
ABSENT:  Dennis Edwards, Jose Sanjenis

APPROVAL OF MINUTES:  Evans announced two corrections to the April 2004 Minutes:

The following was submitted from Academic Affairs for information only.  No required Senate action was omitted from the previous Minutes.

**Item 1.** The following is the omitted section from the Spadoni College of Education:

1. **Request to Delete a Course:** EDUC 280, INTRODUCTION TO SPECIAL EDUCATION.  **Rationale:** Changes in the initial certification requirements for teachers indicate greater depth and breadth of coverage of the content related to Special Education.  In order to adequately prepare students for this course, it is also being re-sequenced to the first semester of the Senior Year.  Note:  The content of this course is being subsumed and expanded in the proposed course EDUC 482, Special Education:  High Incidence Exceptionalities.

2. **Request for Change in Course Title:** EDUC 332, THE YOUNG CHILD: BEHAVIOR AND DEVELOPMENT IN EARLY CHILDHOOD (3) to CHILD DEVELOPMENT: THE YOUNG CHILD.  **Rationale:** New course title more accurately defines the content of the course and more closely aligns the course with similar courses offered by Early Childhood programs at other institutions.

3. **Request to Delete a Course:** EDUC 514, TEACHING OF READING IN THE ELEMENTARY SCHOOL.  **Rationale:** Changes in the initial certification requirements for teachers indicate greater depth and breadth of coverage of the content related to Literacy Instruction.  This course is being replaced with other courses.  Note:  The content of this course is being subsumed and expanded in proposed course EDUC 314, Emergent Literacy and EDUC 414, Advanced Issues in Literacy Instruction.

**Item 2.** The following was listed under Education’s request for changes in Early Childhood Education (Pre K-3) Major, but should be listed under changes to the Elementary Education Program.

4. **Request for Change in a Course:** EDUC 280, INTRODUCTION TO SPECIAL NEEDS.  Proposed change in Course Number and Title, change to:  EDUC 380, Young Children with Special Needs.  Course description: change to ‘This course addresses the nature and characteristics of young children (birth through age 8) with special needs, legal issues in special education, issues in definitions and identification of disabilities, issues in testing and diagnosing very young children, and ways to adapt learning environments including methods, materials, classroom arrangement, etc. to meet the needs of all young children.’  **Rationale:** The change in course number from EDUC 280 to EDUC 380 reflects a change in the sequencing of course in the revised Early Childhood program.  The change in course title from Introduction to Special Needs to Young Children with Special Needs more accurately defines the content of the course and aligns the course more closely with the EC program.  The new course description reflects the change in content to meet accreditation guidelines and provide the knowledge, skills and dispositions our Early Childhood candidates need to be effective teachers.
A motion was made by Andy Hendrick, seconded by Jim Eason to accept the April 7, 2004 minutes as corrected. The minutes, with corrections, were approved.

EXECUTIVE COMMITTEE REPORT: Evans asked the Senate’s assistance in completing the agenda. He asked for efficient use of time to get through the entire agenda combined with due vigilance to not make any errors.

Evans announced the on-line administrator evaluations went very well, an estimate of 125 evaluations were done.

Evans reported that the salary-compression study has come out of Welfare and Development, and returned to the Provost. Since it has not gone further than that, Evans did not have an update. The report regarding salary presentation on what we expect to do initially and then down the road, expected at this meeting has been postponed. Evans said he expects to have that report regarding the salary compression study and the recommendations from Welfare & Development as well as further developments on that at the July 14th Senate meeting.

The Board of Trustees is meeting Friday, May 7th, Evans said, and all faculty are welcome to attend.

Evans reported that he attended a meeting of the Council of Faculty Chairs where two main items came up. The committee was encouraged by Dr. Festa, Executive Director of Commission on Higher Education, to formulate a parallel process whereby the council of faculty chairs would start to formulate their goals and philosophical approach for the new formula funding initiatives, and at a later date bring this formula to a wider audience at that point in time. Evans said the other item raised was the issue of the academic bill of rights. This is an initiative coming out of Colorado, Georgia and other states, and depending on what your political leanings are the source is purportedly the conservative press, who feel that faculty are far more liberal than the population at large, and therefore the students are being exposed to views that are not necessarily mainstream, and therefore dangerous to their development. No one at the meeting felt that this would be an immediate issue in this state, but just to let you know this is out there.

Evans reported that the July Senate meeting deadlines are Agenda items due to Evans by June 30, the Agenda will be available to faculty on July 7th, and our meeting will be on July 14th, in WALL 317 beginning at 2:30 PM.

Evans reminded committee chairs, that according to the Faculty Manual, reports are due to the Senate chair before the end of the academic year, and the reports should also go on file in the Library.

Evans said a list of committee membership vacant slots to be appointed for the next academic year has been sent to faculty. Should you wish to nominate yourself or someone else, forward your nominations to Evans soon as possible.

PROVOST AND OTHER ADMINISTRATIVE REPORTS: Provost Barr said several groups have been working across campus in trying to introduce the incoming freshman to a more structured learning environment. These groups selected a text that the students will read before they get to Coastal. Freshman then have discussion groups during orientation and carry it through into their English classes. In conjunction with that, they are also working on a formal convocation. Barr said he has not sent the letter out to all faculty yet, because he is still discussing times, how hot it is, and what we wear, etc. He said both email and a letter will be sent to faculty once those decisions are made.

COMMITTEE REPORTS:

Dennis Wiseman, Graduate Council reported the following proposal for a new course from the College of Humanities and Fine Arts was approved by the Graduate Council on Friday, April 16, 2004.

Proposal for New Course: ENGL 685 Adolescent Literature. (3) Course designed to introduce the various issues which have encouraged the proliferation of modern critical views within the field and to enable students to use theory effectively across a wide range of texts in the classroom. Rationale: ENGL 685 is needed because ENGL 485 Adolescents Literature is not a graduation requirement for English majors in the undergraduate program. Therefore, ENGL 685 might be the only course in adolescent literature that a future teacher enrolled in the MAT program might be able to take.

Wiseman reported on Computing saying there was a group of faculty who came together in January; the report was sent to the Provost early in April. The Provost had asked that a group be brought together to talk about Coastal’s
organizational system for providing computing service in particular to faculty, to share observations on the quality of those services and to make recommendations. A copy of the report was sent to Dave Evans, the Provost, and to each of the committee members. The committee was made up of Dan Ennis, Vivian Ford, John Goodwin, Scott Harris, Michael Lackey, Marvin Marozas, Paul Olson, Doug Smith, Sophia Tan, Yoav Wachsman, and Wiseman. Wiseman said for anyone who would like a copy of the report to contact him and he will get you a copy. The general observation, Wiseman said, of those who participated in the activity, was that CCU really does have a wealth of technical resources available to it, administratively and academically. The group felt very strongly that the decisions made related to academic computing need to be much more representative of faculty thinking, not only in terms of academic programs and their support, but also resource available to faculty. Wiseman said he feels that the report brings some good thinking to just a very pages.

Evans reported that a senator checked the faculty manual regarding meeting time, and the manual states, “each meeting will not exceed one and one-half hours unless extended by vote of the Senate.”

Evans changed the order of the agenda to allow Mike Gilbert to present the recommendations from Student Life.

A motion was made by Andy Hendrick, seconded by Joan Piroch to accept the recommendations from the Student Life Committee to accept the revised Code. The motion passed.

The Student Life Committee recommendations for continued review of the Code and related materials:

- That the University develop an academic manual to be distributed to both students and faculty containing (among other things) a detailed definition of plagiarism.

- That pertinent sections of the Code be included in the Faculty Manual.

In addition, the Committee will be looking further into the following issues:

- Record keeping involving Violations in the Classroom

- Possible addition of an ombudsman (-person) for the purpose of assisting students in connection with judicial matters

- Grade penalty of “F” for non-academic violations

**Code of Student Conduct**

***Additions to previous draft noted in italics. Deletions noted by strikethrough.***

I. Introduction

Human beings grow and mature in communities. Living in a community requires depending upon the knowledge, integrity, and decency of others. In turn, the best communities help individuals mold habits and values that will enable them to achieve the highest personal satisfaction, including the satisfaction associated with helping to make a better world. The rules enforced by the University are designed to protect individual liberties, and other values stated in the University's mission statement, especially the commitment to: "embrace a sense of ethics, honesty, truth, and justice, a willingness to accept responsibility for one's own actions and choices, an appreciation for work and self-discipline, and appreciation of and desire for lifelong learning, and a respect and tolerance for the ideas, values, and opinions of others."

II. Standards of Conduct

In addition to the regulations of the Coastal community, we are also responsible for abiding by the laws of the greater federal, state and local communities of which we are also a part. Certain aspects of student life are addressed both by Coastal regulations as well as by the laws of these outside communities, and the University
reserves the right to take disciplinary action in response to cases in which the behavior in question falls in both jurisdictions.

A. Prohibited Conduct

1. Plagiarism, cheating and all other forms of academic dishonesty.

   a. One is guilty of plagiarism when

      (i) Words, sentences, ideas, conclusions, examples and/or organization of an assignment are borrowed without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student’s paper).

      (ii) A student submits another person’s work in place of his/her own.

      (iii) A student allows someone else to revise, correct or edit an assignment without explicit permission of the instructor.

      (iv) A student submits work without proper acknowledgment from commercial firms, Web sites, fraternity or sorority files or any other outside sources, whether purchased or not.

      (v) A student allows another person to take all or any part of a course, including quizzes, tests, and final examinations.

      (vi) A student submits any written assignments done with the assistance of another without the explicit permission of the instructor.

      (vii) A student knowingly aids another student who is engaged in plagiarism.

   b. One is guilty of cheating when:

      (i) A student uses unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination.

      (ii) A student knowingly aids another student who is engaged in cheating.

   c. Furnishing false information to any University official, faculty member or University office

2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, University activities on or off campus, or other authorized non-University activities when the act occurs on University premises.

3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and other conduct which threatens or endangers the health or safety of any person or any act which unreasonably interferes with, impedes or harasses other students in the pursuit of their education or way of life.

4. Attempted or actual theft of and/or damage to and/or misappropriation of University property, of a member of the University community or of other personal or public property.

5. Hazing, defined as any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation into, admission to, affiliation with, or continued membership in a group or organization.
6. Failure to comply with directions of University officials or law enforcement officers acting in the performance of their duties, and the failure to identify oneself to these persons when requested to do so; failure to comply with judicial hearing bodies.

7. Unauthorized possession, duplication or use of keys or access cards to any University premises, unauthorized entry to or use of University premises, and failure to report lost or stolen keys or access cards.

8. The altering or misuse of a student identification card.

9. Violation of published University policies, rules or regulations including those in the Residence Life Handbook.

10. Violation of federal, state or local law on University premises, at University-sponsored or University-supervised activities, or elsewhere, if such conduct adversely affects the University community.

