I. CALL TO ORDER – Steve Madden, Chair

II. ROLL CALL – Deborah Breede, Secretary

III. APPROVAL OF MINUTES – April 2, 2014

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 12-17 were generated and approved without stipulations from the April 2, 2014 meeting. Refer to the April 2, 2014 Order of Business and Consent Agenda for complete details.

AA 12: Approval of all items on the April 2, 2014 Consent Agenda.
AA 13: Approval of proposed revisions to ENGL 101 and ENGL 102 courses.
AA 14: Approval of addition of a new subsection added to the Faculty Manual for Graduate Faculty.
AA 15: Approval of a new minor in Peace and Conflict Studies.
AA 16: Approval of a new minor in Sport Coaching.
AA 17: Approval of SPAN 115, ITAL 115, FREN 115, and GERM 115 as new undergraduate courses.

VII. COMMITTEE REPORTS

VIII. OLD BUSINESS

XI. NEW BUSINESS

A. Distance Learning Committee

Interim Committee Chair, Ken Small, will give a presentation on the proposed revisions to the Distance Learning policy (ACAD-133). The committee is requesting an endorsement from the Faculty Senate to forward these recommendations to the Provost. Revisions to existing policies are submitted to the President’s Executive Council and President for approval. The document with the revisions for the Distance Learning Policy is attached.
B. Graduate Council Committee

1. **Motion to approve a new graduate certificate in English for Speakers of Other Languages (ESOL) (moved and seconded out of committee):**

   College of Education  
   Department of Foundations, Literacy, and Technology  
   **Title of proposed program and degree:** English for Speakers of Other Languages (ESOL) Graduate Certificate.  
   **Semester and year of first graduates:** Fall 2015.  
   **Number of students projected in first two semesters:** 15.  
   **Use of Technology:** Course delivery: Classroom, Hybrid, or Distance Learning. All three faculty members involved in the ESOL graduate certificate program will be trained in distance learning strategies by the end of Spring 2014.

   **Catalog Description:**  
   **ESOL Graduate Certificate**  
   The English for Speakers of Other Languages (ESOL) Graduate Certificate provides professional development for educators interested in being more effective in teaching English Language Learners (ELLs) and allows candidates to apply for a South Carolina add-on ESOL certification. An add-on ESOL certification allows educators to teach ELLs. The ESOL graduate certificate is targeted to educators of ELLs who have incomplete ESOL certification and to general education teachers who are interested in effectively teaching ELLs.

   The ESOL graduate certificate includes five 3-credit graduate courses. Candidates who complete the program will meet the coursework requirements of the South Carolina add-on ESOL certification. Other additional requirements must be met to obtain the South Carolina add-on ESOL certification (for example, documented second language learning experiences or South Carolina ESOL content area examination).

   **Admission criteria:**  
   1. Completed graduate application;  
   2. Specified non-refundable application fee; and  
   3. Undergraduate transcripts.

   **Courses:**  
   EDLL 650 Applied Linguistics for ESOL Teachers..........................................................3  
   EDLL 651 Principles and Strategies for Teaching ESOL to Elementary and  
   Secondary Learners (pre-requisite EDLL 650)..........................................................3  
   EDLL 652 Teaching Reading and Writing to Limited English Proficient (LEP)  
   Learners (pre-requisite EDLL 650) ...........................................................................3  
   EDLL 653 Testing/Assessment for Language Minority Learners.................................3  
   EDLL 654 ESOL Curriculum Design and Materials Development .........................3
C. Academic Affairs Committee

1. **Motion to approve a Bachelor of Arts in Special Education with Certification in Multi-categorical (moved and seconded out of committee):**

College of Education  
Department of Early Childhood, Elementary, Middle Level, Physical, and Special Education  
Title of proposed program and degree: Special Education Multi-categorical.  
Semester and year of first graduates: Spring 2017.  
Number of students projected in first two semesters: 20.

**Catalog Description:**  
**SPECIAL EDUCATION MULTI-CATEGORICAL (PREK-12) MAJOR**  
Degree: Bachelor of Arts

The program of study in Special Education focuses on the preparation of teachers of students with mild to moderate disabilities (e.g., autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury). Candidates who complete the program will be certified/licensed in grades PreK-12 in the area of multi-categorical 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 better in all Foundation and Major Requirements courses. Students should plan carefully with their assigned advisers since some courses have prerequisites and are limited to specific semesters. With the exception of EDSP 200: Foundations of Special Education, students may not participate in courses designated with the Education/Special Education prefix (EDSP) until after being admitted to the Professional Program in Teacher Education.

