COASTAL CAROLINA UNIVERSITY
FACULTY SENATE ORDER OF BUSINESS
February 5, 2014
Wall Building, Room 309
4:30 p.m.

I. CALL TO ORDER – Steve Madden, Chair

II. ROLL CALL – Deborah Breede, Secretary

III. APPROVAL OF MINUTES – December 4, 2013

IV. CONSENT AGENDA – attached

V. PRESIDENT, PROVOST, AND OTHER ADMINISTRATIVE REPORTS

VI. EXECUTIVE COMMITTEE REPORT

Steve Madden, Chair, to present the Executive Committee Report.

A. Administrative Actions 06 and 07 were generated and approved without stipulations from the December 4, 2013 meeting. Refer to the December 4, 2013 Order of Business and Consent Agenda for complete details.

AA 06: Approval of all items on the December 4, 2013 Consent Agenda.
AA 07: Approval to revise the purpose of the International Programs Committee in the Faculty Manual.

VII. COMMITTEE REPORTS

VIII. OLD BUSINESS

XI. NEW BUSINESS

A. Graduate Council Committee

1. **Motion to approve a Certificate in Online Teaching and Training (moved and seconded out of committee):**

   College of Education
   Department of Foundations, Literacy and Technology

   **Title of proposed program and degree:** Certificate in Online Teaching and Training.  
   **Semester and year of first graduates:** May 2015.  
   **Number of students projected in first two semesters:** 25.
**Catalog Description:**
This 12 credit certificate program provides opportunities for educators and trainers to develop advanced competencies in designing, delivering and managing effective instruction for online learning environments. Teaching certification is not required for admission. South Carolina certified teachers who complete the program as directed by their advisers may be eligible to apply for add-on endorsements from the state department of education.

**Student Learning Outcomes**
After completing the Certificate in Online Teaching and Training program, students will be able to:
1. Design effective assessment strategies for evaluating online learners.
2. Design, develop and select instructional content for effective online teaching.
3. Demonstrate proficiency using various production tools to develop effective online instructional environments and resources.
4. Identify and apply teaching strategies and technology tools to promote effective online communication and collaboration.
5. Understand theoretical foundations of effective online teaching and learning.

**Admission to Study**
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

**Admission Requirements**
Applicants for admission to the Certificate in Online Teaching and Training program must meet the following criteria:
1. Completion of the application form and payment of the application fee.
2. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program.
3. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as any graduate study).
4. Submission of a written statement of educational and career goals, including how this certificate program will contribute to realizing those goals.

**Required Graduate Program Credit Hours (12 Graduate Credit Hours)**
Required courses:
EDIT 604 Teaching with Technology .................................................................3
EDIT 650 Teaching and Learning Online (Prereq: EDIT 604) ..........................3
EDIT 660 Advanced Online Teaching (Prereq: EDIT 650) ............................3

One elective course from the following:
EDIT 610 Instructional Design and Technology Integration ..........................3
EDIT 620 Technology Planning and Management ...........................................3
EDIT 630 Development of Instructional Multimedia .................................3
EDIT 640 Instructional Video Production ......................................................3
**Use of Technology:** All courses offered online through the university learning management system using both synchronous and asynchronous instructional designs that may include video webinars, threaded discussions, and other interactions.

**B. Student Life Committee**

2. **Motion for the Student Life Committee to make the following change to its student membership (moved and seconded out of committee):**

2013-2014 Faculty Manual (page 21)
F. Regular (Standing) Faculty Committees, 13. Student Life

Current:

13. Student Life

Membership: Six faculty (four elected and two appointed by the Chair of the Faculty Senate); six students (four of whom will be the SGA Executive Committee); and Ex Officio: Vice President for Student Affairs.

Proposed:

13. Student Life

Membership: Six faculty (four elected and two appointed by the Chair of the Faculty Senate); six students (two SGA officers, two students from the Residence Hall Association (RHA) President and an Officer, and two students appointed by the SGA President); and Ex Officio: Vice President for Student Affairs.

