I. CALL TO ORDER – Susan Webb

II. ROLL CALL – Susan Slavik

III. APPROVAL OF April 01, 2009 Minutes

IV. ELECTION OF EXECUTIVE COMMITTEE OF THE SENATE

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. EXECUTIVE COMMITTEE REPORT

VII. COMMITTEE REPORTS

VIII. OLD BUSINESS

IX. NEW BUSINESS

Yoav Wachsman, Associate Professor of Economics, to present a Pledge to Support Environmental Sustainability. (Pg. 12)

Michael S. Ruse, Chair, ad hoc Faculty Manual Rewrite Committee to present: Section IV. D, 3, Page 19 of the 2007-2008 Faculty Manual. (pg. 13-17)

Pat Piver, Chair Academic Affairs Committee, to present the following for Senate review/approval.

New Judicial Affairs Suspension Language

Judicial Suspension
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/judicialaffairs/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 adviserd
and the Chair of their academic department.
4. When prescribed by CJB or the Office of Judicial Affairs, participating in treatment/rehabilitation programs.

Pat Piver, Chair Academic Affairs Committee, to present the following for Senate review/approval.

College of Humanities and Fine Arts – Fine Arts Proposals

Department of Music

1. Music Degree
Change(s) proposed for an undergraduate program
Required courses: from none to MUS 100 (7 semesters) Justification: We have been requiring
music majors to have a minimum of seven semesters of MUS 100 Recital Class. This has been on our
advising sheets for several years, but the catalog was never updated to reflect this. We would like to
correct this situation. MUS 100 is a zero-credit class graded S/U, and must be taken successfully 7
times to earn the BA in Music. The general purpose of the class is to require attendance at weekly
department recitals in order to help develop listening skills. Grading is S/U, and is based solely on
attendance. Impact on existing academic programs: None. We have been considering this a
requirement for several years, the course is already offered, and we have already been making sure all
music students are enrolled in this each semester.

2. MUS 130 CCU Bass Ensemble
Proposal for a new undergraduate course
Credit hours: 1 (elective) Prerequisites: Proficiency in playing bass and reading bass clef;
Permission of instructor. Proposed catalog description: MUS 130 CCU bass Ensemble (1). An
ensemble dedicated to the electric bass, and the upright bass. Focus is on creating basslines, chordal
accompaniment, and soloing, all in the context of a chamber ensemble. Jazz, Rock, Classical, and
other styles of music will be arranged to suit this instrumentation.

3. MUS 124W The Coastal Winds
Proposal for a new undergraduate course
Credit hours: 1 (Required for major, elective) Prerequisites: Audition. Proposed Catalog
Description: MUS 124W The Coastal Winds (1). The Coastal Winds is a small group of wind and
percussion instrumentalists selected by audition and is open to students in any major. The course
focuses on rehearsal and study of a full variety of wind band music for smaller ensemble culminating
in students haring their work in public performances. This course may be repeated for credit. In
addition to the audition prerequisite, students must obtain consent of instructor. Justification: This
course was MUS 133 under USC-CC and has not been offered since CCU became independent
institution. Therefore, it must be re-submitted as a new course. The course represents the current
trends in music course offerings and is the next logical step in the CCU Band development.

4. MUS 391 Recording Technology I
Proposal for a new undergraduate course
Credit hours: 3 Prerequisites: none. **Proposed catalog description:** MUS 391 Recording Technology I (3). This course provides an introduction to the fundamentals of audio recording, including traditional analog techniques as well as digital hard-disk recording. Topics covered will be: (1) DAW (digital audio workstation) function; (2) microphone placement; (3) mixing principles; (4) production concepts; (5) project workflow; and (6) implementation of basic MIDI principles utilizing hardware and software (virtual instruments). **Justification:** Fulfills NASM accreditation requirements. Student will gain a basic but thorough understanding of the audio recording process through the exploration of various workflows. Upon completion, the student will have the technical ability to: set up and operate recording sessions; implement basic producer skills; utilize basic ProTools recording techniques, such as sends, returns, and busses for recording through and effect; place microphones properly to capture superior sounds; record with reverb, delay, compression/expansion, and equalizer plug-ins; use all editing tools and modes in ProTools; use fades and crossfades work with tracks, regions, and selections; edit between playlists; prepare edited audio tracks for mixdown; set up MIDI in a studio and connect all hardware and software; and input orchestral instruments, samples, sound effects and additional percussion.

