I. CALL TO ORDER – Susan Webb

II. ROLL CALL – Susan Slavik

III. APPROVAL OF October 1, 2008 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PRESIDENT REPORT

VI. PROVOST AND OTHER ADMINISTRATIVE REPORTS
Sharon Thompson, University Faculty Representative to the NCAA.

VII. COMMITTEE REPORTS

Dr Edgar Dyer, Executive Vice President/University Counsel President’s Office, presenting strategic planning resolution.

VIII. PENDING BUSINESS

IX. NEW BUSINESS

Dr Patricia Piver, Chair, Academic Affairs Committee presents Academic Changes on pages 2-12.

Dr Richard Johnson, chair, Graduate Council Committee Report.

Dr Michael Ruse, Chair, Ad Hoc Faculty Manual Revision Committee presents three documents containing revisions to the Faculty Manual. Please find these documents on pages 13-21.

Dr Maria K. Bachman, Cultural Arts Decisions.

X. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XII. ADJOURNMENT
1. **Request for a change in undergraduate course:** ARTS 303, Illustration (3) Request change in prerequisite(s) from ARTS 103, 111, 112 TO ARTS 202. Proposed Catalog description to read: Introduction to the ideas and illustrative techniques used in visual communication. Students will explore traditional media including pen, pencil, wash, charcoal, Conte crayon and colored pencil. They will use an illustration program and image scanning extensively to produce topical illustrations for a variety of publications, ads and brochures.

**Justification:** The new description emphasizes the use of traditional and new technologies and gives the student a better explanation of what to expect from the course. The changes in prereq reflect a restructuring of the program. In order to keep improving our Graphic Design program, we must offer more specialized courses such as packaging, illustration, typography etc. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

2. **Request for new undergraduate course:** ARTS 308, Advanced Typography (3) (Prereq: ARTS 202) Proposed Catalog description: ARTS 308 Advanced Typography (3). A continuation of typography skills and techniques learned in ARTS 201 and ARTS 202, Advanced Typography addresses typographic history, systems, narrative and experiment within a framework of theoretical and real-world problems. The computer will be an important tool, along with alternative methods, such as hand-generated elements.

**Justification:** This course will expand the typography offerings for interested students by providing an entire semester of alternative methods of typographic-based graphic design. And because students will have had at least two classes dealing with formal principles of typograph, they will also have the opportunity, in this course, to address more complex concepts, including typeface design, experimental techniques and social-issue-based design.

3. **Request for new undergraduate course:** ARTS 309, Packaging Design (3) (Prereq: ARTS 202). Proposed Catalog description: ARTS 309 Packaging Design (3). An introduction to the history and production of packaging. Students will explore printing processes associated with the production of packaging as well as branding, point of purchase, and use of color and typography. Folding, scoring, shelf space and market targeting will also be integrated into the projects. Students will design and produce everything from labels to complete packages for real world products.

**Justification:** In order to keep improving our Graphic Design program, we must offer more specialized courses such as packaging, illustration, typography etc. It is extremely
important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

4. Request for new undergraduate course: ARTS 400, Publication Design (3) (Prereq: ARTS 302). Proposed Catalog description: ARTS 400 Publication Design (3). Publication Design will focus on the history and purpose of different types of publications. Newspapers, books, magazines, annual reports, newsletters, blogs, web pages, and e-newsletters will be among those investigated. Students will explore the production and design approach to each and how the use of color and typography affect the reception by the public.

**Justification:** In order to keep improving our Graphic Design program, we must offer more specialized courses such as packaging, illustration, typography etc. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

5. Request for change of undergraduate course: ARTS 402, Advanced Graphic Design (3) Request change in Prereq to be from ARTS401 TO ARTS 302. Proposed catalog description ARTS 402 Advanced Graphic Design II (3). Advanced problems in both the print and web areas of graphic design, emphasizing a versatile, well-rounded and high-quality portfolio that will serve students as they pursue employment in the design field. Students will be expected to purchase a portfolio case for printed samples and also to produce a digital portfolio that will be displayed on the Internet.

**Justification:** This course has become more inclusive over the years. It has always been taught as a capstone course, but we felt the need to broaden the description to coincide with what is currently being taught and emphasized. In order to keep improving our Graphic Design program, we must offer more specialized courses such as this. It is extremely important that our students have courses in all areas of Graphic Design so that they are employable by a larger base of companies upon their graduation. In an industry where a well-rounded, professional portfolio is the job ticket, we want to ensure our students are ready.

6. Request for change of undergraduate course: ENGL 211 (3) Introduction to Technical and Professional Writing. Request to change Prereq from ENGL 210 TO ENGL 101 (c or better).

**Justification:** ENGL 211 is now part of Goal 1b, prereq needs to be removed.

7. Request for new undergraduate course: ENG 305 (3) American Literature I. Proposed Catalog Description: ENGL 305 American Literature I (3). A survey of representative works illustrating the development of American literature from its beginnings through the mid-nineteenth century, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts.

**Justification:** ENGL287 no longer adequate to prepare ENGL majors, the study of American Literature form majors is now split into two courses (305 and 306).
8. **Request for new undergraduate course:** ENGL 306 (3) American Literature II. Proposed Catalog Description: ENGL 306 American Literature II (3). A survey of representative works illustrating the development of American literature from the mid-nineteenth century to the present, with an emphasis on major literary movements understood in relation to their intellectual, social, and political contexts. **Justification:** ENGL287 no longer adequate to prepare ENGL majors. Class has been split into two courses (305 and 306).