11. Use, possession or distribution of narcotics or other controlled substances except as expressly permitted by law.

12. Public intoxication or use, possession or distribution of alcoholic beverages, except as expressly permitted by the law and University regulations.

13. Illegal or unauthorized possession of firearms, ammunition, explosives, weapons or dangerous chemicals on University premises.

14. Unauthorized access to, or abuse of University network and computing systems, or any other violations of the University computer use policy.

15. Abuse of or interference with the Judicial System. (Refer to Campus Judicial Board, Section VII)

16. Acting as an accessory to any of the above aforementioned prohibited conduct.

III. Student Rights and Responsibilities

A. General Information

Responsibility for good conduct rests with students as individuals. All members of the academic community are expected to use reasonable judgment in their daily campus life to show due concern for the welfare and rights of others. Students should be aware that educational institutions are not sanctuaries from the jurisdiction of the civil and criminal laws of the communities and states wherein such institutions exist. While the rules and regulations of Coastal Carolina University are not meant to duplicate general laws, there are some respects in which the lawful interests of the institution as an academic community coincide with the broader civic interest treated in general laws. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities, as well as liable for disciplinary action under University rules when their conduct violates institutional standards.

Students, no less than other citizens, are entitled to be secure in their personal safety and welfare, lodgings, papers, and effects against unreasonable searches and seizures. This does not prohibit normal inspections of University facilities for maintenance, health, or safety purposes. Nor does it preclude searches and seizures properly authorized by administrators in emergency situations where the welfare and safety of persons or property are involved. Approval for such procedures will be granted in strict accord with required legal standards. Searches and seizures by law enforcement personnel related to investigations or arrests are conducted only under proper warrant and are not the responsibility of Coastal Carolina University.
The University reserves the right, in the interest of all its students, to decline admission to, suspend, or to require the withdrawal of a student after appropriate University judicial procedures have been followed. Students agree to abide by all rules and regulations of the University as a condition of admission.

B. Rights of the Accused

1. Persons accused of violations of existing rules and/or regulations of Coastal Carolina University are entitled to the following rights under the Coastal Carolina University judicial process:
   a. Written notice of charge(s), account of the alleged misconduct, and notice of the scheduled hearing.
   b. The right to (a) disciplinary hearing(s) and hearing procedures or any other pertinent information.
   c. The right of a timely judicial process and decision.
   d. The right to challenge the admissibility of evidence.
   e. The right to appeal to the next higher authority.
   f. The presumption of innocence until proven responsible by a majority of the evidence.
   g. Notice of the maximum allowable penalty.
   h. The right to a personal advisor.
   i. The right to testify or remain silent.
   j. The right to present witnesses and reasonable number of character statements.
   k. A written decision specifying the violation, penalty assessed, and right of appeal.
   l. The right to challenge the seating of any hearing administrator for good cause.
   m. The right to have the case heard only on the misconduct specified in the written notice.
   n. The right to question all available witnesses.
   o. The right to request a reasonable postponement of the hearing.
   p. The right to face their accuser. Special conditions may be imposed in sensitive cases.

C. Rights of a Person Filing a Complaint

1. A person who has filed a complaint shall have the following rights:
   a. The right to review the statements of the student who is the subject of the alleged violation;
   b. The right to present evidence supporting his or her version of the alleged violation;
   c. In cases of sexual assault, the right to know the outcome, including sanctions of the hearing.

IV. Academic Conduct Violations in the Classroom (to include any instructional setting)

A. General Guidelines and Reporting Procedures for Academic Violations in the Classroom
1. **Academic Conduct violations in the classroom** include, but are not limited to, all acts of academic dishonesty or other behaviors described in Section II-A (1-2) in this handbook.

2. **Academic violations** which occur in instructional settings but which are not considered of an academic nature by the instructor may be reported to the VPSA after the student-faculty conference and upon consultation with and approval of the department chair and/or dean. Either the department chair (see A-3) or to the VPSA (see VA 1).

3. **Academic Conduct violations in the classroom** should be reported in writing within ten (10) business days to the instructor of the class, the department chair or college designee by:
   a. The student accused of committing the violation
   b. Any student observing the violation
   c. Any faculty or staff member observing the violation

4. Reports of **academic Conduct violations in the Classroom** should include the following information:
   a. Name of the accused student
   b. Specific Violation
   c. Name(s) of witness(es)

5. Refer to Section III-C for Rights of a Person Filing a Complaint.

6. Anonymous written reports may alert a faculty member to an existing problem in the classroom, but these reports cannot serve to initiate disciplinary action.

7. In cases where reports are made to the department chair/dean, the department chair/dean will immediately inform the instructor(s) of the course(s) in which the alleged violation(s) took place so that the instructor can proceed with appropriate action. (See IV.B)

8. Subsequent actions, including written notification of the accused and hearings or appeals, should occur on a schedule dictated by the need for prompt action to resolve the issue while providing ample time to protect the rights and responsibilities of all parties. The faculty member will be a party to all subsequent hearings or appeals.

**B. Disciplinary Procedures for Academic Violations in the Classroom**

1. The accused student will be notified of the violation and available evidence in writing by the **faculty member involved in the class** in which the alleged violation occurred and a copy will be forwarded to the department chair (where no chair exists, to the associate or assistant dean, or college designee). The notification will include a request to appear at a student-faculty conference.

2. At the student-faculty conference, the student will be informed of the possible sanction(s) and the student will have an opportunity to respond to the charge(s).

3. The student-faculty conference should occur within the semester during which the violation occurred. If the violation occurs within the last two weeks of a semester or during a period between semesters, the conference must occur as early as practical the following semester.

4. In the case of a student who chooses not to respond to the notification, the student-faculty conference may proceed in the student’s absence.
5. Participants at a student-faculty conference will include the accused student and instructor, but can also include the student(s), faculty or staff member(s) who observed and reported the infraction.

C. Decisions and Appeal Process for Academic Violations in-the-Classroom

1. Refer to Section VI: Hearing Decisions and Notification for Violations and Section VII: Sanctions.

2. If a student believes he or she has been wrongly accused, the sanction(s) imposed are too harsh or that due process has been denied, the student may appeal the matter to the department chair or assistant or associate dean or college designee. The department chair or designee will then consult with the student and instructor and issue a written decision regarding the appeal.

3. The student may appeal the decision of the department chair to the college dean. The request for appeal must be in writing and state the reason(s) for believing the decision of the department chair or designee improper. The college dean will then issue a written decision regarding the appeal.

4. The decision of the college dean may be appealed to the Provost or designee. The request for appeal must be in writing and state the reason(s) for believing the decision of the college dean to be improper. The Provost or designee will then issue a written decision regarding the appeal.

5. The decision of the Provost or designee is the final step in the process within the University. Only in extraordinary circumstances and at their discretion may the President and Board of Trustees choose respectively to review a decision.

   The student has the right to further appeals of decision issued by the Provost or designee to the University President. The request to appeal must be in writing and state the reason(s) for believing that the decision of the Provost or designee to be improper.

6. The decision of the University President may be appealed to the Board of Trustees. The request to appeal must be in writing and state the reason(s) for believing that the decision of the University President was improper. The written decision regarding the appeal will be issued by the Board of Trustees and will be final.

6. Once resolved, case files will be maintained by the college dean’s office under which the violation occurred. A copy of the final written decision will be sent to the Office of the Provost.

V. Non-Academic Conduct Violations outside-the-Classroom

A. General Guidelines for Non-Academic Conduct Violations outside-the-Classroom

1. The Vice President for Student Affairs (VPSA) has primary responsibility and authority for the administration of student discipline for non-academic violations outside-the-classroom. Further delegation of this authority may be made by the VPSA to the Director of Residence Life and other staff members.

2. Anyone may initiate a complaint regarding a Coastal Carolina University student by submitting the following information to the VPSA or designee:

   a. the name(s) of the accused

   b. a clear statement explaining the nature and circumstances of the complaint

   c. the names, addresses, and telephone numbers of those filing the complaint

3. Anonymous reports may alert an administrator to an existing problem, but these reports cannot serve to initiate disciplinary action.
4. Cases of alleged misconduct by any Coastal Carolina University student, on or off campus, are within jurisdiction of the campus judicial process.

5. Refer to Section III-C Rights of a Person Filing a Complaint.

**B. Disciplinary Hearing Options**

1. **Preliminary Investigation**
   a. The VPSA or designee will investigate reports of alleged violations of the Code of Conduct or local, state, or federal law. After completing a preliminary investigation and finding evidence of an alleged violation, the student will be called to appear at a Judicial Conference or receive notice of their hearing with an administrator or the Campus Judicial Board.

2. **Judicial Conference**
   a. The hearing officer will conduct the Judicial Conference. The complainant may or may not be present.
   b. This conference will occur within two weeks or as soon as possible after the report or complaint is received. The hearing officer will inform the accused student of these facts:
      (i) The charge(s) against him or her
      (ii) The disciplinary hearing options
      (iii) Possible sanctions involved
   c. At the Judicial Conference, one of the following courses of action will be followed:
      (i) Find no basis for the complaint and dismiss the allegation as unfounded.
      (ii) The hearing officer and the student agree on the facts of the case and the assigned sanctions. No further action is necessary.
      (iii) The hearing officer and the student do not agree on a resolution and the case is referred to a hearing with a Student Affairs administrator or the Campus Judicial Board.

3. **Administrative Hearing**
   a. The student may waive all or part of the written notice requirements listed below and proceed immediately with a hearing. All waivers shall be executed in writing. The hearing officer will provide the accused:
      (i) A written notice of the charge(s) and an outline of rights. In the event that additional charges are brought, a further written notice must be forwarded to the student. These notices may be mailed or hand delivered.
      (ii) Review of all available information, documents, exhibits, and a list of witnesses that may testify against him/her.
      (iii) Choice not to appear at the hearings. In that case, the hearing shall be conducted in the student's absence.
iv) Assistance by a personal advisor. The personal advisor provides the student moral support and may or may not be a member of the Coastal Carolina University community. Upon request of a student, the personal advisor may:

1. Advise the student concerning the preparation and presentation of the case. The advisor may not speak for the student, except in exceptional circumstances with the discretion of the chair.

2. Accompany the student to all judicial proceedings.

3. Have access to all materials relating to the case.

4. In cases involving sexual offenses, the alleged victim may have a support person(s) present during the Administrative and/or Campus Judicial Board hearings. The support person(s) may not participate in any way in the hearings.

v) A Judicial Conference with the VPSA where all of these rights, responsibilities and procedures are explained.

b. Once resolved, case files will be maintained by the Office of the Vice President for Student Affairs.

c. If the accused student pleads responsible to the charge(s) and accepts the sanction(s) offered, there may be no appeal and the action has ended.

d. If the accused student pleads responsible to the charge(s) but does not wish to accept the sanction(s) offered, he or she can request an appeal to the Campus Judicial Board. This review can result in an upholding of the sanction(s) or modification of the sanction(s).