5. **MUS 392 Recording Technology II**

*Proposed for a new undergraduate course*

**Credit hours:** 3 *Prerequisites:* MUS 391 or instructor permission after evaluation. **Proposed catalog description:** MUS 392 Recording Technology II (3). A continuation of MUS 391. Advanced DAW (digital audio workstation) operation, emphasizing keyboard shortcuts, with emphasis on a more comprehensive study of production workflow, including multi-track recording and mixing. A comprehensive view of professional recording will be provided by (1) location/mobile recording projects (individual and group; (2) field trips to local studios; and (3) guest lecturers. **Justification:** Fulfills NASM accreditation requirements. Students will future their basic understanding of digital recording principles. Upon completion, the student will: 1) have planned, recorded and mixed a live, location recording; 2: have set up and recorded various instruments including drumset, piano, acoustic guitar, wind instruments, guitar amps, etc; 3); clearly understand compression/limiting; 4) be able to install/upgrade/troubleshoot ProTools software.

6. **MUED 337 Secondary Choral Methods**

*Proposal for a new undergraduate course*

**Credit hours:** 2 *Prerequisites:* MUS 216/218 This course is **required** for a major. **Proposed catalog description:** MUED 337 Secondary Choral Methods (2). Rehearsal techniques, repertoire, and administration of junior and senior high school choral groups. Includes mixed concert choirs, male and female choirs, and techniques for show/jazz choir. Field work is required. Three contact hours. (Fall) **Justification:** This course is required for music majors with a choral/vocal concentration in order to obtain K-12 teacher certification through the Masters of Arts in Teaching (MAT) program. If we do not offer it, we can’t offer the degree. We have a small number of choral/vocal majors who are currently pursuing the MAT at CCU and need this course as part of their curriculum, but not enough to anticipate the minimum enrollment of eight.. As the MAT program at CCU continues to develop and attract more students, enrollment in this course will increase.

**Department of Visual Arts**

7. Graphic Design
Proposal for a new undergraduate program

Title of proposed program and degree: Bachelor of Art in Graphic Design

Catalog description: The Bachelor of Art in Graphic Design would provide an in-depth educational experience in terms of content, sequence, and overall learning to desiring to enter the graphic design field. Graduates from Coastal Carolina University with a B.A. in Graphic Design would be empowered to become passionate thinkers, leaders and creative problem-solvers that have the ability to move through the professional design ranks to become graphic designers, art directors, and independent-design-business owners. Justification: This proposed major would attract students to Coastal Carolina University's Visual Arts Department who would not otherwise apply because they are looking for a dedicated major in graphic design. It is believed that these students would be knowledgeable about the graphic design field and serious about their learning, which would elevate the quality of our program. We project in time a graduation rate of 10-20 majors a year. These students would then have excellent opportunities to work in the design field, while the area stands to gain an army of design professionals. The Visual Arts Department is frequently contacted by local studios and businesses (i.e., the Myrtle Beach Pelicans, The Sun News, Brandon Advertising, Hard Rock Park, etc.) looking for graphic design interns and full-time employees. With a major in place, we would be better able to serve the coastal area and fulfill Coastal Carolina University's mission statement.

8. Art Education Minor
Proposal for a new undergraduate program

Title of proposed program and degree: Art Education Minor

Catalog description:
ARTE 329 3
ARTE 379 3
ARTE 350 3
Choose three other art education courses 9
Total Credits Required 18

A grade of C or above is required in each course to be applied toward the minor.

Justification: The Art Education program of study is logically developed to prepare students to acquire a comprehensive body of knowledge and the pedagogical skills to be able to thoughtfully and reflectively translate the content of the visual arts to learners in both traditional and alternative educational settings. Many of the art majors choose fields that involve teaching art to various areas of society. An art education minor would encourage many students to continue their graduate education at Coastal following completion of their undergraduate art studio degrees, by entering the MAT program. The Art Education minor would, also, prepare art students for diverse career opportunities beyond the traditional PreK-12 teaching career, in non-traditional /alternative educational venues such as, clinical settings, art therapy, and recreation as well as various careers in arts administration and museum education. Students from other majors regularly take art education courses. Those majors are from Interdisciplinary Studies, Health Promotion, and Recreation. Documentation of need: The Art Education Task Force Committee highly recommends that in order to attract and retain art students interested in a career in teaching art, the primary consideration must be early identification of those students. With only ARTE 329 Art for the Elementary School we are relying on Junior/Senior level course to identify a population of students who are on a specialized career path. This identification comes much too late in their training due to the fact that the broad body of knowledge and skills required to pass the Praxis II examinations demands a specialized program of
study and competent academic advising. Additionally, there is a demand for art education courses from this region. Currently, 55% of the art teachers employed in Horry County are graduates from Coastal Carolina University’s Art Education and Spadoni College of Education Degree with certification program.

