study of applied techniques, score study, analysis and interpretation as it relates to conducting a choir. This course will be a combination of studio instruction and laboratory experience.

**Rationale:** This course is an extension of undergraduate conducting and literature courses that synthesizes skills at an advanced level. Provides opportunities for practical real-time experiences in conducting and teaching ensembles.

**MUED 534B Advanced Instrumental Conducting** (3) (Prereq: Admission to a graduate program & permission of instructor). Study of applied techniques, score study, analysis and interpretation as it relates to conducting a wind band. This course will be a combination of studio instruction and laboratory experience.

**Rationale:** This course is an extension of undergraduate conducting and literature courses that synthesizes skills at an advanced level. Provides opportunities for practical real-time experiences in conducting and teaching ensembles.

**MUED 599 Special Topics in Music** (3) (Prereq: Admission to a graduate program & permission of instructor). Specific analysis of crucial issues in the field as they exist and emerge in the future. Provides an opportunity for students to do in-department study of specific areas of concern.

**Rationale:** MAT and MED students comes to this program with a variety of pedagogical and practical experiences. This course parallels offerings in the Spadoni College of Education that will allow students to explore individually specific topics.

Spadoni College of Education

A. Request for Addition of or Change in Degree Program

**Master of Education degree program in Learning and Teaching** (30) The Masters of Education in Learning and Teaching requires a completion of 30 hours of graduate work consisting of: Core Studies constitutes 15 Hours with an additional 15 hours of Specialization Studies in Instructional, Technology, Literacy, Early and Elementary Grades, or Middle and Secondary Grades.

**Justification:** The Master of Education in Learning and Teaching will offer a unique curriculum to meet the needs of current and future teachers/ Coastal Carolina University seeks to build strong relationships with area school districts in an effort to assist in the professional growth of PK-12 educators. The proposed program is consistent with this desired relationship as it offers the opportunity for educators to develop educational expertise in a new area or to extend their professional knowledge in an area where they already developed a level of expertise.
The program was developed to increase: a) the number of graduate degree options available to certified teachers; b) enrollment degree options; c) the value-added nature of content that develops or extends professional in identified high-need areas; d) the fluidity of graduate degree programming that better meets the dynamic needs of the local school districts; and e) administrative and resource efficiency of a coordinated program that shares coursework, assessments, delivery, and experiences within and between this and other existing graduate programs at the University.

The proposed degree program consists of intensive coursework divided between 15 hours of essential core coursework and 15 hours of study in a high-demand area of specialization. Specializations offered in the program are (1) Literacy, (2) Instructional Technology, (3) Teaching and Learning in the Early and Elementary Grades and (4) Learning and Teaching in the Middle and Secondary Schools.

I. **CORE STUDIES (15 credits)**

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<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 607 Research for Today’s Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 628 Assessment of Performance to Inform Instruction (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 685 Strategies for Serving Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 630 Advanced Study of Curriculum and Instruction (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 604 Teaching with Technology</td>
<td>3</td>
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</tbody>
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II. **SPECIALIZATION STUDIES (15 credit hours)**

**Instructional Technology**

*Select any four of the following five courses*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDIT 610 Instructional Design and Technology Integration (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 620 Technology Planning and Management (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 630 Development of Instructional Multimedia (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 640 Instructional Video Production (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDIT 650 Teaching and Learning Online (New)</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>EDIT 690 Seminar in Instructional Technology (New)</td>
<td>3</td>
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<tr>
<td>(Culminating Course)</td>
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**Literacy**

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<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDLL 603 Research in Reading Methods and Materials (New)</td>
<td>3</td>
</tr>
<tr>
<td>EDLL 604 Practicum in Literacy Assessment and Evaluation (New)</td>
<td>3</td>
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</table>
*Select any one of the following three courses

EDLL 601 Emergent and Early Literacy Development (New)  
EDLL 618 Content Literacy  
EDLL 605 Organization, Administration, and Supervision of the School Reading Program (New)  
EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment (New)  
(Culminating Course)