**STUDENT LEARNING OUTCOMES**  
With a strong emphasis on research-based and evidenced-based practices, candidates who complete the requirements for a degree in special education mild to moderate disabilities (PreK-12) will:

1. Exhibit foundational knowledge of laws, issues and processes related to serving PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
2. Apply content knowledge to the teaching and learning process for PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
3. Plan for appropriate instructions in a manner that provides for access to the general education curriculum;
4. Apply long-range planning skills and knowledge of norm-referenced and curriculum-based assessment results to develop a complete, appropriate Individualized Education Programs;
5. Provide credible evidence of the impact of instruction on PreK-12 student learning and reflect on their own professional and ethical practices;
6. Plan and implement positive behavioral interventions and supports for students with challenging behavior;
7. Demonstrate professional behavior and dispositions in PreK-12 schools; and
8. Exhibit competencies expected of an entry-level special educator to teach students with mild to moderate disabilities.

SPECIAL EDUCATION MULTI-CATEGORICAL (PREK-12) MAJOR (120+ Credits)

I. CORE CURRICULUM .......................................................................................................................... 34-41

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

III. SPECIAL EDUCATION FOUNDATION COURSES (18-31 Credits)*
Minimum grade of C is required.
General Content
Any Biology and Biology Laboratory* course ......................................................................................... 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
PSYC 101* General Psychology .......................................................................................................... 3
Education Content
EDUC 111 Exploring Teaching as a Profession ................................................................................... 3
EDUC 204 Computer Technology and Instructional Media ................................................................. 3
EDUC 215 Schools and Diversity .......................................................................................................... 3
EDUC 335 Introduction to 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 (60 Credits)
Minimum grade of C is required.
EDEL 314 Emergent Literacy Development ......................................................................................... 3
Choose one from the following: (3 Credits) ...................................................................................... 3
   EDEL 486 Teaching Social Studies (3)
   EDEL 488 Teaching Elem Science (3)
Education elective with advisor approval ............................................................................................ 3
EDML elective with advisor approval ................................................................................................... 3
EDSP 200 Foundations of Special Education ..................................................................................... 3
EDSP 310 Theory to Practice: Field Experience ............................................................................... 3
EDSP 311 Characteristics and Instruction of Learning Disabilities & Emotional Disorders.... 3
EDSP 312 Characteristics and Instruction of Intellectual Disabilities and Autism......................... 3
EDSP 320 Measuring Student Progress: Field Experience ............................................................... 3
EDSP 321 Diagnostic Assessment in Special Education .......................................................... 3
EDSP 322 Secondary Practices and Transition ........................................................................ 3
EDSP 323 Methods and Adaptations for Teaching Reading K-12 .......................................... 3
EDSP 410 Action Research: Practicum .................................................................................. 3
EDSP 411 Collaborative and Consultation in Special Education .......................................... 3
EDSP 412 Applied Behavior Analysis for Teachers ............................................................... 3
EDSP 414 Instructional Planning .......................................................................................... 3
EDSP 420 Internship Seminar in Special Education ............................................................. 3
EDSP 450 Internship in Special Education ........................................................................... 9

V. ELECTIVES (2-11 Credits) ............................................................................................... 2-11

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 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

Course Descriptions:

EDUCATION - SPECIAL EDUCATION/MULTI-CATEGORICAL (EDSP)

200 Foundations of Special Education. (3) (Prereq: EDUC 111) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, support services for individuals with disabilities at varied degrees of severity, and the impact of disabilities on academic and social/emotional performances. S, SU.

310 Theory to Practice: Field Experience. (3) (Prereq: EDSP 200) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the elementary level. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models of service delivery, professional and ethical practice, collaboration skills, and research/evidence-based practices. The link between theory and practice is explored. F.

311 Characteristics and Instruction of Learning Disabilities & Emotional Disorders. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an in-depth study of definitions, etiology, prevalence, and characteristics associated with learning disabilities (LD) and emotional/behavioral disorders (EBD). Techniques used in identifying and teaching learners with LD or EBD, as well as service delivery models, roles of various professionals, legal issues, ethics, and philosophies related to persons with LD or EBD. The selection and implementation of evidence-based instructional methods related to affective and learning behaviors and procedures for adapting materials to support students with LD and EBD in a variety of educational settings are addressed. F.
Characteristics and Instruction of Intellectual Disabilities and Autism. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course introduces teacher candidates to students with a label of intellectual disability (ID) and/or autism. The course includes definitions, etiology, prevalence, and characteristics of individuals with ID and/or autism. Additionally, candidates in this course investigate service delivery, roles of various professionals, current trends, and philosophies related to persons with ID and/or autism. Learning characteristics, evidence-based teaching strategies, instructional settings, legal issues, ethics, and assessment regarding individuals with ID and/or autism are addressed. F.