9. ARTE 210 Introduction to Art Education  
Proposal for a new undergraduate course  
Credit hours: 3  
Prerequisites: None  
Proposed catalog description: ARTE 210 Introduction to the Profession of Art Education (3). Topics include the physical, cognitive, and social characteristics of children in various stages of development from pre-school through 12th grade as well as materials, techniques, and processes appropriate for each developmental level. Students will visit schools and other educational sites to observe art education in action.  
Justification: This course will assist art majors in making an early career decision that will focus the remainder of the program of study at CCU (Art Studio Major/potential Art Education Minor) with preparation for candidacy into the MAT program. Acquiring the body of knowledge needed to pass the requisite Praxis II exams in Art Content and Art Making demands careful advising and planning for optimal career success that is best started in the sophomore year.  
Impact on existing academic programs: A positive impact on the existing programs in the Department of Visual Arts is anticipated as well as a positive impact on student achievement. Qualitative data on former students suggests that those who make an early decision about an art teaching career tend to be more focused in their art studio, art history, art education, and graphic design courses because they view all content as potentially useful. Advising becomes more directed toward pre-determined goals.

10. ARTH 325 Art and the City  
Proposal for a new undergraduate course  
Credit hours: 3  
Prerequisites: None.  
Proposed catalog description: ARTH 325 Art and the City (3). Explores a single city and its architectural and artistic developments from its origins to the present. The course considers cultural and artistic influences and advancements from the perspective of location and geography rather than exclusively chronological conditions. The city to be explored will vary from semester to semester. Course is repeatable only when the focus is on a different city.  
Justification: This course will augment the visual arts program, satisfy the demand from students, and broaden the art history offerings for art studio majors and art history minors. It will also be of interest to history majors/minors as well as students interested in international programs.

11. ARTS 362 Digital Photographic Techniques  
Proposal for a new undergraduate course  
Credit hours: 3  
Prerequisites: ARTS 261, ARTS 361  
Course restrictions: This course is designed for sophomores who have passed both ARTS 261 and ARTS 361. The students taking this class should have a firm understanding for the photographic medium. This course may be used as an elective or cognate course.  
Proposed catalog description: ARTS 362 Digital Photographic Techniques (3). This is an introductory course to color photography in a digital photographic environment. Through the use of Adobe Photoshop, archival printing, and their own personal digital camera the students of this class will learn to treat the computer as if it were a darkroom both creatively and technically. Students should come into this class already having an understanding of camera basics and photography as a medium.  
Justification: With the demand for photography classes growing and the evolution of the digital realm expanding it is necessary for the students of
this university to develop an understanding for how the digital photographic environment is changing our culture; more specifically the photographic culture. In a photographic environment that is changing rapidly it would be a disservice to the students to not offer them the opportunity to learn how to properly use a digital camera or create fine art digital photograph.

12. ARTS 363 Experimental Photography
Proposal for a new undergraduate course
Credit hours: 3
Prerequisites: ARTS 261, ARTS 361
Course restrictions: This is a course for sophomores who have passed both ARTS 261 and ARTS 361. Students who take this course should have a firm understanding for the photographic medium. This course may be used as an elective or cognate course.
Proposed catalog description: ARTS 363 Experimental Photography (3). Advanced photography course that emphasizes the experimental nature that photography possesses. Students will work with non-traditional materials, alternative photographic technique, as well as experiment with various types of films and papers. Experimental Photography is about learning the limits of your photographic materials and thinking outside the typical photographic frame.

Justification: An experimental photography course will teach the students to think outside of the prototypical photographic frame of mind. Experimentation with non-traditional photographic materials and techniques, such as Mordencage which destroys a print to create something new, will show students that the current trends in the contemporary art world need more than a simple black and white image or a typical color print in a frame. Impact on existing academic programs: This will offer more students the opportunity to continue their studies in photography beyond ARTS 361: Intermediate Black and White Photography

13. ARTS 373 Intaglio-Type Printmaking
Proposal for a new undergraduate course
Credit hours: 3
Prerequisites: ARTS 103, ARTS 111, ARTS 112
Proposed catalog description: ARTS 373 Intaglio-type Printmaking (3). An introduction to non-toxic Intaglio-Type ImagOn printmaking processes. Intaglio printmaking is one of the four major areas of fine art printing. This course offers the student the opportunity to investigate a process that creates an original matrix from which multiples can be made. ImagOn intaglio enables the artist to make prints that have qualities of both traditional intaglio and lithography, without exposure to toxic chemicals. The process is relatively direct and prints are achieved much faster than through traditional printmaking methods. Students will use both 2-dimensional design and drawing skills to expand their drawing and design abilities and conceptual thinking.

Justification: This will enable the printmaking area of visual arts to go greener. This printmaking process uses non-toxic materials. The process is on the cutting edge of new trends in printmaking. After students learn the basics of this process, they can later work with photographic and digital imagery at an advanced level. This will fit nicely with our students’ interests in digital media and photography.

Department of Foreign Language

14. CHIN 110 Introductory Chinese I
Proposal for a new undergraduate course
Credit hours: 3
Prerequisites: None
Co-requisites: None
**Proposed catalog description:** CHIN 110 Introductory Chinese I (3) Fundamentals of the language through aural comprehension, speaking, reading and writing. **Justification:** Offering Chinese language courses addresses a goal in the departmental five-year plan as well as programmatic needs in CCU linked to the East Asia Studies initiative, the College of Business partnership with a Chinese university, and student and community requests. Moreover, it follows a national trend of promoting the study of language in college.