9. **Request for new undergraduate course:** ENGL 350 Language Variation in North America (3) (Prereq: ENG 101 and 102 C or better). Proposed Catalog Description: ENGL 350 Language Variations in North America (3). Language variation in North America is considered from a contemporary sociolinguistic perspective. The course covers social, regional, ethnic, gender and style-related language variation among (English) speakers in the United States and Canada. The course will also explore issues of perception and attitude as reflected in evaluations of language varieties and the speakers of those varieties. **Justification:** New faculty expertise; changes in discipline.

10. **Request for new undergraduate course:** ENGL 362 Reading and Writing Fiction (3) (Prereq ENGL 201 or 301). Proposed Catalog Description: ENGL 362 Reading and Writing Fiction (3). A literature and workshop course designed to study published contemporary short stories and creates original works of short fiction. Students will read and critique both published and student work. **Justification:** This course is offered to keep up with the growing creative writing demands (particularly in fiction).

11. **Request for new undergraduate course:** ENGL 365 Reading and Writing Creative Nonfiction (3) (Prereq: ENGL 201 or 301). Proposed Catalog Description: ENGL 365 Reading and Writing Creative Nonfiction (3). Literature and workshop course designed to study published contemporary creative nonfiction and create original work of creative nonfiction. Students will read and critique both published and student work. **Justification:** This course is offered to keep up with the growing creative demands (particularly in creative nonfiction).

12. **Request for new undergraduate course:** ENGL 368 Reading and Writing Poetry (3) (Prereq: ENGL 201 or 301). Proposed Catalog Description: ENGL 368 Reading and Writing Poetry (3) (Prereq: ENGL 201 or 301). A course designed to improve the students’ abilities to read and write poetry. The first half of the course focuses on reading poetry in order to understand the craft of its author. The second half of the course is a poetry workshop in which students develop their abilities writing in the genre. **Justification:** There is a need for an intermediate-level course between the multi-genre writing workshop (ENGL 301) and the senior-level single-genre workshop in poetry (ENG 468). Students need additional training in reading poetry from the perspective of a writer in order to understand more deeply the elements of craft as well as further
experience writing and discussing their own and their peers’ poems before proceeding to the senior-level workshop. This course provides that necessary training and experience.

13. **Request for a new undergraduate course:** **ENGL 375** Special Topics in World and Anglophone Literature (3) (Prereq: ENGL 275, 276 or 277). Proposed Catalog Description: ENGL 375 Special Topics in World and Anglophone Literature (3). (Prereq: English 275, English 276) This course extends students’ understanding of and experiences in different cultures of the world by examining issues of cross-cultural interaction and transfer of ideas between and within world cultures, historical periods, and/or literary movements. The course will also introduce students to some strategies of literary criticism and research on world authors through examination of critical texts appropriate to the topic.
   **Justification:** Expands upper-level course offerings in English in order to better serve students’ needs by reflecting recent trends in discipline.

14. **Request for new undergraduate course:** **ENGL 376** Confessional Literatures: East/West (3). Proposed Catalog Description: ENGL 376 Confessional Literatures: East/West (3). This course offers a comparative, cross-cultural study of the confessional mode of writing in both the Western and non-Western traditions. The course investigates the intersections of 1) confession and literary writing; and 2) what we call “East” and “West.” The course examines a wide variety of texts, novels, short stories, essays, diaries, letters, and screenplays, and introduces major theoretical views on confessional literatures. The course pays attention to social, historical, cultural, and religious contexts but will focus on the language of confession.
   **Justification:** ENGL 376 reflects both a vocal interest among students, English majors and non-majors alike, in East Asian and world literature and growing faculty expertise in the area. In addition, the course will be one of the electives to serve a new multidisciplinary Asian Studies Minor, currently under Provost review.

15. **Request for a new undergraduate course:** **ENGL 371** Literature and the Absurd: East/West Intersections (3). Proposed Catalog Description: ENGL 371 Literature and the Absurd: East/West Intersections (3). This course offers a comparative, cross-cultural study of texts from both the Western and non-Western traditions. The grounds for comparison are the concept of the “Absurd” in literature. We will study some of the major philosophical grounding to the Absurd and its relations to literature. The cross-cultural study will sharpen awareness of the various modulations that philosophical concepts one may go through in the intersections between traditions of the East and West. While the Absurd may exist as a theme in literary works, we will focus on texts that seem to engage the Absurd on a variety of levels.
   **Justification:** ENGL 371 reflects both a vocal interest among students, English majors and non-majors alike, in East Asian and world literature and growing faculty expertise in the area. In addition, the course will be one of the electives to serve a new multidisciplinary Asian Studies Minor, currently under Provost review.
16. **Request for new undergraduate course**: ENGL 373 Cross-Cultural Perspectives on Asian and Western Drama (3). Proposed Catalog Description: ENGL 373 Cross-Cultural Perspectives on Asian and Western Drama (3). Comparative study of Western and Asian dramatic literature through the focus of shared themes and cultural relationships – parallels, influences, variations, historical encounters. Students will explore relevant aesthetic theories, world views and philosophical outlooks, patterns of human relationships, social functions of drama, and performance styles that will open up a new cross-cultural dialog.  
**Justification**: ENGL 373 reflects both a vocal interest among students, English majors and non-majors alike, in East Asian and world literature and growing faculty expertise in the area. In addition, the course will be one of the electives to serve a new multi-disciplinary Asian Studies Minor, currently under Provost review.