Measuring Student Progress: Field Experience. (3) (Prereq: EDSP 310) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the middle and secondary levels. An in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and developing research proposals using single-subject methodology is addressed. Knowledge and skills developed in the prior field experience and current coursework are reinforced.

Diagnostic Assessment in Special Education. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an overview of assessment terminology, data collection procedures, and the theoretical, legal, and ethical issues related to referral and educational planning. Skills focus on application and interpretation of standardized and curriculum-based assessment data for eligibility, program and progress monitoring decisions in service of individualized education programs. Candidates write individual education programs, develop strategies to modify assessments to accommodate the unique needs of students with disabilities, and communicate assessment information to solicit parent understanding. S.

Secondary Practice and Transition. (3) (Prereq: Admission to the Professional Program in Teacher Education) In this course, candidates apply research on teacher effectiveness, teacher accountability, and instructional approaches at the secondary level. Strategies in self-regulation, study skills, attention, memory, and motivation; curriculum adaptations, peer mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. S.

Methods and Adaptations for Teaching Reading (K-12). (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates in the area of reading development and effective instructional methodologies specific to students with disabilities with an emphasis on reading practices as they relate to individual learners, readiness activities, phonemic awareness and decoding skills, phonics, fluency, vocabulary development, and comprehension. S.

Action Research: Practicum. (3) (Prereq: EDSP 320) This course is a supervised practicum that extends to internship. This practicum requires three full school days per week with students with mild to moderate disabilities. Candidates are given the opportunity to analyze pedagogical competencies and to build personal strategies for teaching. Knowledge and skills developed in the prior field experience and current
coursework are reinforced. The research proposal developed in the prior field experience is used to implement an intervention with a student in a classroom. Candidates continue in this placement for their internship. F.

411 **Collaboration and Consultation in Special Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates to serve the needs of individuals with disabilities through effective communication and collaboration with other educators, families, related service providers, paraprofessionals, and personnel from community agencies. Models and strategies for effective collaborative consultation in schools and communities are addressed, including skills for effective communication with families of individuals with exceptional learning needs from diverse backgrounds. F.

412 **Applied Behavior Analysis for Teachers.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course equips candidates with the knowledge and skills of applied behavior analysis (ABA) as an approach for programming effective interventions for children and youths with disabilities. It focuses specifically on “positive behavior intervention and supports” (PBIS), a research-based approach to interventions designed to prevent problem behavior, encourage environmental management, and promote students’ positive and appropriate behavior. This course also prepares candidates to conduct a functional behavioral assessment (FBA) in order to more efficiently and effectively identify the interventions to address the students’ behavioral needs. F.

414 **Instructional Planning.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course focuses on acquiring the basic knowledge and skills required for the development of IEPs and ongoing monitoring of students’ progress toward their IEP goals and objectives/benchmarks. In addition, subsequent development of instructional lessons based on the student’s learning needs as they relate to their academic/social/behavioral success within the general education curriculum will be addressed. F.

420 **Internship Seminar in Special Education.** (3) (Prereq: EDSP 410) (Coreq: EDSP 450) This seminar corresponds with the culminating internship in special education. The course meets regularly in order to provide candidates with the content and support required for successful completion of the internship and induction into the profession. S.

450 **Internship in Special Education.** (9) (Prereq: EDSP 410) (Coreq: EDSP 420) This internship is a full-time supervised field placement. Candidates are assigned to two (2) eight week clinical placements requiring no fewer than 60 instructional days at the elementary, middle and/or secondary levels working with students with learning disabilities, emotional/behavioral disorders, and/or mild intellectual disabilities. A critical component of the internship course is the corresponding internship seminar. S.
2. **Motion to approve a new minor in Middle Grades Education Mathematics**
   (moved and seconded out of committee):

   College of Science
   Department of Mathematics and Statistics

   **Title of proposed program and degree:** Middle Grades Education Mathematics Minor.
   **Semester and year of first graduates:** Spring 2016.
   **Number of students projected in first two semesters:** 2-6.