15. **CHIN 120 Introductory Chinese II**
Proposal for a new undergraduate course

**Credit hours:** 3  
**Prerequisites:** CHIN 110

**Proposed catalog description:** CHIN 120 Introductory Chinese II (3) (Prereq: CHIN 110 or instructor permission) A continuation of CHIN 110. Fundamentals of the language through aural comprehension, listening, reading and writing. **Justification:** Offering Chinese language courses addresses a goal in the departmental five-year plan as well as programmatic needs in CCU linked to the East Asia Studies initiative, the College of Business partnership with a Chinese university, and student and community requests.

16. **FREN 390 Introduction to French Literature I**
Request for minor changes in or deletion of multiple courses within the same program

**Proposed revision:** Change in current pre or co-requisites from FREN 210 or equivalent to FREN 310 or equivalent.

17. **FREN 391 Introduction to French Literature II**
Request for minor changes in or deletion of multiple courses within the same program

**Proposed revision:** Change in current pre or co-requisites from FREN 210 or equivalent to FREN 310 or equivalent.

18. **FREN 401 La France Contemporaine**
Request for minor changes in or deletion of multiple courses within the same program

**Proposed revision:** Change in current pre or co-requisites from FREN 210 or equivalent to FREN 310 or equivalent.

19. **ITAL 210 Intermediate Italian I**
Proposal for a new undergraduate course

**Credit hours:** 3  
**Prerequisites:** ITAL 130 or instructor permission

**Co-requisites:** None  
**Course restrictions:** None listed. This course can be used as an elective and is requested for Core approval. **Proposed catalog description:** ITAL 210. Intermediate Italian I (3). (Prereq: ITAL 130 or instructor permission) Intensive review of fundamental language skills in preparation for advanced-level coursework. **Justification:** There is student demand for Italian language courses above the 100 level. This is partly due to the fact that approximately half the students who take Italian at CCU are heritage speakers, and that group often comes in with language skills at a level above the 100 level. ITAL 210 is being piloted in Spring 09 after 10 students signed a petition in Fall 08. Its introduction as a regular course will allow for the continued growth of the program. It will also fit in interdisciplinary as COHFA (History) develops a program in Italy, with on-going discussions to include a language study component offered by FLANG. **Impact on existing academic programs:**
The student’s ability to further Italian language and culture studies will be attractive to our programs in the Humanities, especially in Visual Arts, Music, History and Theatre.

20. SPAN 315 Advanced Spanish Grammar  
Proposal for a new undergraduate course  
**Credit hours:** 3  
**Prerequisites:** SPAN 211  
**Co-requisites:** None listed.  
**Course restrictions:** None.  
This course is required for a major and can be used as a cognate course.  

**Proposed catalog description:** SPAN 315 Advanced Spanish Grammar (3). (Prereq: SPAN 211) Intensive grammar review and writing practice.  
**Justification:** This course was added to the Spanish major core as a mandatory course and was prompted by our need to strengthen the offerings in language study at the 300 level. It also addresses student’s requests for more offerings of this kind.  
**Impact on existing academic programs:** SPAN 315 represents an addition of 3 credits to the Spanish major, which it will enhance.

**Department of Philosophy and Religious Studies**

21. Religious Studies Minor  
Proposal for a new undergraduate program  
**Title of proposed program and degree:** Minor in Religious Studies  
**Catalog description:** MINOR IN RELIGIOUS STUDIES  
Religion 103 Introduction to World Religions (0-3*)  
Religion 104 Introduction to Asian Religions  
Religion 320 Introduction to Buddhism (3)  
Electives (9)  

Students have the option of taking any upper level course (300 level and above) in religious Studies provided that the course has not been used to fulfill a lower requirement. In addition, students may opt to take Philosophy 325 Philosophy of Religion to satisfy one elective in the minor.  
**TOTAL CREDITS REQUIRED** (15-18*)  
*Students using RELG 103 to satisfy a core requirement or a foundation requirement will fulfill the minor requirement but will not have the 3 credit hours registered in the minor.  
The minor sequence should be determined in consultation with the student's major advisor and an advisor in the Department of Philosophy and Religious Studies. A student must earn a C or above in all courses to be applied toward the minor in Religious Studies.  
**Justification:** The opening sentence of our mission statement reads “Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.” Religion plays a major role in the character of societies and cultures, and as such the development of a global perspective necessitates an understanding of religions and the role they play in history, politics and human experience. The creation of a minor program in Religious Studies is an important facet in our mission as a university.  
**Documentation of need:** The department took a survey of students in religious studies classes in Fall of 2007 and identified 10 students that wanted to minor in Religious Studies. Institutional Research and Assessment conducted a needs assessment survey in November of 2008 and 22 of the 48 students surveyed expressed interest in the minor. There is a great deal of student interest in the minor, especially in the communications program (which requires a minor). Given the recent political climate there should also be a great deal of interest among the political science majors as well. Our enrollments in the upper-division courses have been strong. In the
Fall of 2008 RELG 301 (Old Testament: An Introduction to the Jewish Bible) had 13 enrolled, RELG 302 (New Testament) had 28 enrolled, RELG 320 (Introduction to Buddhism) had 18 enrolled, and RELG 325 (Religion in Contemporary American Film) had 19 enrolled. This Spring RELG 302 (New Testament) has 14, RELG 360 (Women and World Religions) had 15 enrolled and 420 (Buddhism in Film) has 32.