17. **Request for new undergraduate course**: ENGL 378 The Language of Film (3). Proposed Catalog Description: ENGL 378 The Language of Film (3). This course introduces students to film analysis and the critical study of film. It provides them with a vocabulary and grammar of film (narrative strategies, shot properties, mise-en-scene, acting, editing and the use of sound) that will enable students to recognize, read, and analyze film language, genres, and styles. The course consists of a 75-min lecture/discussion session and a mandatory 2-hour screening lab each week.  
**Justification**: New faculty expertise, student interest.

18. **Request for a new undergraduate course**: ENGL 379 Special Topics in Film Studies (3) (Prereq: ENGL 378). Proposed Catalog Description: ENGL 379 Special Topics in Film Studies (3) (Prereq: ENGL 378). Drawing from a variety of genres and styles, historical movements and production contexts, themes and national traditions, this course explores major concepts in film studies as academic discipline. Course content may privilege the work of a particular director, a movement or theme. The course consists of a 75-min lecture/discussion session and a mandatory 2-hour screening lab each week.  
**Justification**: Expertise of new hire, student interest.

19. **Request for new undergraduate course**: ENGL 411 English Capstone Seminar (3) (Prereq: ENGL 300 and senior standing). Proposed Catalog Description: ENGL 411 English Capstone Seminar (3) (Prereq: ENGL 300 and senior standing.) This class provides a forum for both reflection upon and assessment of the student’s experience in the major. Readings and writing assignments will focus on the discipline of English in a postgraduate context, the professional potential of the English degree, portfolio construction, and revision of existing writings for publications. The course will also include activities designed to help the department assess its program as well as the opportunity for an exit interview.  
**Justification**: Assessment programming requires a central location for review activities.
20. **Request for change of undergraduate course**: **ENGL 468** Writing Workshop –Poetry (3) Request to change prerequisite(s) from ENGL 301 to ENGL 201 or ENGL 201 and ENGL 368 or instructor consent.
**Justification**: Additional courses added to the creative writing sequence.

21. **Request for new undergraduate course**: **ENGL 475** Contemporary Asian Fiction (3). Proposed Catalog Description: **ENGL 475**: Contemporary Asian Fiction (3). A critical study of works by modern and contemporary Asian fiction writers in translation in their literary, social, historical, and philosophical contexts. Drawing from one or more Asian literary traditions, this course explores issues of gender and sexuality, nationalism and colonialism, post-colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture, among others.
**Justification**: ENGL 475 reflects a growing, vocal interest among students, both English majors and non-majors in East Asian and world literature. In addition, the course will be one of the electives to serve a new multi-disciplinary Asian Studies Minor, currently under Provost review.

22. **Request for a new undergraduate course**: **ENGL 477** Asian Cinemas (3). Proposed Catalog Description: **ENGL 477**: Asian Cinemas (3). This course comparatively examines Asia’s cinematic traditions from the point of view of shred themes, aesthetics and cultural concerns, and in the context of past and current socio-political and cultural transformations and border-crossings. Drawing from a variety of genres and styles, historical movements and production contexts, this course may explore issues of gender and sexuality, nationalism and colonialism, post-colonialism and national trauma, responses to modernization and globalization, consumerism and popular culture. The course consists of a 75-min lecture/discussion session and a mandatory 2-hour screening lab each week.
**Justification**: ENGL 477 reflects a growing trend in teach world culture through film and visual media and serves as an answer to a vocal interest among students, both English majors and non-majors. In addition, ENGL 477 will be one of the electives to serve a new Asian Studies Minor, currently under Provost review.

23. **Request for a new undergraduate course**: **ENG 489** Gender and Sexuality in Literature (3) (Prereq: One literature class at the 200 level or above or permission of instructor). Proposed Catalog Description: **ENGL 489**: Gender and Sexuality in Literature (3) (Prereq: one literature class at the 200-level or above or permission of instructor). Course that employs feminist principles, philosophies, and pedagogies, to examine literary and/or theoretical treatments of gender and sexuality. Topics vary from semester to semester and may include issues such as sexual identity, queer theory, feminist criticism, and masculinity studies.
**Justification**: This is a standard course in many English departments; responds to disciplinary developments.
24. **Change(s) proposed for an undergraduate program**: Changes proposed for Emphasis Program, Computer Science – Information Systems. Change in number of credits from 83 to 78, Required courses from 31 to 30, Deletion of courses CSCI 210, 220, 310, 410, 490, 3xx elective CBAD 2. Adding CBAD 350, CSCI 110, 415, 400, 495. Specifying a particular science and a second programming language instead of providing several options. Removing ENGL 287 or 288 requirements. Specifying ENGL 211 as a requirement for the Core (instead of having the option of ENGL 102 or ENGL 211).

Current Catalog Description: Information Systems Option

I. Core Curriculum (34-38 credits)  
II. Freshman Graduation Requirements (0-3 Credits)  
Minimum grade of C is required. University 110, The First-Year Experience (3) UNIV 100 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credits unless the student has satisfactorily completed a college transition course.

III. Foundation Courses (53-69 Credits)*  
CSCI 130/130L*, 140/140L, 150/150L, 170, 210, 220  
CSCI 204, 207, 208, or 209  
MATH 160*, 174, 210  
BIOL 122/122L, CHEM 112/112L, GEOL 112/112L, MSCI 112/112L, OR PHYS 212/212L  
CBAD 201, 292, 291, 371  
CBAD 292, 293, or ECON 202  
ECON 101 or 201  
ENGL 390  
ENGL 287* OR 288*  
HIST 101*, HIST 102*, OR HIST 202*  
PHIL 101* OR PHIL 102*  
HPRO 121*, PSYC 101*, OR SOC 101*  
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.