**C. COHFA Faculty Senators**

1. **Motion: Students applying to Coastal Carolina University will not be required to submit the writing portion of the SAT or ACT exams, (Moved by Denise Paster and seconded by David Kellogg):**

**Explanation:**
During October of 2012, the Faculty Senators of COHFA introduced the following motion: “[s]tudents applying to Coastal Carolina University will be required to submit their complete SAT or ACT scores, including that of the writing portion of the exam”; this motion was drafted to communicate to students that writing is an essential skill that is strongly valued at Coastal Carolina University. This motion was passed by the Faculty Senate on November 7, 2012. (AA-07 2012-2013)

However, in light of new programmatic changes to the First-Year Writing Program, we feel we have enacted more productive ways to stress the value and centrality of writing. As such, we
request that the University no longer call for the SAT/ACT writing portions as part of the admissions process.

Current language in the 2013-2014 Undergraduate Catalog, page 19. The proposed changes for this motion are notated in red:

Freshmen applicants must submit:
1. Completed Undergraduate Application;
2. Specified non-refundable application fee;
3. Official high school transcripts up until the time of the application;
4. Official entrance examination scores on the SAT or ACT including the writing portion of one of these exams. (Applicants 22 years of age or older are not required to submit SAT or ACT examination scores).

The quantitative and qualitative measures, as well as the scored writing exam, guide the Office of Admissions in reaching a final admissions decision. Admission as a freshman to Coastal Carolina University is based on the student’s overall performance in high school courses, achievement in the college preparatory core prerequisites (listed below), the SAT or the ACT test scores, and other documentation (essays and recommendations) provided by the student.

Applicants who are generally competitive for admission to Coastal will:
- Earn a cumulative average of “B” or better on the required college preparatory high school courses, and
- Submit standardized test scores of:
  - An SAT (critical reading and mathematics, and writing) score in the middle 50 percent range of recently enrolled Coastal first-time freshmen students ranging from 1340-1570 920-1070 out of 2400 total for all three sections, or
  - An ACT composite score in the middle 50 percent range of recently enrolled Coastal first-time freshmen students ranging from 19-23.

Candidates for admission must request that the results of the SAT or ACT tests be sent to Coastal Carolina University. The University’s SAT code number is 5837, and the ACT code number is 3843.

Justification:

1. In the fall of 2013, ENGL 102 was revised, moving from a "Composition and Literature" course to one that focuses on "Composition and Critical Reading." This revision is an effort to stress the analytical, critical, and rhetorical strategies all students need to read and writing in successful ways.

2. Currently, both ENGL 102 and ENGL 211 are positioned in Core Goals 1A and 1B. In response to the revision to ENGL 102, we have proposed that ENGL 102 be removed from Core Goal 1B and remain only in Core Goal 1A. Similarly, ENGL 211 (Introduction to Technical and Professional Writing) is proposed to be removed from Core Goal 1A while remaining in 1B. This move will ensure that all students take both
ENGL 101 and ENGL 102, providing them with a unified composition experience as well as extended exposure to instruction in critical reading and writing strategies.

3. A four-credit first-year composition model is also being developed and has officially been proposed. The fourth credit hour that will extend our current model will take the form of a digital common hour—Coastal Composition Commons—measured through the completion of badges. These digital badges focus on the skills integral to our students' development as writers.

As such, we feel that these curricular developments stress the value of writing more than a single decontextualized writing task.

D. Yoav Wachsman, Director of the Celebration of Inquiry, will lead a discussion and answer any questions regarding the 2014 Celebration of Inquiry.

X. QUASI COMMITTEE OF THE WHOLE

XI. OTHER

XII. ANNOUNCEMENTS

XIII. GOOD OF THE ORDER

XIV. ADJOURNMENT