**Interdisciplinary Studies Program**

22. Interdisciplinary Studies Degree
Changes proposed for an undergraduate program

**Type of change:** Required courses from 6 credits to 9 credits “foundation”. **Justification:** Program requirements will now include IDS 210 – Introduction to Interdisciplinary Studies (previously listed as UNIV 210). **Impact on existing academic programs:** As a core theory and methodology course, the addition of IDS 210 – Introduction to Interdisciplinary Studies (previously UNIV 210) will better prepare students for initiating and completing an interdisciplinary academic program.

23. Interdisciplinary Studies Degree
Changes proposed for an undergraduate program

**Type of change:** Change of rubric from “UNIV” to “IDS”. Change in catalog description. **Proposed catalog description:** III. Foundation Courses (9 credits). The following three foundation courses are required for all Interdisciplinary Studies majors who have been admitted to the Program: IDS 210, ENGL 390 and IDS 498. **Justification:** Courses required for the Bachelor of Arts (or Science) in Interdisciplinary Studies should be designated with a unique rubric. **Impact on existing academic programs:** None.

**Committee suggested actions:**

24. IDS 210 Introduction to Interdisciplinary Studies
Proposal for a new undergraduate course

**Credit hours:** 3 **Prerequisites:** None **Co-requisites:** None **Course restriction:** None. This course is required for a major. **Proposed catalog description:** IDS 210 Introduction to Interdisciplinary Studies (3). This course examines both theoretical approaches and practical applications of interdisciplinarity in today’s world, with special emphasis on the interdisciplinary research process. At the end of the course students will develop a formal research proposal for their senior capstone project. **Justification:** This course will enable students to better understand, both conceptually and practically, the focus and goals of his/her own integrated program of study within the Interdisciplinary Studies major. Further, this course will introduce the concepts and requirements for the integrated capstone project that students will complete at the end of their program. **Impact on existing academic programs:** None

**College of Natural and Applied Science**

Department of Biology

25. BIOL 111 Biological Science I
Request for deletion of an undergraduate course
**Justification:** Biology 111, 112 and 113 have been replaced by Biology 121 and 122 and so are no longer being taught. Please remove them from Datatel.

26. BIOL 112 Biological Science II  
Request for deletion of an undergraduate course  
**Justification:** Biology 111, 112 and 113 have been replaced by Biology 121 and 122 and so are no longer being taught. Please remove them from Datatel.

27. BIOL 113 Biological Science III  
Request for deletion of an undergraduate course  
**Justification:** Biology 111, 112 and 113 have been replaced by Biology 121 and 122 and so are no longer being taught. Please remove them from Datatel.