   **Catalog Description:**
   **Middle Grades Education Mathematics Minor (23-25 Credits)**

   MATH 160 Calculus I .................................................................4
   MATH 161 Calculus II .................................................................4
   MATH 331 Foundation of Geometry .............................................3
   MATH 344 Linear Algebra .........................................................3

   Choose one of the following: ....................................................3
   - MATH 348 Rubik’s Cube Mathematics (3)
   - MATH 446 Abstract Algebra (3)

   Choose two of the following: ....................................................6-8
   - MATH 220 Mathematical Proofs and Problem Solving (3)
   - MATH 242/242L Modeling for Scientists I/Laboratory (4)
   - MATH 260 Calculus III (4)
   - MATH 307 Combinatorics (3)
   - MATH 308 Graph Theory (3)
   - MATH 320 Elementary Differential Equations (3)
   - MATH 348 Rubik’s Cube Mathematics (3)
   - MATH 407 Coding Theory (3)
   - MATH 408 Cryptography (3)
   - MATH 446 Abstract Algebra (3)
   - MATH 450 Advanced Calculus I (3)
   - STAT 315 Regression Analysis (3)
   - STAT 316 Experimental Design (3)
   - STAT 317 Nonparametric Statistical Methods (3)
   - STAT 318 Applied Statistical Methods (3)
   - STAT 412 Statistical Inference I (3)
   - STAT 413 Statistical Inference II (3)

   **TOTAL CREDITS REQUIRED** ..................................................23-25

   *MATH 348 and MATH 446 can only be counted once for credit toward the minor.*
3. **Motion to approve revisions to the Undergraduate Catalog regarding Core Curriculum exemption requirements** (moved and seconded out of committee):

**Proposal:**
To expand the type of degrees eligible for the core curriculum exemption in the undergraduate catalog to include baccalaureate and five-year master degrees (equivalent to 150 credit hours) from accredited international institutions of higher education provided the degrees are verified through the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or other certified credentialing services.

**Justification for the Change:**
The university’s current core curriculum exemption policy excludes foreign degrees from consideration which:

- Requires international students with foreign degrees at the baccalaureate and masters level to take additional semesters at our institution fulfilling core requirements to earn a baccalaureate degree.
- Creates a significant barrier for foreign students when they are considering our institution.
  - Affordability is a critical concern for international students when choosing among the myriad of universities outside their home countries.
- Inhibits institutional recruitment efforts of a large and significant growing potential population of students.

**The proposed change will:**

- Enable international students with foreign degrees at the baccalaureate and masters level to complete a Coastal Carolina University degree in a shorter time frame, thus reducing the overall cost of the program and making it more attractive to select Coastal Carolina University.
- Increase our population of talented international students, effectively broadening the diversity on our campus, and exposing our domestic students to international cultures.
- Support the University’s Strategic Plan Goal 1.4 (Enhanced Global Perspective: Create a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world and Objective 1.4.1. (Increase the number and diversity of international students).
- Provide an additional source of qualified, tuition-paying students, as the number of students in the domestic population has flattened, and international student enrollment in institutions of higher education in the U.S. has been growing for the last decade, occupying the highest percentage of overall US higher education enrollment (3.9% of total enrollment) in 2012/2013 as reported by the Institute of International Education.
- Provide a baccalaureate degree completion solution for international students with foreign degrees who often seek programs here after completing a travel/work experience in the Myrtle Beach area.
Current Catalog Text

Page 23 (Under Admissions)

Transfer Students with an Earned A.A., A.S., B.A., or B.S. Degree
A student who is accepted to the University with an earned Associate of Arts, Associate of Science, Baccalaureate of Arts, or Baccalaureate of Science degree from a regionally accredited college or university will be exempt from having to meet core curriculum requirements.

Coursework from external institutions will be evaluated for transfer to the University on an individual basis in accordance with established transfer policies and procedures. (See the Evaluation of Transfer Credit section below.) Instead of applying toward core requirements, transferred course credits may be applied to foundation, minor, cognate, or major requirements, or may be counted as electives.

Note: Credit for the core requirement courses will not be awarded as a result of the exemption. All requirements for the awarding of degrees, including prerequisites, minimum credits earned and minimum grades still apply. All course prerequisites and corequisites still apply. Associate in Applied Science degrees, and degrees from foreign institutions are not eligible for the core curriculum exemption.

Page 23 - 24 (Under Admissions)

Evaluation of Transfer Credit
After having completed all requirements for transfer admission, matriculated students will be given a statement of credits accepted for transfer by the University within the first semester of enrollment. Students from regionally accredited colleges and universities may transfer credit for academic courses completed with grades of C (meaning C-, C or C+) or better, but the University reserves the right to determine what credit, if any, for courses taken elsewhere will be counted toward its degrees.

Transfer applicants with advanced standing from colleges and universities not accredited by a regional accrediting association must validate, by examination, all credits presented for transfer. Detailed explanation of validation procedures may be found in the Credit by Examination section of this catalog or may be obtained from the Registrar. Credit from foreign colleges/universities is evaluated by the Office of International Programs and Services (OIPS) in coordination with the dean of the student's major and the dean of each course in review.