**Learning and Teaching in the Early and Elementary Grades**

EDLL 601 Emergent and Early Literacy Development (New)  
EDEE 600 Advanced Study of Early and Elementary Curricula and Programs (New)  
EDEE 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades (New)  
EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education (New)  
EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom (New)  
(Culminating Course)

**Learning and Teaching in Middle Level and Secondary Schools**

a. Study of teaching-learning content (select from)  
EDIT 610 Instructional Design and Technology Integration (New)  
EDIT 620 Instructional Planning and Management (New)  
EDIT 630 Development of Instructional Multimedia (New)  
EDIT 640 Instructional Video Production (New)  
EDIT 650 Teaching and Learning Online (New)  
EDLL 600 Advanced Reading Theory: Philosophical, Historical and Philosophical Foundations of Reading (New)  
EDLL603 Research in Reading Methods and Materials (New)  
EDLL618 Content Literacy (New prefix)  
EDSP 670 Characteristics of Learners with Emotional and Behavioral Disorders  
EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs  
EDSC 650 Advanced Secondary Instructional Methods and Strategies  
EDUC 620 The Middle School Curriculum  
EDUC 692 Foundations and Services for Exceptional Learners

*Or other additional courses approved by the student’s advisor

b. Study of discipline-specific content (select from coursework in the  
EDIT 610 Instructional Design and Technology Integration (New)  
EDIT 620 Instructional Planning and Management (New)  
EDIT 630 Development of Instructional Multimedia (New)  
EDIT 640 Instructional Video Production (New)  
EDIT 650 Teaching and Learning Online (New)  
EDLL 600 Advanced Reading Theory: Philosophical, Historical and Philosophical Foundations of Reading (New)  
EDLL603 Research in Reading Methods and Materials (New)  
EDLL618 Content Literacy (New prefix)  
EDSP 670 Characteristics of Learners with Emotional and Behavioral Disorders  
EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs  
EDSC 650 Advanced Secondary Instructional Methods and Strategies  
EDUC 620 The Middle School Curriculum  
EDUC 692 Foundations and Services for Exceptional Learners

*Or other additional courses approved by the student’s advisor
candidate’s subject matter specialization approved by the advisor)

EDUC 680 Capstone Experience 3
(Culminating Course)

TOTAL CREDITS REQUIRED 30

New Courses Developed for Degree

EDEE 610 Advanced Study Teaching Mathematics and Science in the Early Childhood and Elementary Grades
EDIT 610 Instructional Design and Technology Integration
EDIT 620 Technology Planning and Management
EDIT 630 Development of Instructional Multimedia
EDIT 640 Instructional Video Production
EDIT 650 Teaching and Learning Online
EDIT 690 Seminar in Instructional Technology
EDLL 603 Research in Reading Methods and Materials
EDLL 604 Practicum in Literacy Assessment and Evaluation
EDLL 605 Organization, Administration, and Supervision of the School Reading Program
EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment
EDUC 630 Advanced Study of Curriculum and Instruction

New Courses Developed Through Modifications to Existing Courses

EDEE 600 Advanced Study of Early and Elementary Curricula and Programs
(Formerly EDEC 608 Parent Involvement in Early Childhood Education, EDEC 642 Advanced Study of Early Childhood Curricula and Program Models, and EDEL 615 Advanced Study of Elementary Curriculum and Program Models)

EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom
(Formerly EDEL 687 Differentiated Instruction in the Elementary Classroom)

EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading
(Formerly EDUC 600 Foundations of Reading Instruction)

EDLL 601 Emergent and Early Literacy Development
(Formerly EDEC 601 Emergent Literacy and EDEL 602 Developing Early Literacy)

EDLL 618 Content Literacy
(Formerly EDSC 618 Content Literacy)
EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education
(Formerly EDEL 695 Special Education for Teachers in Elementary Education)

EDUC 607 Research for Today’s Schools
(Formerly EDUC 607 Research and Assessment in Today’s Schools)

EDUC 628 Assessment of Performance to Inform Instruction
(Formerly EDUC 606 Educational Theory to Increase Achievement)

New or Modified Courses in Support of Degree

EDUCATION – EARLY AND ELEMENTARY (EDEE)

EDEE 600 Advanced Study of Early and Elementary Curricula and Programs. (3) This course will include an emphasis on dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents and community involvement in early childhood and elementary educational settings.