**Department of Computer Science**

28. Information Systems Degree  
Proposal for a new undergraduate program  
**Title of proposed program and degree:** B.S. in Information Systems  
**Catalog description:** The mission of the Department of Computer Science is to provide a high-quality education for its majors via classroom and laboratory experiences enhanced by opportunities for scholarship, research, and internships. Students will be prepared to excel in graduate and professional careers, to develop awareness of and the skills to adapt to ongoing technological advances in the disciplines, and to conduct themselves ethically as professionals in the field of computing. The B.S. in Computer Information Systems degree program will prepare graduates to use information technology to solve problems in business, industry, government agencies, and institutions. Graduates will be prepared to design, implement, manage, and evaluate information systems and to integrate emerging information technologies into an organization. Graduates will also be prepared to pursue graduate studies in information systems. The program focuses on the theoretical and application aspects of computer information systems, including courses in programming, web application architecture, system administration, database design and administration, networking, project management, systems analysis and design, software engineering, information security. In addition to technical skills, the program emphasizes development of strong communication and management skills though courses such as business management and technical writing. After Graduation, computer science/computer information systems graduates should be 1. Contributing to society and/or economic development through the application of strong core competencies in the field 2. Advancing in their careers and/or education by applying their a. communication and collaboration skills b. problem solving abilities c. appreciation of and commitment to professional ethics d. knowledge of computer science /information systems 3. Successfully adapting to technological, societal, and environmental change by building upon strong foundational competencies and continuing lifelong learning in computer science/information systems or related areas. **Documentation of need:** Coastal Carolina University proposes to offer a Bachelor of Science in Information Systems in Fall 2009. Since 1986, Coastal Carolina University has offered a Bachelor of Science in Computer Science. The current program allows students to choose courses with either a theoretical emphasis or an information system emphasis to complement a common core of foundation course in computer science. Coastal proposes to move the information systems emphasis, with some minor changes in the curriculum, into the proposed new degree program. The current computer science degree will continue with a theoretical emphasis only. While there is a definite need
for graduates in computer science with a theoretical emphasis that can go on to advanced studies and research in the field, there is also a critical need for information system specialists. South Carolina’s Department of Commerce and the Governor’s Office have created the South Carolina Technology Alliance. The Alliance’s “Strategies for Developing a Knowledge-Based Economy” recommends “increased support for college and university educational programs to align them with the needs of technology-intensive industries.” Nationally, the Bureau of Labor Statistics indicates that employment in the area of computer and information systems will grow faster than most other areas through the year 2016. In particular, computer system analyst jobs are expected to grow 29% (146,000 new jobs) in the decade 2006-2016. The B.S. in Information Systems addresses these needs. Separating the information systems emphasis from the computer science degree will allow employers who are looking for applications programmers, systems analysts, networking specialists, and information systems managers to more easily recognize the special skills and preparation of graduates of this degree. The Association of Computing Machinery (ACM) recognizes this natural evolution and separation of the major computing disciplines and has published a curriculum guide which will emphasizes the difference between theoretical computer science and information systems, as well as software engineering, computer engineering, and information technology. We have designed the B.S. in I.S. program to match these curricular recommendations from the ACM and from our accreditation board (ABET). The B.S. in Information Systems degree program will prepare graduates to use information technology to solve problems in business, industry, government agencies and institutions. Graduates will be prepared to design, implement, manage and evaluate information systems and to integrate emerging information systems. The program includes courses in programming, web application architecture, system administration, database design and administration, networking, project management, systems analysis and design, software engineering, and information security. In addition, to technical skills, the program emphasizes development of strong communication and management skills through courses such as business management, business communication, and technical writing. This new degree proposal directly supports Coastal Carolina University’s mission to offer baccalaureate programs of national and regional significance in science and business. It further supports the institution’s mission by preparing knowledgeable, productive, and responsible graduates to contribute positively to society and economic development through the development and management of computer information systems. Coastal Carolina University will be seeking accreditation for the degree in information systems. The degree in theoretical computer science has been accredited by the Accreditation Board for Engineering and Technology (ABET) since 2002. The same accrediting board will assess the information systems degree. ABET accreditation is based on the evaluation of a program’s student achievement, program improvement, faculty, curricular content, facilities, and institutional commitment.

B.S. in Information Systems - 4 Year Plan

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Foundation Notes 'ENGL 2XX -Choose one from ENGL 211 Core Notes 'MATH 130 and MATH 131 are prereqs for MATH 160 (placement test may eliminate prereqs) 2 Science 1/L -Choose one lecture and one lab from BIOL 121, CHEM 111, GEOL 111, MCSI 111, PHYS 211 *CSCI 130 counts toward the Core (Effective Communication) and is not included in Major credit hours
*For remaining Core classes, see Core Requirements chart (Humanistic Concepts, Foreign Language, Global Studies, Health & Behavior, US Structure, Creative Expression) *Variation in Core credit hours is due to: Math placement test will determine whether student must take MATH 130 and/or MATH 131 Student must take 6 Hours of Foreign Language OR through 130 Transfer students (with 12+ hours) do not have to take UNIV 110

IX. OTHER
X. ANNOUNCEMENTS
XI. GOOD OF THE ORDER
XII. ADJOURNMENT
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.

ȅ Print documents that are 4 pages or longer on both sides of the paper and/or print several pages per paper.

ȅ 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

ȅ Turn off the lights in the office, the corridor, the bathrooms, and the classrooms before I leave if there is no one else there.

ȅ Bring my laptops to meetings (if I have one) whenever feasible instead of printing out the agenda, minutes, and other documents.

ȅ Whenever feasible, walk or bike between two locations on campus instead of using a motorized vehicle.

ȅ Consider placing more documents or course materials online where my colleagues or students can view them electronically instead of making copies for everyone.

ȅ If I am an instructor, consider allowing my students to submit course materials online or via e-mail when appropriate.

ȅ Encourage my students and/or colleagues to recycle and conserve.

ȅ Not hoard large quantities of office supplies such as envelopes, pencils, paper, markers, folders, etc. in my office.

ȅ Use the stairs instead of the elevator if I am physically able to do so.
PROPOSED CHANGES TO THE FACULTY MANUAL.