4. Campus Judicial Board Hearing

Refer to Section VIII: Campus Judicial Board for the Campus Judicial Board hearing process.

C. Decisions and Appeal Process for Non-Academic Conduct Violations outside the Classroom

1. Refer to Section VI: Hearing Decisions and Notification for Violations and Section VII: Sanctions.

2. If a student believes he or she has been wrongly accused, the sanction(s) imposed are too harsh or that due process has been denied, the student may appeal the matter to the VPSA. The request to appeal must be in writing and state the reason(s) for believing that the decision of the hearing officer was improper.

3. If the VPSA served as the original hearing officer, the student may appeal to the Campus Judicial Board. The request for appeal must be in writing and state the reason(s) for believing the decision to be improper.

VI. Hearing Decisions and Notification for Violations

A. Finding of Not Guilty

1. A finding of not guilty as a result of a decision by the VPSA or designee, Provost or designee, College Dean, Campus Judicial Board, University President, or Board of Trustees will result in a complete reversal of all sanctions or penalties previously imposed. A finding of not guilty by any of the appellate bodies may not be appealed further, and the action is ended. After a finding of not guilty, all record of the sanction(s) or penalty or penalties previously imposed will be removed from the student’s record.
B. Finding of Guilty - Penalties and Sanctions

1. Disciplinary sanctions may be imposed upon students guilty of violating the Code of Conduct. All sanctions may be imposed either singularly or in combination.

2. The purpose of imposing sanctions is twofold: to protect the University community from behavior that is detrimental to the community and to assist students in identifying acceptable limits and consequences of future behavior that fall within the regulations of the University. From the date of suspension to the date of return, the student does not have access to the petition process. The Office of the Registrar will inform instructors of a W or WF assigned for non-academic reasons.

3. Sanctions include, but are not limited to those listed within Section VII: Sanctions.

C. Notification

1. At the discretion of the VPSA, decisions of cases and sanctions may be shared with the student’s parents or guardian, the complainant and/or the academic dean or other appropriate university officials on a need-to-know basis. In cases involving sexual assault and serious criminal acts, both the complainant and the accused will be notified of the outcome of the proceedings by the Vice President’s office.

2. Notifications and hearing decisions to the student will be in writing and mailed on a certified/return receipt requested basis and in some cases hand delivered.

VII. Sanctions

Sanctions issued for Code of Student Conduct violations include but are not limited to the following:

1. Warning
   (This sanction is not entered as a matter of University record.)

2. Fines
   Requirement that a student remit a specific amount of money as a consequence for his/her misbehavior. (Refer to the Residence Life Handbook for a schedule of fines.)

3. Restitution
   Order to make restitution issued when a student has engaged in conduct injurious to the property of another (individual, group, or the University) for which monetary damages may be determined ascertained. For example, this sanction may be assessed in cases of property damage, theft, fraud, deception, or misappropriation.

4. Community Service
   Provide some type of community service to the University or community as a whole. The service should be relevant to the nature of the violation, should have some educational value and should not be unduly burdensome to other staff or students. This sanction may include, but is not limited to, accompanying staff on duty, researching and writing a paper on a relevant issue, providing assistance to a disabled student or completing a programming assignment.

5. Reprimand
   An official rebuke for misconduct.

6. Permanent Dismissal
   Dismissal from the University without leave to apply for readmission. Involuntary separation of the student from the University without future readmission. The student must leave the campus and is not eligible to participate in classes or any University sponsored or University related activities.
7. Suspension for a Period of Time
Denial of enrollment, attendance, and other privileges at the University for a given period; may reapply for admission at the end of the period, with or without qualifications. When the sanction of suspension is imposed, the student must leave the campus immediately and may not participate in academic, extracurricular or other activities of the University except as may be authorized by the VPSA or designee.

8. Disciplinary Probation
A period of review and observation during which a student is under an official warning that his or her conduct, although not serious enough to warrant a form of suspension, was very inappropriate. Subsequent violations of University rules, regulations, or policies could result in a more severe sanction.

9. Deferred Suspension
A more severe sanction than disciplinary probation, given for a period of time, which indicates that the serious nature of the conduct violation would normally result in a student's suspension from the University, but given extenuating circumstances, this suspension is not put into effect. Any serious violation of rules, regulations, or laws while under deferred suspension suspension held in abeyance will result in suspension from the University. In the event a student violates the conditions of a deferred suspension suspension held in abeyance, the student will be notified to appear before the Campus Judicial Board to show cause why the student should not be suspended. The procedures for a regular hearing will not apply.

10. Conditions
Limitations upon a student's behavior and/or department privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to, denial of the right to represent the University in any way, denial of the right to hold an office with a student organization, restriction of visitation privileges, required attendance at a workshop or participation in community service.

11. Imposed Grade of F
If a penalty grade of F is imposed in the course, the student will not be able to drop the course or petition a grade change.

12. Interim Suspension
Interim suspension is an action requiring that a student immediately leave the campus and University property. It may be imposed upon a student by the VPSA or designee when there is reasonable cause to believe, based on available facts, that the student poses a threat to self or others. This is done because the immediacy of the danger caused by the student's presence on campus makes it impossible to follow the normal disciplinary procedures.

Any student who is suspended on an interim basis and returns to the campus and University property during the suspension shall be subject to further disciplinary action and may be treated as a trespasser. Permission to be on campus for a specific purpose (i.e., to take an exam, to consult with the VPSA, or to participate in the disciplinary procedures against him or her) may be granted in writing by the VPSA. When a student is suspended on an interim basis, he or she is given notice of the reasons for the suspension, the duration and any special conditions that apply.

A student who is suspended on an interim basis will have their case heard by an administrator or by the Campus Judicial Board within ten (10) business days of the interim suspension.

VIII. Campus Judicial Board
A. Members
1. The Campus Judicial Board (CJB) shall consist of five-elected faculty at large; three administrative staff or faculty members appointed by the University President; and six students. The chair of the
CJB will be a faculty member, elected by members of the CJB. The student members must have completed a minimum of 60 semester hours, carry a minimum of 12 hours per semester for the duration of their service, and be appointed by the Student Government Association so that each academic college is represented.

2. A sitting panel will be selected for each case of the available and eligible CJB members and consist of two students, three of the elected faculty members and one administrative appointee.

3. The CJB chairperson will chair the hearing panel and only votes in case of a tie.

4. The VPSA or designee may serve as an advisor to a sitting panel and share the discipline file of the accused.

B. Term of Office of Members

1. Elected faculty members shall serve two year staggered terms. Appointed members shall serve a one year term. SGA student members shall be appointed for a one year term.

2. When a campus judicial board member resigns, vacancies will be filled as follows: the Faculty Senate Executive Committee shall appoint or elect faculty for elected faculty vacancies; the University President shall make a new appointment for appointed vacancies; and the SGA President shall make a new appointment for student representative vacancies.

C. Jurisdiction

1. The CJB shall conduct hearings and appeals of students alleged to have committed violations of the Student Code of Student Conduct.

2. The CJB has jurisdiction over alleged violations committed by Coastal Carolina University students outside of the classroom, including by way of example, but not limited to: theft; assault; violations of alcohol/substance abuse policies and/or the Code of Conduct; and all matters arising under the Student Government Association Constitution as referred by the SGA or VPSA (SGA impeachment proceedings will be consistent with the SGA Constitution).

3. To accomplish fundamental fairness, the CJB may change or modify its rules and procedures to apply to particular facts, circumstances or cases before it.

D. Referrals

1. The VPSA may refer cases to the CJB.

2. A student may appeal the decision of an Administrative Hearing to the CJB.

E. Powers, Decisions and Effects of Noncompliance

1. The CJB has the authority to enforce its decisions and to impose sanctions.

2. In the event that a student called before the CJB fails to appear at his or her scheduled hearing, the board shall not find guilt solely because the student did not participate in the hearing.

3. The failure of a student to comply with the decision of the CJB may result in additional penalties. The CJB shall notify the Registrar and the college dean of noncompliance with any of its decisions.

4. The VPSA will monitor the compliance of CJB decisions.

F. Rights and Responsibilities of a Student Called Before the Campus Judicial Board
1. All University students have rights and responsibilities. For a complete list, refer to Section III A-B.

2. A student called before the CJB shall also have the following rights:
   a. A written notice of charges and an outline of student rights and hearing options. Notice will be sent by certified mail or hand-delivered.
   b. All hearings will be closed to parties not directly involved with the case.
   c. A notice of the date, time, place and format of the hearing.

3. A student called before the CJB has the following responsibilities:
   a. Prompt response to all delivered correspondence is necessary to expedite judicial matters.
   b. If the student does not respond to the charge letter by the date requested, the student forfeits the above rights and the hearing will continue in his or her absence.

4. During the CJB hearing, a student charged with a violation is entitled or subject to:
   a. Advisory assistance. The advisor may be any individual of the student’s choice and may assist the student in all phases of the judicial process.
   b. Appear in person and to present witnesses and any information relevant to the case. Witnesses shall be present only during the time they are testifying.
   c. Present signed written statements from person(s) who are unable to attend the hearing.
   d. Hear and question all witnesses, and have access to all relevant information and evidence.
   e. Challenge sitting panel members for cause. The removal of a panel member will be at the discretion of the chair of the panel.
   f. Refuse to answer any question(s) or to make a statement. However, the adjudicating agent shall make its decision on the basis of information introduced at the hearing.
   g. Elect not to appear at the hearing. The hearing shall be conducted in the student’s absence.
   h. Be judged guilty only upon a finding that, based upon the information introduced at the hearing, guilt is strongly indicated.

G. The Procedure of the Campus Judicial Board

1. Prior to the Hearing
   a. All members of the sitting panel shall be notified by the chair of the case. Documents and details of the case will be available at the time of the hearing.
   b. The student who is subject to the alleged violation will receive written notification informing him or her of the specific charges against him or her, the time and place of the hearing, and notice of his or her rights.