Proposed Changes

Page 23 (Under Admissions)

Transfer Students with an Earned Domestic A.A., A.S., B.A., B.S. Degree, or International B.S. or B.A., or International Master’s Degree (with 150 hours)
A student will be exempt from having to meet core curriculum requirements if the student is accepted to the University with an earned Associate of Arts, Associate of Science, Baccalaureate of Arts, or Baccalaureate of Science degree from a regionally accredited college or university in the U.S., with a baccalaureate degree from an accredited international institution of higher education, or with a master’s degree (that requires at least 150 equivalent U.S. credit hours to complete) from an accredited international institution of higher education.

Coursework from external institutions will be evaluated for transfer to the University on an individual basis in accordance with established transfer policies and procedures. (See the Evaluation of Transfer Credit section below.) Instead of applying toward core requirements, transferred course credits may be applied to foundation, minor, cognate, or major requirements, or may be counted as electives.

Note: Credit for the core requirement courses will not be awarded as a result of the exemption. All requirements for the awarding of degrees, including prerequisites, minimum credits earned and minimum grades still apply. All course prerequisites and corequisites still apply. Associate in Applied Science degrees, and degrees from foreign institutions are not eligible for the core curriculum exemption. The B.S., B.A., or Master’s degrees from international institutions must be noted on the official evaluation from AACRAO (or other certified credentialing service) as minimally equivalent to U.S. bachelor’s degrees. International institutions are considered “accredited” if they are recognized by the Ministry of Education or other appropriate agency of the country in which the institution is located.

Page 23 - 24 (Under Admissions)

After having completed all requirements for transfer admission, matriculated students will be given a statement of credits accepted for transfer by the University within the first semester of enrollment. Students from regionally accredited colleges and universities may transfer credit for academic courses completed with grades of C (meaning C-, C or C+) or better, but the University reserves the right to determine what credit, if any, for courses taken elsewhere will be counted toward its degrees.

Transfer applicants with advanced standing from colleges and universities not accredited by a regional accrediting association must validate, by examination, all credits presented for transfer. Detailed explanation of validation procedures may be found in the Credit by Examination section of this catalog or may be obtained from the Registrar. Credit from foreign colleges/universities is evaluated by the Office of International Programs and Services (OIPS) in coordination with the dean of the student's major and the dean of each course in review on the basis of the original transcript and a professional credential evaluation of all work completed (or a course-by-course report) provided through the American Association of Collegiate Registrar and Admissions Officers (AACRAO) or other certified credentialing services as described under the International Admission section of this catalog. Students pursuing a double degree program through a cooperative agreement between Coastal Carolina University and an international partner university must provide an updated evaluation of their degree completion documents from the international partner
university through AACRAO or WES for the core curriculum exemption to be granted under a reverse transfer credit agreement protocol.

**Supporting Information**

Increasing our population of talented international students is one way of effectively broadening the diversity on our campus and bringing the world to our domestic students. Not only is this proposal supportive of our Strategic Plan Goal 1.4 (Enhanced Global Perspective: Create a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world) and Objective 1.4.1. (Increase the number and diversity of international students), but this proposal’s implementation will result in an increase in the tuition-paying student population. The percentage of international students as a proportion of total US higher education enrollment has been growing to reach a record 3.9% of total enrollment in 2012/13, according to the Institute of International Education’s Open Doors Report (Institute for International Education, 2013), yet Coastal Carolina University’s international student population remains at about 1 % of the total enrollment. Affordability remains a critical concern for international students when choosing among the myriad universities outside their home countries (Edge, 2013). Excluding foreign degrees from the above exemption provision creates a significant affordability barrier for students who have already completed a bachelor’s degree (or an inclusive master’s degree) at a nationally accredited institution outside the United States and who chose to complete a baccalaureate degree at Coastal Carolina University in a shorter time frame, thus reducing the overall cost of the program and making it more attractive to come to Coastal Carolina University.

As a result of the Bologna Process in Europe and general educational reform worldwide, some countries, such as France, have required that certain institutions, such as those among the Grande Ecole, make a choice and either offer baccalaureate degrees or master’s degree programs. As a result, some students may come to us with a 5-year master degree and no bachelor degree, but seek to complete a bachelor degree at Coastal Carolina University. We are, therefore, proposing that both international bachelor degrees and international five-year master degrees be added to the core exemption provision noted in our current undergraduate catalog, as the students who have chosen to work toward a 5-year master’s program will not be granted automatically a bachelor’s degree along the way to the master’s degree from their chosen accredited international institution of higher education.