1. Change of Senate meeting days:

Section IV. D, 3, Page 19 of the 2007-8 Faculty Manual

Replace: “The Faculty Senate meets on the first Wednesday of each month…”
With: “The Faculty Senate meets on the first Friday of each month…”

2. New language:

Section V. 10 Pages 47-49 of the 2007-8 Faculty Manual

V. FACULTY RESPONSIBILITIES AND RIGHTS

10. Faculty Reduction-in-Force Policy

If the President determines that there is a financial crisis that threatens the survival of the University he will declare so and request the formation of a Faculty Reduction-in-Force Committee to consider reductions in force of the Faculty.

The President and a Faculty Reduction-in-Force Committee jointly bear the responsibility for determining the need to make decisions regarding Faculty reductions in force. This committee will be composed of one non-administrative faculty member from each College/Library who has been elected by faculty from within the College/Library who are not administrators above the level of Chair/equivalent.

The Committee will have the following responsibilities:

a. to meet with the President to receive data that confirm a financial crisis that threatens the survival of the University;
b. to explore alternatives to faculty reductions, such as
   (1) attrition,
   (2) reorganization, including use of tenured administrators as teachers,
   (3) freezes, furloughs, or reductions in salary,
   (4) other reasonable alternatives;
c. to develop a plan for faculty reduction only after exploring and implementing alternatives. The plan will adhere to the following guidelines:
   (1) that all part-time and temporary faculty positions be eliminated first,
   (2) that all tenured faculty positions be given priority over non-tenured positions, unless non-tenured faculty are functioning in an area which is judged by the Committee to be essential to the mission of the University and in an area which cannot be filled by a tenured member,
   (3) that reductions be made in a fair and consistent manner,
   (4) that the plan be approved by a majority vote of The Faculty,
   (5) that the Provost and President approve the plan,
(6) that the Board of Trustees approve the plan.

Any faculty member who receives notification of termination because of financial crisis is entitled to a fair review in accordance with the Faculty Grievance Procedure (see section V. C. below)

If an eliminated faculty position is reinstated within three years, and the former faculty member has maintained the proper credentials to fill that position, that faculty member will be given the right of first refusal.

3. New language:

Section VII. Pages 81-85 of the 2007-8 Faculty Manual

VII. BENEFITS AND PRIVILEGES

A. Leave

1. Annual Leave

Full-time permanent members of the academic staff on a twelve-month appointment accumulate annual leave at the rate of one and one-quarter days per month of continuous employment. After ten years of service, employees earn additional annual leave for each year in excess of ten years of service, up to a maximum accrual of thirty days per calendar year. Part-time permanent, classified employees earn annual leave on a pro-rata basis. All time taken for vacation, personal business, and other annual leave must be reported and will be deducted from accrued leave.

Faculty members working on grants or contracts and earning annual leave may be required to use all accumulated annual leave prior to the termination of the grant or contract.

Faculty members who experience a basis change to other than a twelve-month basis may be required to use all accumulated annual leave prior to the basis change.

The maximum annual leave which may be used in a calendar year is thirty days. Upon separation from employment or retirement, employees are paid for a maximum of forty-five days of unused annual leave.

Faculty members employed on less than a twelve-month basis do not earn annual leave.

For further information, see the annual leave policy in Coastal Carolina University Policies and Procedures Manual, section 1238.

2. Sick Leave
For the purposes of calculating sick leave and other issues pertaining to compensation, the normal work day of a full-time faculty member is considered to be seven and one-half (7 ½) hours per day. Permanent faculty members who are scheduled to work at least one-half of the scheduled work-week of the University are eligible to earn sick leave.

Sick leave is accrued at the rate of one and one-quarter work days per month (9.375 hours) of active employment (9 months for regular Faculty and 11 months for Faculty on 11 month contracts). Part-time permanent faculty earn sick leave on a pro-rata basis. The maximum sick leave which may be accrued is 195 days; however, the maximum sick leave which may be carried over into a new calendar year is 180 days.

Sick leave should be deducted in work days or partial work days with the understanding that the work week is normally Monday through Friday 8:30am through 5:00pm. For instance, if a faculty member teaches a morning class and cancels class due to illness, the sick leave taken would amount to a full day (7.5 hours) if the faculty member does not report to work that afternoon, or as a half day (3.75 hours) if the faculty member reports to work by 1:30 that day. A faculty member unable to perform normal work responsibilities due to illness should report sick leave even if they are not scheduled to teach a class on that particular day (not taking sick leave when one is unable to perform normal work responsibilities due to illness may affect eligibility for disability).

Sick leave will accrue for a faculty member on leave-with-pay status.

Employees may use up to ten (10) days of sick leave during a calendar year to care for their immediate family. For the purpose of this policy only, immediate family is defined in the Sick Leave Act as spouse, child, mother, father, a spouse's mother and father, legal guardian, a spouse's legal guardian and grandchild if the grandchild resides with the employee and the employee is the primary caretaker of the grandchild. In such cases, sick leave may be granted for the same reasons that employees are granted use of sick leave. For more detailed information, consult the Coastal Carolina University's Policy and Procedures Manual section 1243.