IV. Major Requirements (30 Credits)  
CSCI 310, 330, 335, 370 385, 409 410, 425, 490  
CSCI course numbered 300 or higher (except 399 or 497)  

V. Electives (0-3 Credits)  

**Total Credits Required**  120

Proposed Catalog Description:  
Information Systems Option

I. Core Curriculum (37-41 Credits)  
II. Freshman Graduation Requirement (0-3 Credits)  
Minimum grade of C required.  
University 110, The First-Year Experience  3
UNIV 100 is required for all new entering freshman and for new transfer students with fewer than 12 transfer credits unless the student has satisfactorily completed a college transition course.

III. Foundation Graduation Requirement (53-63 Credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 110, 130/130L*, 140/140L, 150/150L, 170</td>
<td>16</td>
</tr>
<tr>
<td>CSCI 203</td>
<td>3</td>
</tr>
<tr>
<td>MATH 160*, 174, 210</td>
<td>10</td>
</tr>
<tr>
<td>CBAD 291</td>
<td>3</td>
</tr>
<tr>
<td>BINF 101/101L</td>
<td>4</td>
</tr>
<tr>
<td>CBAD 201, 202, 350, 371</td>
<td>12</td>
</tr>
<tr>
<td>CBAD 393</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101 OR 201</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 211*</td>
<td>3</td>
</tr>
<tr>
<td>HPRO 121*, PSYC 101*, or SOC 101*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Credits for courses taken as part of the core Curriculum are not counted elsewhere in the major.

IV. Major Requirements (25 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 330, 335, 370, 385, 409, 415, 425, 495</td>
<td>24</td>
</tr>
<tr>
<td>CSCI 400</td>
<td>1</td>
</tr>
</tbody>
</table>

V. Electives (0-5 Credits)

Total Credits Required **120**

**Justification:** We are preparing our information Systems track for ABET accreditation. After reviewing our program requirements and comparing them with other accredited Information Systems programs and with the curriculum recommended by ACM/IEEE/AIS, we have decided that these changes will provide the strongest Information Systems program and will serve the needs of our students. We have removed an upper programming course, a theoretical operating systems course, a major elective, and two computer architecture courses, and in their place added a Marketing course, a Business Applications course, and a Systems Administration course. We are also replacing the Software Engineering II (490) course (which has served as a capstone course for both tracks) with an IS Capstone course (495). CSCI 400 Senior Assessment is a one-credit hour class being added to both tracks. Our proposed changes free up 5 credit hours that students may use for general electives.

25. Request for a new undergraduate course: **MATH 190 Freshman Seminar in Mathematics (1).** Proposed Catalog Description: Problems from various areas of mathematics will be discussed with emphasis placed on introducing students to mathematical ideas beyond computation. Writing in mathematics will also be covered. **Justification:** This course is a response to the fact that many first and second year math majors do not have a good idea of what mathematics is. This seminar will give a broad picture of different topics in mathematics and hopefully get students excited even though they have to get through calculus.

**Spadoni College of Education**
26. **Request to change and undergraduate program**: Changes proposed for Degree Program, Special Education Learning Disabilities. Deletion of course(s) from program POLI 201; PSYC 225/225L or STAT 201/201L; ENGL 205; HIST 101 or 102; HPRO or EXSS 122. Change of Elective credit hours from 0-5 to 0-11.

Special Education-Learning Disabilities (Pre K-12) Major
The program of study in Special Education focuses on the preparation of teachers of students with Specific Learning Disabilities. Candidates who complete the program will be certified/licenses in grades Pre K-12 in the area of Learning Disabilities. This program involves both in-class and field experiences that prepare candidates for this exciting and rewarding career field. Students must earn a “C” or above in all Foundation and Major Requirement courses. Students should plan carefully with their assigned adviser since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Learning prefix (EDLD) until after being admitted to the Professional Program in Teacher Education.

I. **Core Curriculum**

II. **Freshman Graduation Requirement (0-3 Credits)**
   - Minimum grade of C is required
   - University 110, The First-Year Experience 3
   - UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless student has satisfactorily completed a college transition course.

III. **Special Education Foundation Courses (24-47 Credits)**
   - **General Content**
     - BIOL 101/101L* The Science of Life 4
     - POLI 201* American National Government 3
     - GEOG 121* World Regional Geography 3
     - PSYC 225/225L* Psychological Statistics or STAT 201/201L* Elementary Statistics 4
   - **Mathematical Concepts**
     - MATH 201* Mathematics for Early childhood & Elementary Majors I 3
     - MATH 202 Mathematics for Early Childhood & Elementary Majors II 3
   - **Humanistic Concepts**
     - ENGL 205* Literature and Culture 3
     - Hist 101* or 102* European Civilization 3
   - **Human Health and Behavior Content**
     - HPRO 121* Pers & Comm Health or EXSS 122 * Lifetime Fit & Phys Act 3
     - PYSC 101 General Psychology 3
   - **Education**
     - EDUC 116 Introduction to Teaching in Special Education 3
     - EDUC 204 Computer Technology and Instructional Media 3
     - EDUC 215 Schools and Diversity 3
     - EDUC 335 Educational Psychology 3
     - EDUC 336 Introduction to Human Growth and Development 3
*Courses may be taken as part of Core Curriculum Requirements.