We understand that verifying the regional accreditation of U.S. institutions is easily accomplished. Determining the authority under which an international institution operates and is licensed can be verified through the American Association of Collegiate Registrars and Admissions Officers (AACRAO), which was founded in 1910. AACRAO happens to be one of the most well-respected organizations in the area of foreign credential evaluation. Independent foreign credential evaluation bodies, such as AACRAO, serve as the industry standard for evaluating the credibility of transcripts of foreign institutions as well as the institutions themselves. Since the 1950s, AACRAO has been contributing to the development and the gathering of research literature on comparative education resulting in extensive and current expertise in evaluating the academic credentials of 147 countries. Given that this evaluation addresses the status of the respective institution’s accreditation through independent evaluation, provides a course-by-course grade equivalency to U.S. standards, and provides equivalencies of
academic programs completed in the home country, this resource should provide ample and credible data to accomplish this task. An example of the course-by-course evaluation is provided at http://ies.aacrao.org/about/course.pdf. The definition of “accreditation” for an international institution as it is noted in this proposal comes directly from that used by the University of Houston (2014).

We would not be alone in expanding this exemption. Northern Arizona University, located in Flagstaff, Arizona, with an international student cohort of 1,080 (5.6% of their overall student population) (Northern Arizona University, 2013) has approved a policy to exempt students with a bachelor’s degree from an “accredited institution” in their home country. According to their admissions information page on Liberal Studies Requirements for students at Northern Arizona University (www. https://policy.nau.edu/policy/policy.aspx?num=100216) - “All students seeking their first baccalaureate degree from Northern Arizona University must take thirty-five (35) credit units of liberal studies.” (This is their core curriculum requirement.) However, according to their academic catalog dealing with undergraduates on the Policies webpage, entitled “Definitions: Academic Plans Second Bachelor’s Degree (Post Baccalaureate) Policy No. 100807, “If your first bachelor’s degree is from a regionally accredited institution in the United States of American or an accredited institution in your home country, you don’t have to meet Northern Arizona University’s Liberal Studies and Diversity requirements.” Northern Arizona University is accredited through 2017-2018 by the Higher Learning Commission of the North Central Association.

Another example is that of the State University of New York – Buffalo which states in its 2012-13 Guide to Articulating Transfer Courses for UB General Education Requirements (State University of New York Buffalo, 2012, p. 3), “…2. All bachelor’s degree holders are waived from UB General Education Requirements.” Through a telephone call with their international admissions office, we have confirmed that this provision extends to all baccalaureate degree holders from institutions accredited in the student’s respective home country. SUNY – Buffalo is accredited by the Middle States Commission on Higher Education.

Another example is the University of South Florida (2013), which states in USF Regulation 3.007 on page 50 of its 2013-14 Undergraduate Catalog, “In recognition that students seeking a second Bachelor’s degree have completed a rigorous program of study at a regionally accredited or comparable international institution, some graduation requirements are considered met by virtue of their previous degree. These include: Gordon Rule, Summer Enrollment, the Foreign Language Entrance Requirement, Foundation of Knowledge and Learning Core Curriculum (General Education) and the Exit Requirements. Each degree program will determine degree applicability of transfer courses for the major.” The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

While there is no specific example of acceptance of an earned five-year master’s degree, in lieu of an earned bachelor’s degree, for core curriculum exemption, the University of South Florida does recognize the availability of access to its undergraduate programs by students enrolled in five-year master’s degree programs. As noted by the following statement from the 2013-14 Undergraduate Catalog (University of South Florida, 2013, p.61), “Availability of a Baccalaureate Degree for Students Enrolled in or Graduated from a Five-year Master’s
Program[::] A student may enroll in a baccalaureate degree program while enrolled in or after graduation from a five-year master’s degree program. In consultation with an advisor in the five-year program and an advisor in the baccalaureate-level program and with the approval of the college dean(s) offering the program(s), the student is required to complete the following: (a.) Satisfy degree requirements for the five-year master’s program; and (b.) Satisfy requirements for the baccalaureate-level program."

4. Motion to approve revisions to the Undergraduate Catalog concerning International Admissions (moved and seconded out of committee):

The following change is proposed for the Coastal Carolina University Undergraduate Catalog to be effective in 2014-2015. The change is proposed to accommodate the opportunity for international students admitted to a wholly online program through one of those programs offered through the COOL initiative to be able to exempt providing the confidential financial statement as a part of their required application materials as this information is only required for the issuance of student visas under U.S. immigration law and to clarify the terms under which they might be required to provide such information later in the process of their student experience.

Current catalog (2013-14 Undergraduate Catalog, Page 30):
International Admissions
Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate or graduate admissions. International applicants must complete either the undergraduate or graduate Application for Admission, include all necessary official transcripts and leaving certificates (official English translation required), submit required standardized test scores, and submit the Confidential Financial Statement which provides evidence of sufficient financial resources to study in the U.S.