Family and Medical Leave Act (FMLA): Pursuant to the Family and Medical Leave Act of 1993, up to 12 weeks of unpaid leave may be available to faculty who meet eligibility requirements. For more detailed information, consult the Coastal Carolina University's Policy and Procedures Manual section 1243. In cases where a faculty member wishes to take a leave of absence for a FMLA-based situation, it is incumbent upon the faculty member to inform the Chair/equivalent and Dean as soon as possible in order to determine a course of action that is in accord with FMLA regulations. The Provost must approve of the course of action mutually agreed to by the parties involved. This may include but is not restricted to, course reductions, stopping the Tenure/Post-Tenure Review time periods, reassignment to other duties that do not require presence on campus, and re-structured teaching, service, or intellectual contribution requirements for Promotion, Tenure and/or Post-Tenure Review as per College/Library/Departmental elaborations documents.

3. Court Leave
As responsible citizens, faculty members are expected to fulfill their civic duties and engage in the normal political processes of society. A University employee summoned as a member of a jury or subpoenaed as a witness for other than personal litigation will be granted leave with pay. For more detailed information, consult Coastal Carolina University’s Policy and Procedures Manual 1242.06.

4. Military Leave

Short Term Military Training: All officers and employees of this State or a political subdivision of this State, who are either enlisted or commissioned members of the South Carolina National Guard, the United States Army Reserve, the United States Air Force Reserve, the United States Naval Reserve, the United States Marine Corps Reserve, or the United States Coast Guard Reserve are entitled to leaves of absence from their respective duties without loss of pay, time, or efficiency rating, for one or more periods not exceeding an aggregate of 15 regularly scheduled average workdays in any one year during which they may be engaged in training or any other duties ordered by the Governor, the Department of Defense, the Department of the Army, the Department of the Air Force, the Department of the Navy, the Department of the Treasury, or any other department or agency of the government of the United States having authority to issue lawful orders requiring military service. Saturdays, Sundays, and State holidays may not be included in the 15-day aggregate unless the particular Saturday, Sunday, or holiday to be included is a regularly scheduled workday for the officer or employee involved.

In the event any such person is called upon to serve during an emergency, she/he is entitled to such leave of absence for a period not exceeding 30 additional days. Any one year means either a calendar year or, in the case of members required to perform active duty for training or other duties within or on a fiscal year basis, the fiscal year of the National Guard or reserve component issuing the orders. (S.C. Code Ann. 8-7-90)

Long Term Military Leave of Absence: Every employee of the State or any political subdivision thereof who, on or after June 25, 1950, has been, or shall be commissioned, enlisted, or selected for service in the Armed Forces of the United States (excluding short term training) shall, so long as the requirements and regulations of the Armed Forces shall prevent her/his return to her/his civil employment for a period of 90 days thereafter, but in no event for a period longer than five years from the date of entry into the Armed Forces of the United States, be entitled to leave of absence from her/his duties as an employee of the State or any political subdivision thereof, without loss of seniority or efficiency or register ratings. The word “employee” as used herein shall not be construed to mean an officer or official elected or appointed to a term pursuant to a statute or the Constitution of this State. (S.C. Code Ann. 25-1-2250 and 8-7-20)

5. Death in Family

Regular faculty members are allowed up to three consecutive workdays of leave with pay for a death in the immediate family (as defined in Coastal Carolina University Policy section 1242.07).

6. Leave Without Pay

a. Leave of absence without pay may be granted for good cause by the President under circumstances wherein the best interest of the University will be served. The authorization of leave without pay is a matter of administrative discretion and may be considered under the following circumstances:
(1) professional leave such as extended absence in the interest of the University, e.g. advanced academic training, research, or experiences which lead to increased competence and promote the interest of the University as well as the faculty member

(2) personal/medical reasons; for eligibility requirements for leave without pay for personal/medical reasons see the University Policies and Procedures Manual section....

When applying for leave without pay for the above reasons the Chair/supervisor will be notified as soon as is possible. The Chair/supervisor will forward a recommendation to the Dean who will forward a recommendation to the Provost. The Provost will forward a recommendation to the President who will make the final determination.

An employee must obtain approval prior to going on authorized leave without pay. Failure to do so may result in the absence being charged as unauthorized leave.

Annual and sick leave do not accrue during periods of leave without pay, but accumulated totals are not forfeited. Before starting leave, faculty members should contact the Office of Human Resources and Equal Opportunity for information on the continuation of retirement credit, insurance plans, and other employee benefits during the period of leave.

If a faculty member fails to return after the period for which leave is granted, the appointment is terminated.

Leave without pay may be granted for a maximum continuous period of one calendar year, unless special permission is granted by the President for an extension;

B. Benefits

Coastal Carolina University provides its eligible faculty with a comprehensive benefits package. For a full description of benefits programs, see the University Policies and Procedures Manual or contact the Office of Human Resources for relevant publications. University policies can also be found by going to www.coastal.edu/hreo/workplace.