IV. Major Requirements (54 Credits)

EDLD 370 Foundations of Special Education 3
EDLD 381 Collaborative Practice & communication for Special Education 3
EDLD 388 Methods for Students with Language Learning Disabilities 3
EDLD 390 Characteristics of Specific Learning Disabilities 3
EDLD 400 Educational Assessment of Exceptional Learners 3
EDLD 417 Materials and Methods of Teaching Reading K-12 3
EDLD 420 Elementary Curriculum & Methods for Teaching Students with LD 3
EDLD 422 Materials and Methods of Teaching Mathematics, K-12 3
EDLD 430 Secondary Curriculum and Methods for Disabilities 3
EDLD 440 Managing the Learning Environment and Behavior 3
EDLD 459 Learning Disabilities Field Experience II 3
EDLD 469 Learning Disabilities Field Experience III (Elementary) 3
EDLD 477 Research, Trends and Issues in Learning Disabilities’ 3
EDLD 478 Internship in Learning Disabilities 12
EDLD 479 Learning Disabilities Field Experience IV (Secondary) 3

V. Electives (0-5 Credits) 0-5

Total Credits Required 120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

Proposed Catalog Description:

I. Core Curriculum 34-41

II. Freshman Graduation Requirement (0-3 Credits)

Minimum grade of C is required

University 110, The First-Year Experience 3
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless student has satisfactorily completed a college transition course.

III. Special Education Foundation Courses (18-31 Credits)*

General Content
BIOL 101/101L* The Science of Life 4
GEOG 121* World Regional Geography 3

Mathematical Concepts
MATH 201* Mathematics for Early childhood & Elementary Majors I 3
MATH 202 Mathematics for Early Childhood & Elementary Majors II 3

Human Health and Behavior Content
PYSC 101* General Psychology 3

Education
EDUC 116 Introduction to Teaching in Special Education 3
EDUC 204 Computer Technology and Instructional Media 3
EDUC 215 Schools and Diversity 3
EDUC 335 Educational Psychology 3
EDUC 336 Introduction to Human Growth and Development 3
*Courses may be taken as part of Core Curriculum Requirements.

IV. Major Requirements (54 Credits)
EDLD 370 Foundations of Special Education 3
EDLD 381 Collaborative Practice & communication for Special Education 3
EDLD 388 Methods for Students with Language Learning Disabilities 3
EDLD 390 Characteristics of Specific Learning Disabilities 3
EDLD 400 Educational Assessment of Exceptional Learners 3
EDLD 417 Materials and Methods of Teaching Reading K-12 3
EDLD 420 Elementary Curriculum & Methods for Teaching Students with LD 3
EDLD 422 Materials and Methods of Teaching Mathematics, K-12 3
EDLD 430 Secondary Curriculum and Methods for Disabilities 3
EDLD 440 Managing the Learning Environment and Behavior 3
EDLD 459 Learning Disabilities Field Experience II 3
EDLD 469 Learning Disabilities Field Experience III (Elementary) 3
EDLD 477 Research, Trends and Issues in Learning Disabilities’ 3
EDLD 478 Internship in Learning Disabilities 12
EDLD 479 Learning Disabilities Field Experience IV (Secondary) 3

V. Electives (0-5 Credits) 0-5
Total Credits Required 120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 hours. If students cannot or do not follow the recommended courses, more than 120 hours will be necessary for meeting all program requirements.

Justification: The requested changes will provide students more flexibility without diminishing the quality of the current program if they change majors. The changes also streamline the process for transfer students. Please note that number of credit hours in the program will not change. All changes pertain to removing specified foundation courses for the major, thus resulting in a change in the number of elective credit hours.

Renee Smith, Chair, Core Curriculum Committee, presents the following:

27. Request to change the language in core goal 5 Part B to read: Global Studies Awareness (May be satisfied through either Option 1 or Option 2.) (3 credit hours) 1. Completion of an approved Study Abroad Course or academic experience abroad.

Justification: The intent of Goal 5 B (1) is for students to acquire an academic experience abroad. The current language of the core requires that students pursuing option (1) satisfying abroad course. The committee believes that this requirement could be satisfied in ways other than completing a specific course, for example, by spending a semester working abroad, doing an international internship, or by extensive travel. Any proposal to approve an academic experience not related to an existing course for satisfying goal 5B would be required to demonstrate that the experience meets the student learning outcomes for Goal 5B, specifically that there is significant interaction.
Michael Ruse’s items

VI. Appointments, Promotion and Tenure Faculty Manual Pages 56 – 67

C. Promotion

As a general policy, the qualifications for appointment and promotion are set forth below. These requirements are not intended as justification for automatic promotion; conversely, justified exceptions may be made if warranted.

After a promotion or appointment, one will be expected to serve a minimum of three years in that particular rank prior to being considered for promotion. This expectation can be waived in unusual circumstances. A faculty member who unsuccessfully seeks promotion to the rank of Professor or Librarian must wait two full years from the time of application before applying for promotion again.

When applying for promotion, the candidate should refer to the description of that rank in the Faculty Manual and use the tenure criteria of Intellectual Contributions and Professional Activities as a guideline in preparing his/her file. For the purposes of this manual, the term “intellectual contributions” will include research, creativity, or performance in the arts as per College/Library and Departmental guidelines.

The University recognizes the following unclassified academic ranks and titles listed below.