2. General Information about the Hearing
   a. A CJB hearing must have quorum and must include at least one student.
b. Members of the CJB may be removed or disqualify themselves from sitting on a particular case for reasons of conflict of interest and a substitute may be appointed by the chair of the sitting panel.

c. The chairperson of the sitting panel shall be responsible for conducting the hearing, ensuring that proper records are kept and informing the appropriate officials of the decision and sanctions imposed.

d. Statements, evidence, or comments given during hearings will be held in confidence by members of the panel.

e. All hearings shall be conducted in an informal manner and technical rules of evidence will not apply.

f. A record of all hearings shall be made by the CJB by tape recording or by another method determined by the board. These recordings shall constitute the official record of all such proceedings.

g. During the hearing any mitigating circumstances may be introduced by either side to the panel.

h. Proceedings of the CJB shall take precedence over all non-academic activities and may, in extreme cases, need to take precedence over academic activities. Board members, students who are the subjects of a complaint, and all witnesses notified by the board shall appear at the times designated by the board and shall be excused from other obligations to participate in board proceedings.

i. The chair shall determine whether the appropriateness of questions and make decisions regarding procedural questions arising during the hearing.

3. Procedures of a Campus Judicial Board Hearing

a. The chair shall summarize the complaint and inform the student who is the subject of the complaint of the specific nature of the complaint or alleged infraction.

b. The chair may call upon the VSPA or designee to present documentation of past violations and/or sanctions of the accused.

c. The student who is the subject of the complaint may be present throughout the hearing and may consult with her advisor during his or her testimony.

d. The CJB may hear and question each witness separately.

e. The CJB may call any witnesses whose testimony bears on the case.

f. The CJB insists on honest and forthright responses to its questions, and may issue sanctions, including suspension or dismissal, for any witness who is not truthful or who intentionally misleads the board. All students who testify before the board will be expected to sign a statement attesting to the truthfulness of their testimony.

g. The student who is the subject of the complaint may ask the CJB chair to direct certain questions to a witness. Only the members of the CJB sitting panel may question a witness.

4. Post-Hearing

a. Only sitting panel members may be present and participate in the deliberations.

b. The CJB chair will inform the VPSA of all of the decisions of the board.
c. The VPSA will be responsible for notifying the student of the CJB decision in writing, ensure that proper record entries are made and that appropriate action on the penalty is taken. After complaints of sexual assault offenses, the VPSA will be responsible for notifying the victim and/or complainant of the decision in writing, ensure that proper record entries are made, and that appropriate action on the penalty is taken.

d. CJB case files shall be maintained by the VPSA.

5. Decisions and Appeals

a. Refer to Section VI: Hearing Decisions and Notification for Violations (Section VI) and Section VII: Sanctions (Section VII).

b. If the student is found guilty or if the student believes the imposed sanctions are unjust, the student may appeal the CJB decision in writing to the VPSA, whose decision is the final step in the process within the University. Only in extraordinary circumstances and at their discretion may the President and Board of Trustees choose respectively to review a decision.

If guilty or the student feels that the imposed sanctions are unjust, the student may appeal the CJB decision in writing to the University President. The request must be received within two weeks from the decision notification date and state the reason(s) for believing the decision to be improper.

c. Appeal of the CJB decision to the University President shall be limited to those issues raised by the appealing student in the CJB hearing and may not entitle a student to the full re-hearing of the case. The written decision regarding the appeal will be issued and the decision will be final.

d. A student who has violated or who has been charged with a violation of any non-academic regulation of Coastal Carolina University may not be permitted to withdraw from Coastal Carolina University without the permission of the chair of the CJB. A notation of the circumstances under which the accused student was permitted to withdraw shall be entered in the minutes of the board. The withdrawal of a student with or without such approval shall not deprive the board of the power to hear charges against him or her and in the event he or she is found guilty, the board may restrict his or her readmission on such terms or under such circumstances as it may prescribe.

Questions or concerns regarding this Code of Student Conduct should be referred to the Lynn Willett, Vice President for Student Affairs, Singleton Building, Room 104.
Judicial Process

Academic Violations in the Classroom

Complaint

(option available to faculty)

Referred to VPSA

Approval of Department Chair and Dean

Student-Faculty Conference

Decision

Appeal to Dean or College Designee

Decision

Appeal to Provost

Decision

Decision

Decision

Administrative Hearing

Decision

Appeal to Campus Judicial Board
Micheline Brown, Academic Affairs Committee presented the following for Senate information. No Senate Action Required.

a. Department of Health, Physical Education, and Recreation

1. **Request to Delete a Course:** PHED 211, Skill Development and Teaching Methods: Gymnastics/Dance.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

2. **Request to Delete a Course:** PHED 212, Skill Development and Teaching Methods: Racquetball/Badminton.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

3. **Request to Delete a Course:** PHED 213, Skill Development and Teaching Methods: Tennis/Golf.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

4. **Request to Delete a Course:** PHED 214, Skill Development and Teaching Methods: Soccer/Football.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

5. **Request to Delete a Course:** PHED 215 Skill Development and Teaching Methods: Basketball/Volleyball.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

6. **Request to Delete a Course:** PHED 216, Skill Development and Teaching Methods: Track and Field/Cross Country.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

7. **Request to Delete a Course:** PHED 217, Skill Development and Teaching Methods: Softball/Baseball.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

8. **Request to Delete a Course:** EDUC 440, Managing the Curriculum and Learner.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

9. **Request to Delete a Course:** EDUC 444, Instructional Theory and Practice – Middle and Secondary School.  
   **Rationale for Change:** Part of larger program revision in Physical Education and Teacher Education and in College of Education accreditation process. Essential content from this course is relocated in new course proposals included in this revision.

10. **Request for Change in Course:** PHED 401, Kinesiology (3). Change in Course Pre-requisites and Co-requisites. Change Pre-requisites from none to BIOL 232/232L. Change Co-requisites from none to PHED 401L.  
    **Rationale for Change:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Necessary changes to reflect scientific emphasis and current student needs in the field.

11. **Request for Change in Course:** PHED 402, Exercise Physiology (3). Change in Course Pre-requisites and Co-requisites. Change Pre-requisites from none to BIOL 232/232L and BIOL 242/242L. Change Co-requisites from none to PHED 402L.  
    **Rationale for Change:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Necessary changes to reflect scientific emphasis and current student needs in the field.

12. **Request for Change in Course:** PHED 403, Adaptive Physical Education and Recreation. Change in Course Number, Course Title, and Pre-requisites. Change Course Number to PHED 290; Change Course Title to Adapted Physical Activity. Change Pre-requisites from none to PHED 131; or permission of Department Chair.  
    **Rationale for Change:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Necessary changes in a sequential program consistent with accreditation needs and current practice/trends.

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13. **Request for Change in Course:** PHED 453 Organization and Administration of Physical Education, Recreation, and Athletics (3). Change in Course Number, Course Title, and Pre-requisites. Change Course Number to PHED 320; Change Course Title to Administration of Sport and Physical Education. Change Pre-requisites from none to Admission to Professional Program in Teacher Education; or Permission of Department Chair

b. **Department of Performing Arts**

1. **Request for Change in a Course:** THEA 170, ACTING I (3). Change in Course Number, Pre-requisite, and Course Description. Change to THEA 150. Pre-requisite: THEA 130. Course Description: Actor awareness, imaginative physical and vocal preparation, application of objectives—obstacles-action choices in theater exercises, a monologue, and scene work; terminology and types of theater spaces examined. **Rationale for Change:** Clarify Acting sequence for improved advising, student understanding and NAST accreditation. Sequence will be numbered to reflect Freshman, Sophomore, Junior, and Senior expectations.

2. **Request for Change in a Course:** THEA 370, ACTING II (3). Change in: Course Number, Pre-requisite, and Catalog Description. Change to: THEA 250. Pre-requisite THEA 150 with grade of C or higher. Course Description: Scene work in realistic, contemporary drama; developing the ensemble experience; improvisational work to develop the artistic impulse. **Rationale for Change:** Clarify Acting sequence for improved advising, student understanding and NAST accreditation. Sequence will be numbered to reflect Freshman, Sophomore, Junior, and Senior expectations.

3. **Request for Change in a Course:** THEA 470, ACTING III (3). Change in Course Number, Pre-requisite, and Catalog Description. Change to: THEA 350. Pre-requisite THEA 250 with a grade of C or higher. Course Description: Continuation of scene work, adding nonrealistic forms; introduction to alternative approaches to the acting process; developing the physical and vocal character; examination of technique in acting. **Rationale for Change:** Clarify Acting sequence for improved advising, student understanding and NAST accreditation. Sequence will be numbered to reflect Freshman, Sophomore, Junior, and Senior expectations.

4. **Request for Change in a Course:** THEA 478, Play Direction I (3). Change in Course Number, Course Title, Pre-requisite and Course Description. Change to: THEA 288, Directing I: The Director’s Vision. Pre-requisite: THEA 130 with grade of C or higher. Course Description: History, theory, and principles of directing. Examines director’s role and responsibilities, play selection, conceptualizing, ground plans, blocking. **Rationale for Change:** To support new emphasis and meet NAST standards.

5. **Request for Change in a Course:** THEA 479, Play Direction II (3). Change in Course Number, Course Title, Pre-requisite and Course Description. Change to THEA 388, Directing II: Directing the Actor. Pre-requisite: THEA 288 with grade of C or higher. Course Description: Director’s approach to text analysis and articulation of ideas. Rehearsal schedules, staging, rehearsal and audition techniques, scene work. Directors will focus on the direction of the Ten Minute play for and collaboration leading to new works. Final project will be a re-envisioned short scene from Shakespeare. **Rationale for Change:** To create a logical extension of Directing I and establish relationship to new works focused curriculum.

6. **Request for Change in a Course:** THEA 174. Dance for Musical Theater I (3). Change in Course Title, Credits, and Course Description. Change title to Ballet I, credits to (1), and course description to: Introduction to the techniques of classical ballet including alignment, positions, port de bras, and center combinations. **Rationale for Change:** This is a performing class, not a lecture class. One credit is appropriate credit for ensemble courses.

7. **Request for Change in a Course:** THEA 276, Dance for Musical Theater II (3). Change in Course Number, Course Title, Credits, and Course Description. Change Course Number to THEA 175; Change Course Title to: Jazz I. Change Credits to (1); Change Course Description to: Introduction to the style, technique, and rhythmic structures of Jazz dance. **Rationale for Change** This is a performing class, not a lecture class. One credit is appropriate credit for ensemble courses.

8. **Request for Change in a Course:** THEA 278, Dance for Musical Theatre III (3). Change in Course Number, Course Title, Credits, and Course Description. Change Course Number to THEA 176; Change Course Title to: Tap I. Change Credits to (1); Change Course Description to: Introduction to the fundamental principles of tap. **Rationale for Change:** This is a performing class, not a lecture class. One credit is appropriate credit for ensemble courses.

9. **Request for Change in a Course:** THEA 498, Musical Theatre Capstone Project (3). Pre-requisite: senior standing. Change in Credits to (1). **Rationale for Change:** The spirit of this course is to give students a
chance to put together a cumulative performance and portfolio. A reduction in credit brings this performance class in line with other performance classes offered throughout the Department of Performing Arts.