EDEE 610 Advanced Study of Teaching Mathematics and Science in the Early Childhood and Elementary Grades. (3) This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remediation, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.

EDEE 615 Application of Differentiated Instruction in the Early Childhood and Elementary Classroom (3) (Prereq: EDLL 601, EDEE 600, EDEE 605, and EDEE 610). This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

EDUCATION – INSTRUCTIONAL TECHNOLOGY (EDIT)

EDIT 610 Instructional Design and Technology Integration. (3) Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration.

EDIT 620 Technology Planning and Management. (3) Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration.

EDIT 630 Development of Instructional Multimedia. (3) Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.
EDIT 640 Instructional Video Production. (3) Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.

EDIT 650 Teaching and Learning Online. (3) Theory and best practices in the design, development, and implementation of online instruction for blended and distance-based applications.

EDIT 690 Seminar in Instructional Technology. (3) Capstone experience in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the summative evaluation of the Technology Facilitation Portfolio.

EDUCATION – LITERACY (EDLL)

EDLL 600 Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading. (3) This course emphasizes theoretical frameworks for reading including psycholinguistics, sociolinguistics, constructivism, and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in elementary and middle school settings.

EDLL 601 Emergent and Early Literacy Development (3). This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children’s emergent literacy development. The theoretical framework of this course is based on an advanced study of and understanding of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources for effective early childhood and early elementary literacy instruction.

EDLL 603 Research in Reading Methods and Materials. (3) (Prereq: EDLL 600). This course requires that students conduct in-depth study of current methods and materials of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacies, including digital literacy, visual literacy, and critical literacy and the use of relevant materials for incorporating multimodal literacy in the elementary classroom.

EDLL 604 Practicum in Literacy Assessment and Evaluation. (3) (Prereq: EDLL 600 and EDLL 603) Emphasis on naturalistic, authentic classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required.

EDLL 605 Organization, Administration, and Supervision of the School Reading Program. (3) (Prereq: EDLL 600, EDLL 603 and EDLL 604) This course is designed to assist advanced students
in making appropriate decisions regarding the planning, implementation, supervision, administration, and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests and the use of school wide assessment data for literacy program planning will also be addressed.

EDLL 606 Practicum in the Evaluation of Literacy Instruction and Assessment. (3) (Prereq: EDLL 600, EDLL 603 and EDLL 604, EDLL 601 or EDLL 618). This course requires the application and integration of instructional strategies and naturalistic, authentic assessment in literacy, with an emphasis on demonstrated practice in the classroom setting. Students construct a portfolio consisting of a reading application, a writing application, and an example of collaborative integrated application. Students must obtain permission from classroom students’ parents for videotaping and use of student artifacts within the portfolio. These applications must demonstrate all five propositions of the NBPTS and the six IRA Standards for Reading Professionals.

EDLL 618 Content Literacy (course prefix change from EDSC 618; catalog course description does not change)

EDUCATION – SPECIAL EDUCATION (EDSP)

EDSP 605 Special Education for Teachers in Early Childhood and Elementary Education. (3) Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the early childhood and elementary levels. Emphasizes methods for the development and acceleration of basic academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum.

EDUCATION (EDUC)

EDUC 607 Research for Today’s Schools. (3) Study of the principles of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed-methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of research results. Students are required to develop, implement, write-up, and report on an original, field-based, education research project.

EDUC 628 Assessment and Performance to Inform Instruction. (3) (Prereq: EDUC 607) This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs.