Faculty:

I. Tenured and Tenure Track Appointments with Academic Rank: A full-time appointment of a person whose faculty responsibilities and rights are outlined in the Faculty Manual. Continuation in these ranks is subject to the Post-Tenure Review process (See Section VI. F. of this Manual)

A. Professor: To be eligible for the rank of Professor, a faculty member must have a sustained record of outstanding performance involving teaching, intellectual contributions, professional contributions in the discipline, and University service. It is expected that the faculty member hold the earned doctor's degree or appropriate terminal degree and have at least nine years of effective and relevant experience.
B. Librarian: To be eligible for the rank of Librarian, the individual must have a sustained record of outstanding performance including intellectual contributions, other recognized professional contributions in the discipline, and University service. It is expected that the individual hold the earned doctor's degree or appropriate terminal degree and have at least nine years of effective and relevant experience.

C. Associate Professor: To be eligible for the rank of Associate Professor, a faculty member must have a record of effective performance over a probationary period usually involving teaching, intellectual contributions, other recognized professional contributions in the discipline, and University service. The faculty member must possess strong potential for further development as a teacher and as a scholar. It is expected that the faculty member will hold the appropriate terminal degree.

D. Associate Librarian: To be eligible for the rank of Associate Librarian, the individual must have a record of effective performance, including recognized professional contributions in the discipline, and University service. The faculty member must possess strong potential for further development as a librarian and as a scholar. It is expected that the individual hold the appropriate terminal degree.

E. Assistant Professor: To be eligible for the rank of Assistant Professor, a faculty member must possess strong potential for development as a teacher and as a scholar. It is expected that the faculty member hold the appropriate terminal degree.

F. Assistant Librarian: To be eligible for the rank of Assistant Librarian, the individual must possess strong potential for development as a librarian and as a scholar. It is expected that the individual hold the appropriate terminal degree.

II. Non-tenure Track Appointments with Academic Rank or Titles: Non-tenure track appointments for individuals with teaching or library responsibilities. Rights and privileges applicable to non-tenure track appointments are outlined in the Faculty Manual (See Section V. B.) These appointments may be renewable and are not eligible for tenure. Continuation of these appointments does not constitute de facto tenure.

A. Senior Instructor: To be eligible for the rank of Senior Instructor, the faculty member must have a record of excellent teaching and service to the University, and must hold a full-time appointment and the rank of Instructor at the University for a minimum of six years. Initial appointment may not be made at this rank; appointment must be by promotion from the rank of Instructor.

B. Instructor: To be eligible for the rank of Instructor, it is expected that the faculty member hold the master's degree plus 18 credit hours in the discipline and possess a strong potential for excellence in teaching. The University no longer hires at this rank effective August 16, 2008.
C. Senior Teaching Lecturer: To be eligible for the rank of Senior Teaching Lecturer, the individual must have an outstanding record of teaching and hold a full-time appointment at the rank of Teaching Lecturer at the University for a minimum of six years. Appointment to this rank must be by promotion from Teaching Lecturer. Individuals holding this rank have faculty governance rights and responsibilities, except for issues regarding promotion and tenure.

Associated Faculty:

I. Temporary Appointments with Academic Titles: A temporary appointment of a person hired to teach on a semester-to-semester or academic year basis, depending on the needs of the University. Not eligible for tenure and employment is not governed by the Faculty Manual except for academic freedom and grievance procedures.

A. Teaching Lecturer: To be eligible for the title of Teaching Lecturer, the individual must have 18 graduate hours in the relevant discipline, hold at least a master's degree, and have strong potential for excellence in teaching. This is an annual teaching appointment that may be renewed based on enrollment needs. Not eligible for tenure. This title may be expanded as appropriate to include artist-in-residence, writer-in-residence, or executive-in-residence. Individuals holding this title do not have faculty governance responsibility.

B. Teaching Associate: Teaching assignments for this title are arranged on a per course basis according to enrollment demands each semester. Not eligible for tenure.

C. Visiting Assistant, Associate or Professor: A person who is eligible for comparable academic rank elsewhere and may be on leave of absence from a home institution.

D. Adjunct Assistant, Associate or Professor: Individuals who are of substantial professional caliber appointed for a specified period of time. Adjunct faculty members are usually experts in a particular field and may be involved in supervision and instruction of students either inside and/or outside the classroom setting or in other activities which contribute to the mission of the University.

II. Temporary Appointments with Research Titles: A temporary appointment of a person hired on a semester-to-semester or academic year basis, depending on the needs of the University. These appointments are not eligible for tenure and employment is not governed by the Faculty Manual.

A. Research Assistant, Associate or Professor: Individuals of substantial professional caliber who are engaged primarily in research. The research professor usually possesses the earned doctor's degree and considerable experience in the research field. (This title can be expanded to a visiting appointment.)

B. Post-Doctoral Fellow: A temporary appointment of a person who has recently completed requirements for the doctorate and is engaged in further study through research projects and activities. Involvement in the classroom is strongly encouraged.
C. Research Associate: A temporary staff position, usually funded with non-appropriated funds, held by an individual who possesses a master's degree or substantial work beyond the bachelor's. The research associate plans and conducts research.

D. Graduate Assistant: A fully admitted graduate student performing services in support of University operations.

III. University/Center Affiliates

This title is normally conferred on individuals who volunteer their time and expertise toward the good of the University and the students it serves.

2007-2008 Faculty manual pages 58-61 and 66-67

D. Tenure

1. Tenure Regulations

Coastal Carolina University generally adheres to the standards of the American Association of University Professors regarding the rights, privileges and benefits accorded faculty members. Where University policies differ from those standards, the regulations stated herein or as subsequently modified by the University will apply.