10. Request for Change in a Course: THEA 499, Theatre Capstone Project (3). Pre-requisite: senior standing. Change in Credits to (1). Rationale for Change: The spirit of this course is to give students a chance to put together a cumulative performance and portfolio. A reduction in credit brings this performance class in line with other performance classes offered throughout the Department of Performing Arts.

c. Department of Visual Arts

1. Request for Change in a Course: ARTS 495, ART STUDIO INTERNSHIP I (3). Pre-requisites: ARTS 103, 104, 111, 112, ARTH 105, 106 plus junior standing and 2.0 or better GPA. Students must have permission of the Chair of the department before applying for internship. Change in Course Description to: Application for the internship can be obtained without receiving permission from the chair of the department. Students are professionally supervised in an organization while working 120 hours during a semester (12 weeks at 10 hours per week). The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place is signed by all parties – the student, faculty supervisor, Chair of the department and the Dean of the Edward College of Humanities and Fine Arts. During the internship period, students are required to maintain a journal and when possible build a portfolio, Interim and final reports are sent to the organization during the semester by the coordinator of internships. Rationale for Change: New course description describes more accurately the course content. Course will provide on the job training for art majors.

2. Request for Change in a Course: ARTS 496, ART STUDIO INTERNSHIP II (1-3). Pre-requisite: ARTS 495. Change in Course Description to: Requirements are the same as for ARTS 495 except that an application for the internship must be obtained from the Chair of the department first. This internship opportunity open only to students who have taken ARTS 495. Rationale for Change: New course description describes more accurately the course content. Course will provide on the job training for art majors. (ARTS 495 and 496 are both made available because Art Studio concentrations such as graphic design and photography often have need for more than one internship opportunity during the time of their advanced study in art.)

3. Request for Change in a Course: ARTS 497, The Arts As A Professional (1). Change in Credit and Requested for Core Approval. Change to (3) credits. Change to Requested for Core Approval as a Computer Use Course. Rationale for Change: Course recommended for all Art majors. New credit hours more accurately reflects the course content and contact hours required of students (course will meet MWF or TH instead of W from now on).

d. Department of Politics

1. Request for Change in a Course: POLI 397, Internship in Political Science (3). Change in Course Number, Pre-requisites, and Catalog Description. Change Course Number to POLI 405. Change Pre-requisites from POLI 201 to POLI 201 and junior level with 2.50 GPA or consent of instructor. Change Course Description to: Internships are available in local, state, or federal government offices. Students may do an internship for academic credit of three (3) hours and must work at least 120 hours at an organization during the semester registered. Grades are determined by a combination of the evaluation of the internship performance by the facility supervisor and faculty supervisor. Requirements are specifically stated in a contract to be signed by the student, faculty supervisor and facility supervisor. Rationale for Change: The course description and number are being changed so that it is consistent with the internship courses in all of the humanities, which are to be listed at 495.
A motion was made by Pam Martin, seconded by Darla Domke-Damonte to accept item 1 from the Department of Health, Physical Education, and Recreation as follows. The motion passed.

1. Request for Changes in Degree (Physical Education Teacher Education Major)
   a. Change total credits required from 132-139 to 123-131.
   b. Delete courses from Program: PHIL 101 and EDUC 275
   c. Delete course from Program: PHED 300
   d. Delete course from Program: PHED 404
   e. Delete courses from Program: EDUC 440, EDUC 444, EDUC 451, EDUC 518, PHED 211, PHED 212, PHED 213, PHED 214, PHED 215, PHED 216, PHED 217.
   f. Change required courses in Area 4 Humanities/Fine Arts from: ARTH 105 or 106 or MUS 110 to Any Humanities/Fine Arts
   g. Change required courses in Area 6 Social Sciences from GEOG 121 to Any Social Science
   h. Change required course from HLED 221 to HLED 121
   i. Change required course from MATH – choose one of the following options OPTION I or OPTION II to Mathematics/Statistics Choose OPTION II
   j. Change Electives from 0 hours to 6 hours.
   k. Change pre-requisite statements for most revised and new courses in program and change numbering system for many new courses in program.

A motion was made by Jim Eason, seconded by Lee Bollinger to accept items 2 – 20 from Department of Health, Physical Education, and Recreation as follows. The motion passed.

2. Request for Addition of New Course: PHED 131, Orientation to Physical Education – Teacher Education (1). Course Restrictions: Restricted to PETE majors; or Permission of Department Chair. Course Description: The first in a 4-part series of courses entitled, "The Physical Education Teacher Education (PETE) Series". This course provides the student with an introduction to the PETE Program, the Professional Program in Teacher Education (PPTE), field experiences in teacher education, and current professional practice in the field. Special emphasis is placed on understanding the mission of the program. A Practicum experience is required (eight hours of observation at Elementary/Middle Levels.) Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis sequential progress through the program. Necessary change consistent with accreditation needs and current practice/trends.

3. Request for Addition of New Course: PHED 220, Lifetime Fitness (3). Course Restrictions: Restricted to HPER majors; or Permission of Department Chair. Course Description: Covers the basic concepts, components, and skills of lifetime personal fitness. Emphasis placed on behavior change through participation in all physical fitness components, utilization of fitness tools, and the application of essential concepts. Provides the knowledge and skills to plan, evaluate, and achieve a personal program of fitness. Course includes topics of nutrition, weight and stress management, and disease prevention related to a health lifestyle. Lab Fee: $35. Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis on personal fitness, weight management, and physical activity levels. Necessary change consistent with accreditation needs, student needs, and current practice/trends.

4. Request for Addition of New Course: PHED 225, Orientation to Physical Activity Skills (2). Course Description: Provides students with an introduction to the history, rules, skills, strategy, and safety of the following sports: Basketball, football, soccer, softball, tennis, track and field, and volleyball. Emphasis given to resource development and the development of basic skills necessary for upper level coursework. Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Foundation activity course for majors. Necessary change consistent with program sequence, accreditation needs, and current practice/trends.

5. Request for Addition of New Course: PHED 230, Outdoor Activities (2). Course Description: Introductory course for students in the Physical Education Teacher Education (PETE) program. Activities include hiking/backpacking, orienteering, ropes course, adventure education/initiatives, rock climbing, and camping. Course emphasizes basic skills, safety, and active participation necessary to plan, implement and evaluate each activity. Students are required to demonstrate proficiency in each activity through participation, skill assessments, experiential trips, and written assignments. Lab Fee: $30. Rationale for New Course: Part of
larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Foundation activity course for majors, and needed content consistent with program accreditation needs, and current practice/trends.

6. **Request for New Course:** PHED 231, Foundations and Service in Physical Education Teacher Education (1). Course Description: The second in a 4-part series of courses entitled “The Physical Education Teacher Education (PETE) Series”. This course emphasizes the foundations of the Physical Education and service within the surrounding community. Emphasis is also given to career development in physical education and sport. Credentialing and test requirements, and the development of lesson and unit plans. A Practicum experience is (eight hours of community service) is required, and students will be expected to complete a second personal fitness assessment. **Rationale for New Course:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis sequential progress through the program and awareness of the larger context of the profession. Necessary change consistent with accreditation needs and current practice/trends.

7. **Request for New Course:** PHED 310, Physical Activity Skills (2). Pre-requisites: PHED 231, PHED 225, Admission to Professional Program in Teacher Education. Co-requisite: EDUC 410. Course Description: Provides candidates with the skills and knowledge necessary to select and teach appropriate physical activities for the elementary school student along with the ability to analyze fundamental motor patterns. Opportunities are provided for peer-teaching and skill development. **Rationale for New Course:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Provides needed content consistent with program accreditation needs and current practice/trends.

8. **Request for New Course:** PHED 311, Physical Activity Skills II (2). Pre-requisites: PHED 231, PHED 225, PHED 310, Admission to Professional Program in Teacher Education. Co-requisite: EDUC 411. Course Description: Provides candidates with the skills and knowledge necessary to select and teach appropriate physical activities, sport skills, and fitness activities for the middle school student, along with the ability to analyze motor patterns. Opportunities are provided for peer-teaching and skill development are provided. **Rationale for New Course:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Provides needed content consistent with program accreditation needs and current practice/trends.

9. **Request for New Course:** PHED 312, Physical Activity Skills III (2). Pre-requisites: PHED 231, PHED 225, PHED 311, Admission to Professional Program in Teacher Education. Co-requisite: EDUC 412. Course Description: An advanced course focusing on development of the student’s ability to research and teach a wide variety of physical activities suited to the high school population, with an increased emphasis on personal proficiency in team and individual sports, to include personal fitness, lifetime and outdoor pursuits. **Rationale for New Course:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Provides needed content consistent with program sequence, accreditation needs, and current practice/trends.

10. **Request for New Course:** PHED 331, Professionalism in Physical Education Teacher Education (1). Pre-requisites: PHED 231. Course Restrictions: Admission to Professional Program in Teacher Education. Course Description: The third in a 4-part series of courses entitled, “The Physical Education Teacher Education (PETE) Series”. This course emphasizes professional development in the field, the surrounding community and within the PETE program. Candidates demonstrate competency through conference attendance and/or professional presentations. Teacher Candidates also explore Praxis II exams and the development of the candidates’ electronic portfolio. Completion of a third and final personal fitness assessment is required. **Rationale for New Course:** Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis on sequential progress through the program and appropriate professional dispositions. Necessary change consistent with accreditation needs and current practice/trends.

11. **Request for New Course:** EDUC 411, Middle School Physical Education Pedagogy (3). Pre-requisites: PHED 231, EDUC 410, Admission to Professional Program in Teacher Education. Co-Requisite: PHED 311. Course Description: An investigation of innovative ideas for teaching middle school physical education. The development of lesson and instructional units, which meet national and state standards, are discussed along with the integration of other subject areas, assessing and grading students, motivating students, selecting teaching styles and strategies, and incorporating technology effectively. Candidates are responsible for videotaping teaching episodes, coding teaching behaviors of their peers, conceptualizing and writing their own less plans, and writing reflective journal entries based on teaching effectiveness. Evidence is to be placed in their electronic portfolio. Opportunities are provided for peer-teaching and a Practicum experience of 20 hours is required. Teaching experiences are evaluated by both the cooperating teacher and the University faculty member.
Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Provides needed content consistent with program sequence, accreditation needs, and current practice/trends.

12. Request for New Course: EDUC 412, High School Physical Education (3). Pre-requisites: PHED 331, EDUC 411. Co-requisite: PHED 312. Course Description: Provides a study of curriculum, methods, techniques, and materials appropriate for preparation of high school teachers in physical education. The student will be expected to plan and implement specific unit plans and lessons in peer teaching situation and during a high school practicum experience (20 hours). Current best practice in pedagogy, curriculum, and assessment will be explored. Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Provides needed content consistent with program sequence, accreditation needs, and current practice/trends.