Proposed Catalog Change (shown as separate from earlier requested change notification regarding core curriculum).
International Admissions
Applicants who are not citizens or permanent residents of the United States must meet the University's general requirements for undergraduate or graduate admissions. International applicants must complete either the undergraduate or graduate Application for Admission, include all necessary official transcripts and leaving certificates (official English translation required), submit required standardized test scores, and submit the Confidential Financial Statement which provides evidence of sufficient financial resources to study in the U.S. International students who apply to complete their University degree completely online and those who do not anticipate taking coursework for their degree program on campus or elsewhere in the U.S. for at least twelve months after their admission will not be required to provide a Confidential Financial Statement as they will not be needing a visa to come to the United States of America. Prior to matriculating in any non-online courses, international students will need to provide the Confidential Financial Statement as part of the documentation required to obtain a visa to enable them to take such courses or participate in degree requirements located in the U.S.
5. **Motion to approve revisions to the catalog language relating to Core Goal 5, Part A. Knowledge of Other Cultures, Languages and Social Structures of Other Countries of the World (moved and seconded out of committee):**

Rationale: The Faculty Senate approved SPAN 115, FREN 115, GERM 115, and ITAL 115, five credit hour courses, on April 2, 2014; (AA-17 2013-2014). New language is needed in the University Catalog to include these courses under Core Goal 5, Part A, Knowledge of Other Cultures, Languages and Social Structures of Other Countries of the World. The proposed language needs to be approved in order for the CCU Catalog to accurately reflect the language requirements for new students, continuing students, and transfer students.

**Current Language in 2013-14 CCU Catalog:**

5. Knowledge of Other Cultures, Languages and Social Structures of Other Countries of the World. Educated persons should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and helps promoted global citizenship. (See Part A and Part B requirements identified below, 6-9 hours.)

Student Learning Outcomes

1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures.

Part A

Foreign Language (3-6 credit hours)

Successful completion of three credit hours in a foreign language sequence at the 130 level or above, or six credit hours of foreign language in sequence. Entry level for students continuing with a language will be determined by placement.

Part A - Foreign Languages will be satisfied for international students who are non-native speakers of English with an acceptable TOEFL or IELTS score or by successful completion of ELS Centers Academic English at level 112. Students affected will be required to complete (or transfer) additional elective courses to make up for the difference in credits toward graduation.

**Proposed Language:** Note: no changes are proposed to Part B

5. Knowledge of Other Cultures, Languages and Social Structures of Other Countries of the World. Educated persons should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and helps promoted global citizenship. (See Part A and Part B requirements identified below, 6-9 hours.)
Student Learning Outcomes
1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures.

Part A
Foreign Language (3-6 credit hours)

The foreign language requirement may be met by the successful completion of one of the following options:

- Five credit hours in a foreign language at the 115 level.
- Three credit hours in a foreign language at the 130 level or higher.
- For transfer students:
  - Six credit hours of transferrable foreign language in sequence from previous institutions or three hours at the 130 level or higher.
- For international students who are non-native speakers of English:
  - An acceptable TOEFL or IELTS score, or by successful completion of ELS Centers Academic English at level 112.

New students will be required to complete the foreign language at the 115 level, unless they elect to take a placement test in order to gain entry into a higher level.

Transfer students who have not successfully transferred in six credit hours of foreign language in sequence will be required to take the foreign language at the 115 level.

Continuing students, pursuing degrees under the previous catalog years of 2010-2011 through 2013-2014, may meet this requirement by successfully completing the foreign language at the 115 level (i.e. this supplements the requirements outlined in those previous academic catalogs).

Note: The options listed above have unique credit hours assigned. Students are required to complete (or transfer in) additional elective courses in order to make up for the difference in credits toward graduation.

6. Motion to approve revisions to the catalog language relating to Core Goal 1, Part A, Knowledge of Effective Communication (moved and seconded out of committee):

Rationale for Change:
The Faculty Senate, on April 2, 2014 (AA-13 2013-2014), approved changes to English 101 and English 102, including the number of hours and changes to the structure of course offerings in Core Goal 1, Knowledge of Effective Communication, Part A and Part B. These changes include:

- number of hours increased overall, from 6 to 8 hours in Part A
- ENGL 211 is no longer offered in Part A
• ENGL 102 is no longer offered in Part B

The proposed language needs to be approved in order for the CCU Catalog to accurately reflect the changes approved on April 2 for new students, continuing students, and transfer students.