To promote the welfare of the University, policy in general will be to provide, after a probationary period, the opportunity for tenure of its faculty members, except in the case of retirement for age or special or extraordinary circumstances, or because of financial exigencies and/or curtailment or discontinuance of programs. To implement this principle, it is the intent of the University to follow these regulations:

a. Tenure is not acquired automatically.

b. New members of the faculty shall be informed at the time of appointment of the tenure regulations applicable on the effective date of appointment. Changes in tenure regulations shall not be applied retroactively if disadvantageous to the faculty member.

c. No later than the first Friday in April prior to the mandatory date for tenure consideration, a faculty member will be notified in writing by the Provost to submit a current file, forwarded through appropriate channels, to the Committee on Promotion and Tenure for its consideration.

d. The maximum probationary period for full-time faculty members hired at the rank of Associate Professor/Librarian is satisfactory service at that rank for five years at Coastal Carolina University. Eligible faculty will receive written notification in the
spring of the third year to apply for tenure during the fall of the fourth year. The
decision of the President will be ratified by the Board of Trustees in the summer
preceding the fifth year. If tenure is not awarded, the fifth year will be the final year
of employment. The probationary period can be extended or suspended by action of
the Provost in consultation with the Dean/Executive Director and the President.

e. The maximum probationary period for full-time faculty hired at the rank of Assistant
Professor/ Librarian is seven years of continuous service with the University at that
rank. Credit toward tenure may be awarded to an Assistant Professor/ Librarian at the
point of hire and must be reflected in the appointment letter issued to the faculty
member at the time of appointment. The letter will stipulate the semester and year
that the faculty member must apply for tenure. Credit toward tenure should not
exceed two years. The probationary period can be extended or suspended by action of
the Provost in consultation with the Dean/ Executive Director and the President.

f. The Provost will notify, in writing, tenure eligible faculty members to prepare tenure
application files two years prior to the end of the probationary period. The decision of
the President will be ratified by the Board of Trustees in the summer preceding the
final year of the probationary period. If tenure is not awarded, the last year of the
probationary period will be the final year of employment. In extraordinary cases, a
faculty member may apply for early tenure with the written permission of the Chair
or equivalent and the Dean/Executive Director. If tenure is not awarded, the
following year will be the final year of employment.

g. If, for any reason, the faculty member is not notified of tenure eligibility in
accordance with stated policy, the probationary period will be extended one year.

h. Instructors, Senior Instructors, Teaching Lecturers and Senior Teaching Lecturers are
not eligible for tenure, and notification of non-reappointment will be given by May
15. Instructors, Senior Instructors, Teaching Lecturers and Senior Teaching Lecturers
administratively reappointed to the rank of Assistant Professor may not apply
previous years' service towards the probationary period for tenure.

i. Armed forces personnel performing teaching assignments, Teaching Associates, part-
time faculty members and individuals otherwise employed by the University are not
eligible for tenure. If Associated Faculty are administratively reappointed to the rank
of Assistant Professor, previous years' service may not be applied towards the
probationary period for tenure.

j. A period of time during which a faculty member is on leave without pay in excess of
one semester may not be counted as part of the probationary period for tenure. Leave
without pay does not affect tenure already acquired.

k. If, during the first year of probationary appointment, it is deemed in the best interest
of the University to terminate the appointment at the end of the first year, notice of
such termination will be given in writing by the first business day of March (or the
first business day of July for a second semester appointment). If, during the second
year of probationary appointment, it is deemed in the best interest of the University to
terminate the appointment at the end of the second year, notice of such termination
will be given in writing by the second Friday of December (or the second Friday of
April for a second semester appointment). Thereafter, notice in writing of the
termination of any appointment to which the provisions of this section apply will be
given at least twelve months prior to the date of termination.

1. Administrators cannot acquire tenure by virtue of administrative positions or duties.
The tenure status or tenure eligibility of a member of the faculty appointed to an
administrative position will not be adversely affected by such an appointment;
similarly the tenure status of a tenured faculty member relieved from an
administrative position will not be adversely affected by such relief.

m. Untenured faculty who are appointed to the position of Department Chair,
Assistant/Associate Dean, or Assistant/Associate Director of the Library will be
eligible for tenure under the guidelines for their faculty rank. (See V., D., l., e.).

n. Senior administrators hired with faculty rank must meet the eligibility requirements
for tenure and the rank at which they are appointed.

2. Tenure Criteria

Application for tenure must precede promotion to Associate Professor or Associate
Librarian, or it may be simultaneous with application for promotion.

a. A faculty member applying for tenure will be evaluated primarily based on teaching
effectiveness. In addition to teaching effectiveness, faculty members applying for
tenure will be evaluated based on intellectual contributions, and professional
activities/university service. The specific criteria for tenure and promotion are
determined by College and Departmental guidelines and performance expectation
elaborations.

b. A professional Librarian applying for promotion and/or tenure will be evaluated
primarily according to professional competence and also according to intellectual
contributions and professional activities/university service as defined by Library
guidelines and performance expectation elaborations.

VI. Appointments, Promotion and Tenure (pgs 68-75)

E. (not included)
F. Promotion to Senior Instructor and Senior Teaching Lecturer

1. No change will be made to the promotion regulations described herein except by vote of the full voting membership of the Faculty of the University, by recommendation of the President, and final approval by the Board of Trustees.