13. Request for New Course: PHED 401L, Laboratory in Kinesiology (1). Pre-requisites: BIO 232. Co-requisite: PHED 401. Course Restrictions: Restricted to HPER majors; or Permission of Department Chair. Course Description: An applied course that reinforces the basic principles and skills learned in kinesiology lecture (PHED 401). Emphasis placed on the analysis of real-world sport and fitness activities. Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Addition of lab class does not change credit hours for current PHED 401 (4), only separated lecture and lab for better pedagogy.


15. Request for New Course: PHED 431, Internship Seminar in Physical Education Teacher Education (1). Pre-requisites: PHED 331, Passing Scores on Praxis II. Co-requisite: EDUC 479. Course Description: The fourth and culminating experience in a 4-part series of courses entitled “The Physical Education Teacher Education (PETE) Series.” This course focuses on candidate experiences within the internship process. Special attention is given to the candidates’ preparation for their future professional career. The electronic portfolio addressing the NCATE/NAPSW and ADEPT standards is completed and presented to their peers and faculty. Rationale for New Course: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis on sequential progress through the program and an appropriate culminating experience. Necessary change consistent with accreditation needs and current practice/trends.

16. Request for Change in Course: PHED 132, Foundations of Physical Education (3). Change in Course Number, Course Title, Pre-requisites and Course Description. Change Course Number to PHED 232; Change Course Name to History and Philosophy of Physical Education; Change Pre-requisites from none to PHED 131; or permission of Department Chair. Change Course Description to: Students will be provided with insight into the historical and philosophical basis of physical education and sport. This course covers physical education and sport from the ancient world, through the medieval and early modern Europe, the development of American physical education and sport to today’s practices. Other topics addressed will be ethics, integrity, and problems in the profession, ancient and modern Olympics, international participation, current issues, technological advances, and future directions in the profession. Rationale for Change: Part of larger program revision in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis on historical and ethical basis for the field as well as current issues and trends. Necessary change in a sequential program consistent with accreditation needs and current practice/trends.

17. Request for Change in Course: PHED 200, Locomotor and Movement Skills and Patterns (3), Change in Course Number, Course Title, Number of Hours, Pre-requisites, and Course Description. Change Course Number to PHED 360; Change Course Title to Motor Behavior; Change Number of Credits from 3 to 4 hours (3 hours lecture and 1 hour lab); Change Pre-requisites from none to Admission to Professional Program in Teacher Education or permission of Department Chair. Change Course Description to: A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages, and populations, the content blends principles of motor learning/control, motor development, and sport psychology. Rationale for Change: Part of larger program revision in Physical Education Teacher Education and in College of Education
accreditation process. Increased emphasis on essential content on learning and performance of motor skills.
Some content relocated in other new/revised courses. Necessary change in a sequential program consistent with
accreditation needs and current practice/trends.

18. Request for Change in Course: PHED 210, Health Related Fitness/Swimming (2). Change in Course Number,
Course Title, Pre-Requisites, and Course Description. Change Course Number to PHED 235; Change Course
Title to Aquatic Activities. Change Course Description to: Introductory course for students in the Physical
Education Teacher Education (PETE) program. Activities include swimming, aquatic aerobics/fitness,
snorkeling, and introductory scuba and kayaking. Course emphasizes basic skills, safety, and active
participation necessary to plan, implement, and evaluate each activity. Students are required to demonstrate
proficiency in each activity through participation, skill assessments, experiential trips, and written assignments.
Rationale for Change: Part of larger program revision in Physical Education Teacher Education and in College
of Education accreditation process. Increased emphasis on lifetime aquatic physical activity, consistent with
professional trends and needs of students.

19. Request for Change in Course: PHED 315, Interpretation and Implementation of the Elementary School
Physical Education Program (3). Change in Course Number, Course Title, Pre-requisites, Co-requisites, and
Course Description. Change Course Number to EDUC 410. Change Course Title to Elementary School
Physical Education Pedagogy. Change Pre-requisites from none to Admission to Professional Program in
Teacher Education. Change Co-requisites from none to PHED 310. Change Course Description to:
Foundations and practices in the development of fundamental motor skills< and the effects of growth and development are studied in depth. Curriculum development, which
address National and state standards, all three learning domains, and methods in the selection and teaching of
appropriate activities designed for the elementary school child are explored. Candidates videotape teaching
episodes, code teaching behaviors of their peers, conceptualize and write their own lesson plans, and write
reflective journal entries based on teaching effectiveness. Evidence is placed in their electronic portfolio. A
Practicum experience of 20 hours is required. Teaching experiences are evaluated by both the cooperating
teacher and the University faculty member. Rationale for Change: Part of larger program revision in Physical
Education Teacher Education and in College of Education accreditation process. Necessary change in a
sequential program consistent with accreditation needs and current practice/trends.

20. Request for Change in Course: PHED 400, Measurement & Evaluation in Physical Education (3). Change in
Course Number, Course Title, Pre-requisites, and Course Description. Change Course Number to PHED 325.
Change Course Title to Assessment and Technology in Physical Education. Change Pre-requisites from none to
PHED 131 and EDUC 204. Change Course Description to: To provide the skills and knowledge for students in
physical education utilizing a variety of current technologies and authentic assessment tools available and
emerging in the field. To develop a working knowledge of the statistical techniques used in scoring, assessment,
and interpretation of student performance and learning. Rationale for Change: Part of larger program revision
in Physical Education Teacher Education and in College of Education accreditation process. Increased emphasis
on current trends relative to physical education technologies and authentic assessment. Necessary change in a
sequential program consistent with accreditation needs and current practice/trends.

A motion was made by Lee Bollinger, seconded by Linda Schwartz to accept items 1 – 10 from the Department of
Theater as follows. The motion passed.

1. Request for Addition of New Course: THEA 154, Introduction to Costuming (3). Course Description: Basic
principles of costume design and construction and survey of selected historical periods in costume history.
Rationale for new course: All theater majors should have a grounding in the basic processes of costuming,
either as a prelude to a more thorough exploration of technical theater, or as a foundation for a more generalized
study of the art and craft of theater.

2. Request for Addition of New Course: THEA 351, Costume Construction (3). Course Description: Uses of
materials and techniques for stage costume including patterning, advanced constructions, crafts, and millinery.
Fee. Rationale for new course: Students who wish to pursue technical theater as an emphasis should have the
option to gain the practical skills in costume construction that would allow them to work professionally or enter
a graduate-level costume program

3. Request for Addition of New Course: THEA 352, Costume Design (3). Course Description: Methods and
principles of costume design with projects in both modern and period styles. Includes research methods, design
conceptualizations, organization, communicating ideas through images, and play analysis for the costume
designer. Rationale for new course: Costume design, as one of the three basic areas within technical theater, is
a necessary addition to scenic and lighting design in a program with a Technical/Design Track and provides breadth to a more general program of study.

4. **Request for Addition of New Course:** THEA 355, Scene Design (3). **Course Description:** A studio course looking at design theory, history and contemporary design styles. Several projects will help to develop the drawing, drafting, rendering and model making skills of the student necessary to visually communicate design concepts to a director and other members of the production team. **Rationale for new course:** With the addition of a design/technical theatre emphasis to the Dramatic Arts major, this course would be required for students under this new emphasis. The course will provide a basic understanding of scenic design for the state.

5. **Request for Addition of New Course:** THEA 356, Lighting Design (3). **Course Description:** Principles and theory of theatrical lighting design, including design process and execution, equipment and paperwork, script analysis and color theory. **Rationale for new course:** With the addition of a design/technical theatre emphasis to the Dramatic Arts major, this course would be required for students under this new emphasis. The course will provide a basic understanding of stage lighting for the beginning technical theatre student.

6. **Request for Addition of New Course:** THEA 357, Scene Painting (3). **Course Description:** Studio projects designed to develop and practice basic skills needed in painting stage scenery. Fee. **Rationale for new course:** With the addition of a design/technical theatre emphasis to the Dramatic Arts major, this course would be an option for students under this new emphasis. The course will provide a basic understanding of the job of the scenic painter, as well as develop the skills needed.

7. **Request for Addition of New Course:** THEA 358, Properties Design and Construction (3). **Course Description:** Uses of materials and techniques for the beginning properties designer and builder, including sections on carpentry, plastics, soft goods and upholstery. **Rationale for new course:** With the addition of a design/technical theatre emphasis to the Dramatic Arts major, this course would be an option for students under this new emphasis. The course will provide a basic understanding of the job of props master, as well as develop the skills needed.

8. **Request for Addition of New Course:** THEA 359, Special Topics in Technical Theatre (3). **Course Description:** Rotating topics in technical theatre such as millinery, CAD drafting, computer-aided rendering, advanced patterning, etc. **Rationale for new course:** Certain specialized topics cannot be offered regularly in a program of this size, yet they are valuable additions to the basic course structure and give students the opportunity to gain more specialized skills.

9. **Request for Addition of New Course:** THEA 451, Design Survey (3). **Course Description:** Students will research various trends in the history and contemporary practice of theatrical design as well as critiquing a current professional production. Fee. **Rationale for new course:** Design Survey is intended to provide a historical context for design as well as an awareness of current trends. It will also promote an analytical mindset which will enhance both the study and the practice of theatrical design.

10. **Request for Addition of New Course:** THEA 452, Projects in Design (2). **Course Description:** Supervised design in one area for a mainstage production. May be repeated for credit. **Rationale for new course:** With the addition of a design/technical theatre emphasis to the Dramatic Arts major, this course would be an option for students under this new emphasis. As more students are interested in designing for the stage, this will be the way in which one can get credit for their work instead of an independent study.

A motion was made by Lee Bollinger, seconded by Linda Schwartz to accept items 11 - 17 from the Department of Theater as follows. The motion passed.

11. **Request for Change in a Course:** THEA 330, Play Production (3). **Change in Course Number, Course Name, Course Description.** Change to THEA 130, Principles of Dramatic Analysis (3). **Course Description:** Applications of contemporary cultural/literary theories, critical evaluation, analysis, and interpretation of dramatic literature and performance. Emphasizes both traditional and non-traditional canons of dramatic literature and traditional structures and forms of drama. **Rationale for Change:** This gateway course is earlier in the curricular sequence to provide requisite skills necessary for success in upper level courses.

12. **Request for Change in a Course:** THEA 361, History of Theatre I (3). **Change in Course Title and Course Description.** Change course title to: Theatre History and Literature I. and change course description to: Traces major developments in theatre production and dramatic literature from their beginnings to the mid-17th century. Lecture, student presentation. Cross-listed with Classical Studies 361. **Rationale for Change:** Incorporate Theatre Literature into the History sequence. Delete World Dramatic Literature from the major requirements.