EDUC 630 Advanced Study of Curriculum and Instruction. (3) Study of principles of curriculum and instruction related to PK-12 schools; included are sources of the curriculum, methods of
organization, curriculum planning and development, the teacher’s roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. A clinical experience is included.

A. **Request for Addition of a Change in a Course – Graduate Level (Change in Title and Course Description)**

**Old title: Research and Assessment in Today’s Schools**

**New Title and Description:**

EDUC 607 - Research for Today’s Schools (3.0) Study of the principle of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of results. Students are required to develop, implement, write-up and report on an original, field-based, educational research project.

**Rationale:** The proposed title and catalog description change is more suitable to the proposed M.Ed. in Learning and Teaching.

B. **Request for Addition of a New Course – Graduate Level**

EDUC 628 - Assessment and Performance to Inform Instruction (3.0) (Prereq: EDUC 607). This course focuses on critical knowledge and application of assessment data when making decisions that promote strong instructional outcomes for students. Based on an understanding of student cognitive and affective development, participants will use, interpret, and appropriately communicate formal and informal assessment results to parents and students. Course emphasizes effective collaboration with other school-based professionals to evaluate and monitor student progress and to modify instruction based on individual learning needs.

**Request for Addition of a New Course – Graduate Level**

EDEE 600 - Advanced Study of Early and Elementary Curricula and programs (3.0) This course will include an emphasis on dominant practices, methodologies, and current research that influences curriculum development and practice, including an analysis of programs and practices involving families, parents, and community involvement in early childhood and elementary educational settings.

**Request for Addition of a New Course – Graduate Level**

EDEE 610 - Advanced Study of Teaching Mathematics and Sciences in the Early Childhood and Elementary Grades (3.0). This course emphasizes inquiry teaching/learning methods, instructional materials, curriculum integration, community resources, diagnosis and remedy, and evaluation procedures that facilitate pupil discovery and learning in mathematics and science on the early childhood and elementary levels for improved and advanced instruction.
Request for Addition of a New Course – Graduate Level

**EDEE 615 - Application of Differentiated Instruction in the Early Childhood and Elementary Classroom - Capstone (3.0)** (Prereq: EDLL 601, EDEE 600, EDEE 605 and EDEE 610). This course will include the capstone experience for the specialization in Teaching and Learning in the Early and Elementary Grades. The focus will be on developing appropriate, differentiated instructional strategies that will help early childhood and elementary teachers more effectively engage all students in optimal learning experiences. Students will finalize the construction of a portfolio that will demonstrate advanced instructional methods for the early childhood/elementary grades.

Request for Addition of a New Course – Graduate Level

**EDUC 630 - Advanced Study of Curriculum and Instruction (3.0)**
Study of principles of curriculum and instruction related to PK-12 schools; included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher’s roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. A clinical experience is included.

Request for Addition of a New Course – Graduate Level

**EDSP 605 - Special Education for Teachers in Early Childhood and Elementary Education (3.0)** Addresses current issues and needs in instructional programming for students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and mental retardation) at the early childhood and elementary levels. Emphasizes methods for the development and acceleration of basic academic skills, study skills, learning strategies, and modification of course content to meet individual needs of students who are engaged in the general education curriculum.

Request for Addition of a New Course – Graduate Level

**EDIT 610 - Instructional Design and Technology Integration (3.0)** (Prereq: EDIT 604) Design and evaluation of technology-supported teaching and learning. Emphasis on research-based best practices in technology integration.

Request for Addition of a New Course – Graduate Level

**EDIT 620 - Technology Planning and Management (3.0)** (Prereq: EDIT 604)
Theories and strategies for planning and managing instructional technology resources for classroom, project, and school implementation. Emphasis on evaluation, acquisition, installation, operation, and administration.

Request for Addition of a New Course – Graduate Level

**EDIT 630 - Development of Instructional Multimedia (3.0)** (Prereq: EDIT 604) Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.