2. Instructors are eligible to apply for Promotion to Senior Instructor after six years of employment at that rank.

3. A Teaching Lecturer may be identified as a candidate for Senior Teaching Lecturer by recommendation of the Chair and Dean after a minimum of two years of service at the rank of Teaching Lecturer. Candidates for Senior Teaching Lecturer are eligible for Promotion after at least six years at the rank of Teaching Lecturer. At the time of recommendation for candidacy, the Teaching Lecturer must specify in writing that she/he intends to seek Promotion within two calendar weeks beginning on the date of recommendation. Candidates who intend to seek Promotion will be provided with copies of the College and Departmental criteria and guidelines for Promotion. A letter of expectations including any changes in teaching load and service requirements will be drafted by the Dean and Chair and provided to the candidate. The voting rights of the candidate will be determined by Departmental and College policies. Candidates will not have voting rights at the University level.

4. The Provost, in consultation with the Deans will establish and publish a calendar of dates relevant to promotion to Senior Instructor/Senior Teaching Lecturer for the academic year and distribute it to the eligible faculty members no later than the first Friday in September each year. The Dean and Chair of each College will provide their eligible faculty members with a written summary of the College/Departmental criteria, the internal College/Departmental deadlines, and a copy of the College/Departmental Promotion guidelines at that time. The deadline for submission of the files from the candidates will be no later than the second Friday in February for consideration for the respective academic year.

5. Candidates for Promotion will prepare a file. It is the candidate’s responsibility to ensure that all required materials are in the file. These should include in the following order:

   a. A completed Coastal Carolina University cover sheet for Promotion file. (This form is available at: www.coastal.edu/forms/getfile.html?fname=provost/PTcoversheet.pdf&type=pdf),
   b. Department and/or College Promotion guidelines and/or Performance Expectations in effect at the time of initial hire at their current rank,
   c. A cover letter addressed to the Dean of the College,
   d. An updated curriculum vita,
   e. The six most recent annual reports, evaluations (including Chair’s or equivalent’s evaluation), and supporting documents as per College policies,
6. The Chair or equivalent will prepare a letter of evaluation and include it in the file as per College guidelines.

7. The File will be submitted to the Dean who will forward it to the College Promotion and Tenure Committee. The College Promotion and Tenure Committee will meet, review, and evaluate each candidate's file, and prepare a letter of recommendation based on the College promotion guidelines and those stated in the Faculty Manual. A favorable decision from the College Promotion and Tenure Committee requires a simple majority vote. The letter will include a brief description of the evaluation process and reasons for the committee's recommendation. Members who are not in agreement with the majority may submit an anonymous dissenting opinion that will accompany the committee letter for inclusion in the file. The committee shall send a separate letter to the Dean stating the numerical vote of the committee. This letter will accompany the file throughout the process but will not be included in the file.

8. The College Promotion and Tenure Committee letters are addressed and forwarded, along with the candidates’ files, to the Dean. After reviewing each file, the Dean will write a letter of recommendation based on both the College Promotion criteria and those stated in the Faculty Manual. This letter is placed in the candidate’s file. The decision to recommend or not to recommend is communicated to the College Promotion and Tenure Committee. The Dean will meet with the candidate to discuss the College Promotion and Tenure Committee recommendation, the recommendation of the Chair or equivalent, and the recommendation of the Dean. At that meeting, the candidate will be given copies of these letters.

9. If both the committee and the Dean agree that Promotion should not be granted, the candidate can draft a letter and appeal the decision to the Provost. If the Provost disagrees with the committee and the Dean, a letter reflecting the position of the Provost will be added to the file and the file will be forwarded to the President who will make the final decision.

10. If the Dean disagrees with the College/Library Promotion and Tenure Committee’s recommendation, there will be a meeting of the College Promotion and Tenure Committee and the Dean. Prior to that meeting the candidate will have fourteen calendar days to submit a letter responding to the negative evaluation for inclusion in the file. At that meeting the Dean will share with the College Promotion and Tenure Committee any such letter from the candidate. At the conclusion of the meeting, the Dean and the College Promotion and Tenure Committee will issue a single letter that describes the results of that meeting and add it to the file. The file will be forwarded to the Provost who will make the final decision.
11. If both the committee and the Dean agree that Promotion should be granted, the file will be forwarded to the Provost. If the Provost concurs, the candidate will be promoted in rank and no less than $1,500 will be added to the base salary effective August 16 of the following academic year. If the Provost disagrees, a meeting will be held between the Dean, the Chair of the College Promotion and Tenure Committee, and the Provost in order to reach a resolution.

   a. If a resolution is reached to grant Promotion, the candidate will be promoted in rank and no less than $1,500 will be added to the base salary effective August 16 of the following academic year.

   b. If a resolution cannot be reached, the candidate will be allowed fourteen calendar days beginning on the date of notification to draft a response to any negative evaluation that has yet to be responded to for inclusion in the file. The file then will be forwarded to the President who will make the final decision within fourteen calendar days beginning on the date of receipt of the file.

   c. If a resolution is reached to deny Promotion, a letter will be drafted reflecting the basis of that decision and added to the file. The candidate will be given a copy of that letter by the Office of Academic Affairs and allowed fourteen calendar days beginning on the date of notification to draft an appeal to the President to be included in the file. The file then will be forwarded to the President who will make the final decision.

12. If Promotion is not granted to an Instructor or Teaching Lecturer, that candidate must perform two years of service before being allowed to apply for Promotion again.

13. A faculty member may appeal any decision through the faculty grievance procedure only in cases of discrimination based on federal and state protected categories, procedural errors not caused by the grievant, or failure of notice of opportunity to be heard (see IV. C.).