13. **Request for Change in a Course:** THEA 362, History of Theatre II (3). **Change in Course Title and Course Description.** Change course title to Theatre History and Literature II and change course description to: Traces
major developments in theatre production and dramatic literature from the mid-17th century to the 20th century. **Rationale for Change:** Incorporate Theatre Literature into the History sequence. Delete World Dramatic Literature from the major requirements.

14. **Request for Addition of New Course:** THEA 450, ACTING IV (3). Pre-requisite: THEA 350 with a grade of C or higher. Course Description: Rehearsal and performance of verse drama; a study of period styles; scansion, understanding of poetic language, and careful text analysis emphasized. **Rationale for Change:** Clarify Acting sequence for improved advising, student understanding and NAST accreditation. Sequence will be numbered to reflect Freshman, Sophomore, Junior, and Senior expectations.

15. **Request for Addition of New Course:** THEA 331, Introduction to Playwriting (3). Pre-requisites: ENG 275, 276, 287, or 288. Course Description: Basic skills of playwriting including exercises in monologues, scenes, and conflict and resolution, leading to completion of a one-act play. **Rationale for New Course:** Course acts as fulfillment of new work requirement in new curriculum and is required for “General Theater” emphasis.

16. **Request for Addition of New Course:** THEA 491, Special Topics: New Works Development (3) Pre-requisites: none. Course Description: Topics in the areas of theatre that result in the creation of a new work in dramatic literature, performance, or design. Special Topics courses will be announced and described prior to early registration each semester. **Rationale for New Course:** This course will fulfill the new theater and musical theater curriculum requirements for new works development. It also addresses the new works focus in the revised curriculum.

17. **Request for Addition of New Course:** THEA 290, Music Theater Workshop (1). Pre-requisite: Instructor approval. Course Description: Development of specific skills for the musical-dramatic interpretation, role preparation, styles, music theatre scenes, musical comedy, revue Ensembles. **Rationale for New Course:** Provides all majors opportunity to do musical theater scenes work they might not get in production and additional reinforcement of the canon of musical theater literature.

A motion was made by Philip Whalen, seconded by Jill Sessoms to accept items 1 – 5 from the Department of History as follows. The motion passed.

1. **Request for Addition of New Course:** HIST 100L, History of Western Civilization in Film (1). Pre-requisites: None. Co-Requisites: HIST 101 or HIST 102. Course Description: This course will examine select topics in Western Civilization through the analysis of films. **Rationale for New Course:** Provides in-depth study of visual materials too long to be used in regular lecture classes. Supports the study of History 101 and 101; provides valuable 1-credit opportunity in History.

2. **Request for Addition of New Course:** HIST 346, Modern European Intellectual History (3). Pre-requisites: None. Course Description: Overview of Western intellectual history – from the French Revolution through the late twentieth century. Include an examination of political, cultural, literary, imaginative, popular, and intellectual traditions that informed various European traditions. **Rationale for New Course:** New hire, new area of coverage. Continues History department sequence beginning with History 345.

3. **Request for Addition of New Course:** HIST 443, Modern Colonialism (3). Pre-requisites: None. Course Description: European colonial and imperial practices from approximately 1830 to the present. Course will explore settler colonialism, informal empire, cultural hegemony, “civilizing missions”, under-development, independence movements, and post-colonialism. **Rationale for New Course:** New hire, new area of coverage. No colonial history currently being taught.

4. **Request for Addition of New Course:** HIST 450, The City in European History (3). Pre-requisites: none. Course Description: This course provides an overview European urbanization from antiquity through the present era in terms of multiple case studies. **Rationale for New Course:** New area of coverage.

5. **Request for Addition of New Course:** HIST 496, The Byzantine Empire (c. 300-1453) (3). Course Description: A study of the eastern half of the Roman Empire, from the inauguration of Constantinople C330, through the development of the Byzantine Empire as a distinct Medieval civilization, and ending with the Turkish conquest of 1453. **Rationale for New Course:** New hire, new area of coverage.

A motion was made by Gary Stegall, seconded by Jim Eason to accept items 1 – 4 from the Department of Foreign Languages as follows. The motion passed.

1. **Request for Addition of New Course:** ITAL 110, Introductory Italian I (3). Requested for Core Approval. Course Description: For students with no or very limited background in Italian. Emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Development of reading and
writing skills. Introduction to Italian. **Rationale for New Course:** Growing interest in Italian at Coastal has been demonstrated by the two fully enrolled sections of Italian 110 that were offered in the fall of 2003.

2. **Request for Addition of New Course:** ITAL 120, Introductory Italian II (3). Pre-Requisite: ITAL 110 or equivalent. Requested for Core Approval. Course Description: Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Italian culture. **Rationale for New Course:** Growing interest in Italian at Coastal has been demonstrated by the two fully enrolled sections of Italian 120 that were offered in the spring of 2004.

3. **Request for Addition of New Course:** ITAL 130, Introductory Italian III (3). Pre-Requisite: ITAL 120 or equivalent. Requested for Core Approval. Course Description: Continued emphasis on the mastery of the basic structure of Italian through intensive conversational exercise and practice. Further development of reading and writing skills. Introduction to Italian culture. **Rationale for New Course:** Growing interest in Italian at Coastal has been demonstrated by the fully enrolled sections of Italian 110 and 120 that were offered in the fall of 2003 and the spring of 2004.

4. **Request for Addition of New Course:** SPAN 326, Cuban Literature in Translation (1-3). Pre-requisites: SPAN 130 and instructor permission. Co-requisites: Travel/Study in Cuba. Course Description: Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration. **Rationale for New Course:** This course has been developed to support travel/study in Cuba, to support the Latin American Studies Minor and to allow Spanish majors and minors a wider variety of offerings.

A motion was made by Pam Martin, seconded by Philip Whalen to accept items 1 & 2 from the Department of Politics and Latin American Studies Minor as follows. The motion passed.

1. **Request for Addition of New Course:** POLI 326, Politics and Government of Contemporary Cuba (3). Pre-requisites: POLI 101 or POLI 102. Co-requisites: Travel/study in Cuba. Course Description: A writing/research seminar in which students write on a selected topic in contemporary Cuban politics. Travel to Cuba is required. A non-refundable deposit and instructor's permission are required upon registration. **Rationale for New Course:** This course augments course offerings for Politics and Geography majors and Latin American Studies (LATS) minors. It provides such students a unique opportunity to travel and study in Cuba.

2. **Request for Addition of New Course:** LATS 326, Cuban Literature in Translation (1-3). Pre-requisites: Instructor permission. Co-requisites: Travel Study in Cuba. Cross-Listed with SPAN 326. Course Description: Selected readings in Cuban literature in translation. Students will read, research and write on Cuban literature, society and culture. A non-refundable deposit is required upon registration. **Rationale for New Course:** This course has been developed to support travel/study in Cuba, to support the Latin American Studies Minor and to allow Spanish majors and minors a wider variety of offerings.
The Ad-hoc Faculty Manual Committee was charged with looking at the following areas of the Faculty Manual:

Section VI. D. n. Appointments, Promotion and Tenure, Tenure, “the right to terminate a faculty appointment….”. The committee recommends the changes as indicated in italics in the document.

Addition of a statement regarding the right of tenure
Additional statements and clarifications of adequate cause.
Clarification of the procedures for disqualifying members of the P &T Committee and a concurrent change to the Promotion and Tenure Committee membership (that addition of alternates).

Section VI. F. Post Tenure Review. The committee recommends deleting the second paragraph as it is not longer needed. Four small clarifications to wording were added.

Section IV. F. Terms of Services. The committee was asked to clarify when terms of service on committees begin and end, as well as stating clearly when terms of Chairs begin and end.

Section IV. E. 6 and IV. E. 7. Clarification of term of service of FWD rep. to Faculty Grievance and change of “sabbatical” to “scholarly reassignment” in the FWD description.

The committee submits these items to the Faculty Senate for their approval for inclusion in next year’s Faculty Manual.

Committee Members: Peter Lecours, Colleen Lohr, Michael Ruse, Tim Touzel, Sam Wathen, and Keith Walters

This concludes the committee’s work for 2003-04.
A motion was made by Jill Sessoms, seconded by Lee Bollinger, to accept the recommendation from the Ad-hoc Faculty Manual Committee as follows. A friendly amendment was made by Mike Ruse, and accepted by Jill Sessoms, to change the first sentence to section n. as shown below. The motion as amended passed.

VI. APPOINTMENTS, PROMOTION, AND TENURE

Proposed changes to the Faculty Manual are in italics.

D. Tenure

(REPLACE THIS SECTION WITH THE WORDING BELOW: n. The University reserves the right to terminate a tenured faculty appointment for cause. The University understands and affirms that tenure is an acquired property right that cannot be taken without due process of law. Accordingly, these procedures are intended to satisfy the high standards of fundamental fairness that are traditionally anticipated and required by the state and federal judiciary. Adequate cause for termination will include one or more of the following:)

n. Tenure may be forfeited in two ways only. First, a faculty member may resign his/her tenure by informing the President of the University in writing, explicitly releasing the University of its obligation to afford that faculty member the rights associated with tenure. Second, the University reserves the right to terminate a tenured faculty appointment for cause by following the procedures outlined below. The University understands and affirms that tenure is an acquired property right that cannot be taken without due process of law. Accordingly, these procedures are intended to satisfy the high standards of fundamental fairness that are traditionally anticipated and required by the state and federal judiciary. Adequate cause for termination will include one or more of the following:

(1) Failure to perform the duties required for the position due to mental or physical incapacity; even with accommodations;
(2) Bona fide reduction in staff; provided that such reduction is performed pursuant to Section V.B.10 of this Manual;
(3) Curtailment or discontinuance of a department or program;
(4) Gross misconduct detrimental to the mission of the University;
(5) Habitual neglect of duty, as demonstrated by the failure to achieve a favorable rating one year after receiving an unfavorable rating in the post-tenure review process as outlined in Section VI. F of this Manual;
(6) Conviction of a serious felony or conviction of a serious misdemeanor involving moral turpitude since the commencement of employment at the University or the willful concealment of such a crime in making application for employment at the University;
(7) Repeated endangerment of the welfare or unethical exploitation of students, employees, or volunteer workers of the University;
(8) Fraudulent misrepresentation of professional preparation, accomplishments, or experience in connection with initial hiring or in the submission of materials for publication or for professional presentations or for evaluation for promotion, tenure, post-tenure review or annual reviews.

After it becomes evident to the President that termination may be desirable, there must be discussions between the faculty member and the President with the intent of arriving at a mutually agreed upon resolution.