Request for Addition of a New Course – Graduate Level

**EDIT 640 - Instructional Video Production (3.0)** (Prereq: EDIT 604)
Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.

**Request for Addition of a New Course – Graduate Level**

EDIT 650 - TEACHING AND LEARNING ONLINE (3.0) (Prereq: EDIT 604)
Theory and best practices for the design, development, and implementation of online instruction for blended and distance-based applications.

**Request for Addition of a New Course – Graduate Level**

EDIT 690 - Seminar in Instructional Technology (3.0) (Prereq: EDIT 604 plus any four of EDIT 610, 620, 630, 640, 650) Capstone experiences in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the summative evaluation of the Technology Facilitation Portfolio.

**Request for Addition of a New Course – Graduate Level**

EDLL 600 - Advanced Reading Theory: Philosophical, Historical, & Sociological Foundations of Reading (3.0) This course emphasizes theoretical frameworks for reading including psycholinguistics, sociolinguistics, constructivism and progressive education as well as historical foundations of reading instruction in the United States. This course provides an understanding of the reading process and evaluation of past and current approaches to teaching reading in elementary and middle school settings.

**Request for Addition of a New Course – Graduate Level**

EDLL 601 - Emergent and Early Literacy Development (3.0) This course will provide students with a greater understanding of the social, cultural, and linguistic factors that influence children’s emergent literacy development. The theoretical framework of this course is based on an advanced study of and understanding of emergent literacy as a continuum characterized by the interrelationship of reading, writing, speaking, listening, viewing, and visually representing in formal and informal settings. Emphasis will be placed on practical application of theory, developmentally appropriate practice, stages of literacy development, and resources of effective early childhood and early elementary literacy instruction.

**Request for Addition of a New Course – Graduate Level**

EDLL 603 - Research in Reading Methods and Materials (3.0) This course requires that students conduct in-depth study of current methods of literacy instruction to evaluate the effectiveness for diverse learners and across different instructional settings. The course emphasizes 21st century literacy, including digital literacy, visual literacy, and critical literacy and the use of relevant materials for incorporating multimodal literacy in the elementary classroom.

**Request for Addition of a New Course – Graduate Level**
EDLL 604 - Practicum in Literacy Assessment and Evaluation (3.0) Prereq: EDLL 600 & EDLL 603 Emphasis on naturalistic, authentic classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required.

Request for Addition of a New Course – Graduate Level
EDLL 605 - Organization, Administration, and Supervision of the School Reading Program (3.0) Prereq: EDLL 600, EDLL, 603, EDLL 604 This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests and the use of school wide assessment data for literacy program planning will also be addressed.

Request for Addition of a New Course – Graduate Level
EDLL 606 - Practicum in the Evaluation of Literacy Instruction and Assessment (3.0) Prereq: EDLL 600, EDLL 603, EDLL 604, EDLL601 or EDLL 618 This course requires the application and integration of instructional strategies and naturalistic authentic assessment in literacy, with an emphasis on evaluating demonstrated practice in the classroom setting. Students construct a portfolio consisting of a reading application.

C. Request for a Change in a Course - Graduate Level
EDSC 618 Content Literacy (3.0)

Request to change Prefix from EDSC to EDLL
Rationale: To have the course Prefix more closely aligned with the other graduate literacy courses for the new M.Ed. program in Learning and Teaching/Literacy Specialization.

College of Natural and Applied Sciences

1. MSCI 540 – Applied Coastal Geophysics (3.0) Lec/lab. A major discipline of the geosciences, geophysics is the study of the earth by quantitative physical methods such as electromagnetic, gravitational and acoustic/seismic techniques. The course offers a survey of geophysical principles and techniques commonly used in geologic and oceanographic research and studies. The theoretical basis for various techniques is examined and direct applications are emphasized. Justification: Students will learn concepts and obtain highly marketable skills and experience for a major geosciences discipline. CCU has a strong, nationally recognized research program in this field. The course is a needed addition to support the coastal geology minor and upper level electives for geology track marine science majors.