Current Language in 2013-2014 Catalog:

1. **Knowledge of Effective Communication.** Educated persons should have the ability to comprehend, analyze and critically evaluate language, and to express themselves clearly and effectively. Educated persons should be skilled in reading, writing and thinking critically. (6-9 hours.

Student Learning Outcomes

1. Demonstrate the ability to comprehend and analyze language.
2. Demonstrate the ability to express oneself clearly and effectively.
3. Demonstrate the ability to comprehend, analyze and critically evaluate information.

Part A:

- ENGL 101 Composition (3)
  - AND one of the following courses:
  - ENGL 102 Composition and Literature (3)
  - ENGL 211 Introduction to Technical and Professional Writing (3)

Students may exempt (without credit) ENGL 101 under the following conditions:

- Report a score of 600 or higher on the SAT Writing Test
- Report a score of 24 or higher on the ACT Writing Test

**All students are required to complete ENGL 101 with a C or better to progress to either ENGL 102 or ENGL 211, which must be completed with a C or better in order to fulfill this Core goal.**

Part B:

Three (3) additional credit hours shall be taken in a course for communicating in the disciplines. This course may, but does not have to be discipline specific, i.e., it may be communicating in the social sciences or communicating in the natural sciences. All courses with this designation will apply to this core requirement.

- BIOL 122/122L Biological Science II/Laboratory (4)
- CHEM 150 Communication in Physical Science (3)
- COMM 140 Oral Communication (3)
- CSCI 101 Introduction to the Internet and the World Wide Web (3)
- CSCI 130 Introduction to Computer Science (3)
- ENGL 102 Composition and Literature (3)
- ENGL 211 Introduction to Technical and Professional Writing (3)
- ENGL 290 Introduction to Business Communication (3)
- ENGR 101 Introduction to Engineering (3)
HIST 250  Historical Research and Writing (3)
MSCI 201  Scientific Communication (3)
PHIL 271  Philosophical Writing (3)
POLI 200  Communication in Political Science (3)
PSYC 202  Introduction to Scientific Communication: Psychological Perspectives (3)
SOC 201  Sociological Analysis (3)
THEA 149  Acting for Non-Majors (3)
THEA 150  Acting 1 (3)

Proposed Changes for 2014-15 Catalog:

1. **Knowledge of Effective Communication.** Educated persons should have the ability to comprehend, analyze and critically evaluate language, and to express themselves clearly and effectively. Educated persons should be skilled in reading, writing and thinking critically. (6-9 7-12 hours).

Student Learning Outcomes
   1. Demonstrate the ability to comprehend and analyze language.
   2. Demonstrate the ability to express oneself clearly and effectively.
   3. Demonstrate the ability to comprehend, analyze and critically evaluate information.

Part A:
ENGL 101  Composition (3) (4)
   AND
ENGL 102  Composition and Critical Reading (3) (4)
ENGL 211  Introduction to Technical and Professional Writing (3)

Students may exempt (without credit) ENGL 101 under the following conditions:
   Report a score of 600 or higher on the SAT Writing Test
   Report a score of 24 or higher on the ACT Writing Test

Transfer students may satisfy Part A with 6-8 hours of transferable credit for English 101 and English 102.

All students are required to complete ENGL 101 with a C or better to progress to either ENGL 102 or ENGL 211, which must be completed with a C or better in order to fulfill this Core goal.

Part B:
Three (3) additional credit hours shall be taken in a course for communicating in the disciplines. This course may, but does not have to be discipline specific, i.e., it may be communicating in the social sciences or communicating in the natural sciences. All courses with this designation will apply to this core requirement.

   BIO 122/122L Biological Science II/Laboratory (4)
   CHEM 150  Communication in Physical Science (3)
   COMM 140  Oral Communication (3)
   CSCI 101  Introduction to the Internet and the World Wide Web (3)
CSCI 130  Introduction to Computer Science (3)
ENGL 102  Composition and Literature (3)
ENGL 211  Introduction to Technical and Professional Writing (3)
ENGL 290  Introduction to Business Communication (3)
ENGR 101  Introduction to Engineering (3)
HIST 250  Historical Research and Writing (3)
MSCI 201  Scientific Communication (3)
PHIL 271  Philosophical Writing (3)
POLL 200  Communication in Political Science (3)
PSYC 202  Introduction to Scientific Communication: Psychological Perspectives (3)
SOC 201  Sociological Analysis (3)
THEA 149  Acting for Non-Majors (3)
THEA 150  Acting 1 (3)

X. QUASI COMMITTEE OF THE WHOLE

XI. OTHER

XII. ANNOUNCEMENTS

XIII. GOOD OF THE ORDER

XIV. ADJOURNMENT