Proposal for Description Change in a Course
2. **CMWS 699 Graduate Seminar III**  
   **Current description:** Participation will require the public presentation of the completed thesis.  
   **Change to read:** Techniques for communicating results of thesis research.  
   **Rationale:** Students typically take this course well before they actually complete the thesis. As such, we often must give them incompletes until they complete the thesis. This change will allow students to complete the course even though the thesis is not completed in the same semester.
TO: Faculty Senate  
FROM: Darla Domke-Damonte, Chair  
        International Programs Committee  
DATE: February 23, 2009  

This report is presented for informational purposes and comment by the Faculty Senate. Please send your comments to Darla Domke-Damonte at ddamonte@coastal.edu.

Given the declining number of international students at Coastal Carolina University (as shown on the chart below) and the recommendations of both the Fisher Report and Coastal Carolina University’s 2008-2013 Strategic Plan to increase international student populations as well as other international initiatives, the International Programs Committee has worked over the past several months to develop a recommended action plan to realize the requirements of Goal 1.4 of the CCU 2008-2013 Strategic Plan. The goal is stated below, the underlying assumptions of the committee in developing the action plan are noted, and the actions recommended by the committee are then provided.

Goal from the Coastal Carolina University 2008-2013 Strategic Plan:

Goal 1.4. **Enhanced Global Perspective**: Create a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world

Objective 1.4.1. Implement a coherent and coordinated global perspective strategy
Objective 1.4.2. Expand the number and diversity of short- and long-term international partnerships and programs
Objective 1.4.3. Increase the number and diversity of international students
Objective 1.4.4. Expand curricular offerings on campus that include global components
Attachment for International Programs Motion to Faculty Senate

TO: Faculty Senate
FROM: Darla Domke-Damonte, Chair
International Programs Committee
DATE: February 20, 2009
SUBJECT: Recommended Motions in Support of Implementing Goal 1.4 of the Coastal Carolina University 2008-2013 Strategic Plan

With this memo, our Committee respectfully requests that the Faculty Senate adopt the following motions:

Motion Requests:

1. Because increasing internationalization of CCU’s campus will require additional resources, and because international student enrollment is currently considered somewhat of an added bonus, rather than a major part of the budgeting activity for CCU, it is requested that the following motion be passed to adopt a program to fund international program development entrepreneurially across the campus and thereby support student scholarships, faculty and staff initiatives, and increased international enrollment.

   “The Provost, in collaboration with the Vice President for Financial Affairs, should create an International Initiatives Fund to support international program activities at Coastal Carolina University, and that the fund be created by earmarking 50% of the tuition revenue paid by international students at CCU and 50% of the revenue paid by CCU students while studying at CCU partner institutions, with the following usage guidance:
   
   o Initiative 1: 30% go to scholarships for CCU students to study abroad;
   o Initiative 2: 40% is distributed to the Colleges in which the international students are taking courses (to encourage colleges to participate and to advocate their courses and to make it possible for international students to take these courses), with funds to be used to support international program development, faculty or staff enrichment internationally, and/or maintain existing programs; and
   o Initiative 3: 30% is distributed through the Associate Provost for International Programs to both (1) increase focused international student recruitment from targeted geographic areas; and (2) provide startup funding to support applications and/or institutional initiatives for new entrepreneurial program development, faculty development, and student programs internationally.”

2. Whereas CCU students paying out-of-state tuition who participate in CCU study abroad programs are currently accessed tuition at in-state rates during the time period in which they are studying abroad, and whereas CCU students paying in-state tuition receive no such tuition reduction, it is recommended that CCU students paying in-state tuition receive a
tuition reduction of 20% off the in-state tuition rate to provide them with a financial incentive to study abroad. As such, we request that the following motion be passed:

“Students paying in-state tuition while on a CCU semester study-abroad program should be subject to a tuition reduction of 20% from the in-state tuition rate for the semester that they are studying abroad.”