The President may assign the faculty member to new duties if continuance in normal duties threatens immediate harm to the faculty member or to others.
If the President and the faculty member are unable to reach a resolution, the President will inform the Faculty Welfare and Development Committee of his/her desire to terminate a tenured member of the faculty. The President will give this Committee a statement of charges, framed with reasonable particularity, and the factual basis for these charges, also stated with reasonable particularity. The function of the Committee will be to determine whether the allegations, if true, would establish the charge and whether the charge is of such a nature as to warrant termination. The discussions, records, and recommendations of the Committee remain confidential.

The Committee will inform in writing both the President and the faculty member of its recommendations and its reasons. Should the President then wish to pursue termination proceedings he/she will, by letter, inform the faculty member of his/her intention to terminate, including a precise statement of specific charges. The letter will also inform the faculty member of the right to request a hearing before the Promotion and Tenure Committee.

If the faculty member desires a hearing before the Promotion and Tenure Committee, the Committee and the President must be informed in writing within ten working days of receipt of notification by the President of the proposed termination.

If the faculty member takes no action within ten working days of receipt of notification by the President, the President, without recourse to further proceedings, may send a written letter of termination.

Upon receipt of a written request for a hearing, the Chair of the Promotion and Tenure Committee will schedule a hearing no sooner than 20 calendar days and no later than 60 calendar days from the date of receipt. All parties must be given written notice as to time, date, and place. At this stage, members of the Committee may disqualify themselves for bias or interest and the parties involved may raise the question of disqualification. The Chair of the Promotion and Tenure Committee makes the determination if the bias is significant enough to warrant disqualification. If the Chair cannot make such a determination, for any reason, or if the Chair has been asked to disqualify himself/herself for any reason, then the eligible members of the Committee will elect an Acting Chair to make such a determination. Committee members who also served on the Faculty Welfare and Development Committee during their deliberations will be disqualified. The alternate Promotion and Tenure Committee member from that college will replace the disqualified member for the duration of the proceedings, Section IV.3.18.

After scheduling the hearing, the Committee may hold joint pre-hearings with the full committee, Faculty Member, President, and Counsel or just with the Chair of the Committee and the other parties. The purpose of pre-hearings is to simplify issues, effect stipulations of fact, ensure equitable procedures, and resolve issues concerning the disqualification of Committee Members from the proceedings.

1. All hearings will be conducted in accordance with the Freedom of Information Act.
2. A verbatim record of the hearing or hearings will be taken and a copy made available to the faculty member, without cost.
3. The burden of proof that adequate cause exists rests with the President and will be satisfied only by clear and convincing evidence in the record, as established at the hearing, considered as a whole.
4. The faculty member will be permitted to have an academic advisor and/or counsel of choice present during the proceedings.
5. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The President will cooperate with the Committee in securing witnesses and making available documentary and other evidence.
6. The Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
7. The faculty member and their advisor or counsel and the President or his/her representative will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear but the Committee determines that the interests of justice require admission of their statements, the Committee will identify the witnesses, disclose statements, and, if possible, provide for interrogatories.
(8) The Committee will not be bound by the strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

(9) The findings of fact and the decision of the Committee will be based solely on the hearing record.

If the Committee concludes that adequate cause for termination has been established, it will so inform the President and the faculty member in writing.

If the Committee concludes that action short of termination would be more appropriate, it will inform the President and the faculty member, in writing together with supporting reasons, and the termination hearing proceedings will stop at this point.

If the Committee concludes that adequate cause for termination has not been established, it will inform the President and the faculty member, in writing together with supporting reasons, and the termination hearing proceedings shall stop at this point.

Within 10 business days of receipt of the Committee's report, the President will inform in writing the faculty member and the Committee of the final decision together with supporting reasons. The President will inform the faculty member of the right to appeal an adverse decision to the Academic Affairs Committee of the Board of Trustees. If the faculty member takes no action within 10 business days of receipt of notification by the President, the President may send a letter of termination.

The decision by the Academic Affairs Committee is final within the University. If the Committee's decision is to support the intention of the President, the President may then send formal notification of termination.
A motion was made by Andy Hendrick, seconded by Linda Schwartz to accept the recommendation from the Ad-hoc Faculty Manual Committee as follows. The motion passed.

IV. FACULTY ORGANIZATION

Proposed changes to the Faculty Manual are in italics.

E. Regular Faculty Committees

12. Promotion and Tenure

Membership: Nine faculty (two elected from each College and one elected from the Library). 
Alternate (5): one alternate will be elected annually from each college and the Library, the alternate will replace committee members who are disqualified from termination hearings. (VI. D. n.)

Membership Conditions: Membership is limited to tenured associate professors or professors who are not being considered for promotion during the years of service on this committee. Membership terms are three years. No member may serve more than three years consecutively. Department Chairs are not eligible to serve.

Purpose: The duties of this committee are to consider all applications for promotion and/or tenure from eligible faculty, and to forward recommendations regarding such to the administration. The committee also reviews criteria, policies and procedures for promotion and tenure, and submits proposed changes to the Faculty Senate for approval prior to a vote by the full voting membership of the faculty before implementation. The proceedings of this committee are confidential with respect to all written materials reviewed and all discussions of individual cases. Failure to maintain confidentiality will be sufficient grounds for dismissal from the committee, which has the authority, through a majority vote, to remove members for such reasons. Such vacancies will be filled by the alternate or an election in the appropriate College/Library. Members of the University Promotion and Tenure Committee may not write letters of recommendation on behalf of candidates for promotion and/or tenure.
A motion was made by Michael Ruse, seconded by Philip Schneider to accept the recommendation of the Ad-hoc Faculty Manual Committee, except to remove the last line under d. Exceptional. A motion was made by Michael Ruse, seconded by Dennis Wiseman, to change the dollar amount to read: financial reward at the established rate of compensation. The amendment passed. The motion as amended passed.

VI. APPOINTMENTS, PROMOTION, AND TENURE

Proposed changes to the Faculty Manual are in bold with italics.

F. Post-Tenure Review

All tenured faculty assigned a minimum of six credit hours per semester and all tenured librarians except the Dean of Library Services will be subject to post-tenure review. The post-tenure review will take place each sixth year after receiving tenure, after promotion in rank, or after the most recent post-tenure review. If, in the year the post tenure review is scheduled, a faculty member applies for promotion as specified in the Faculty Manual, the regular promotion process supersedes post-tenure review. At no time will any part of the post tenure review impinge on the traditional purpose of tenure: the scholar’s right to research, write, and create freely and to disseminate, without restraint, the results to students, the scholarly community, and the public. The post tenure review for librarians will be based on the promotion and tenure criteria in the Faculty Manual.

[During the period of transition to the new review system, faculty who have had tenure for six or more years and faculty promoted in the last six years may elect to undergo review anytime within the first six years of the operation of the post-tenure review process. If the number who elect to be reviewed in the first two years is so great as to be unmanageable, the Provost may designate, by the number of years tenured, the order in which those faculty are to be reviewed.] Delete entire section, no longer necessary

1. The Evaluation Process

The process of post-tenure review begins with the submission of a cover letter, a current vita, and, at a minimum, five of the previous six annual performance evaluations to the department chair. The department chair will prepare a letter of evaluation and rating for each candidate and submit all materials to the dean. The dean, in turn, will convene the college’s peer review committee and supply the committee with the department chair’s letter and the candidate’s file. The deadline for such submission shall be established by the provost. The college’s peer review committee evaluates the post-tenure review file and prepares an individual letter for each candidate recommending one of the following ratings:

a. Exceptional: Indicates outstanding, sustained contributions to the discipline through research/scholarship/creative activity. Evidence of strong, effective, dedicated teaching is also required, as is proof of substantial service. The evaluation will be based on past performance since the most recent promotion or post-tenure review, as well as on compelling evidence of future development and potential contributions at the same high level. Since tenured faculty below the rank of professor who believe they are exceptional should apply for promotion to a higher rank, the rating of exceptional applies only to full professors.

b. Favorable: The evaluation will be based on satisfactory performance in all three areas of teaching, research/scholarship/creativity activity, and service. Such past performance should show some evidence of scholarly/creative production, quality teaching, and average service activity; it should also indicate reasonable expectations of continued development and contributions.

c. Conditional: This rating indicates below average performance through the lack of evidence of scholarly/creative activity and/or evidence of substandard teaching.

d. Unfavorable: This rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.
The Dean of the College reviews the file, the department chair's letter, and the peer review committee's recommendation and assigns one of the ratings described above. The Dean then meets with the candidate in order to share the Dean's letter stating that evaluation, the department chair's letter, and the letter of the peer review committee. After this meeting with the candidate is concluded, a copy of the Dean's letter is forwarded to the Provost and is added to the faculty member's personnel file. After the review is completed, the candidate's file will be returned to the faculty member using the same procedure as followed when returning promotion and tenure files.

2. Appeals
Any faculty member who does not agree with the results of the post-tenure review and/or the resulting recommendations or requirements may invoke and initiate the faculty grievance procedures as described in the Faculty Manual.

3. Consequences of the Evaluation
a. Unfavorable: When a tenured faculty member's performance is unfavorably rated, the department chair and the Dean, with the faculty member, initiate a mentoring/monitoring plan with the goal of encouraging the faculty member to redirect his or her energies in the appropriate academic and professional activities. The developmental plan will state the goals to be achieved and the means by which success can be measured. It may include, but is not limited to, such elements as peer review of classroom performance, the opportunity to collaborate on research/creative projects, and attendance at off-campus faculty development seminars and professional meetings. At the end of one year, if a subsequent rating below favorable has been earned, based on the lack of reasonable progress toward the performance goals, the faculty member will be subject to revocation of tenure for habitual neglect of duty.

b. Conditional: A faculty member given a conditional rating must present a professional plan for improvement to the chair or coordinator and the Dean and must undergo another post-tenure review within one year. Two consecutive yearly reviews with a conditional rating will result in a rating of unfavorable.

c. Favorable: Upon achieving a favorable rating, the post-tenure review for that individual is completed. A subsequent review will be conducted in six years. An award of $1,000.00, applied to the base salary and in addition to any other raise, will be allocated for a favorable review.

d. Exceptional: If the college peer review committee and the Dean agree that a faculty member holding the rank of Professor is exceptional, that individual may accept a favorable rating or submit a file to the Provost and the university promotion and tenure committee for validation of the exceptional rating. The faculty member may elect to submit the post-tenure review file or to prepare a more comprehensive file documenting teaching excellence, scholarly/creative activity, and service. The file should also show the promise of potential contributions. This file, containing letters from the department chair; the College's peer review committee, and the Dean, is submitted to the Provost and the university promotion and tenure committee for review. Upon deciding to seek an exceptional rating, the faculty member will meet with the Dean and the Provost to select referees external to the institution. The applicant may make as many as three suggestions for referees. One of these must be included in the final two selected by the Dean and Provost. The Provost will handle all communications with these external referees and will be responsible for the timely submission of their reports. The reports will be general assessments, in the same manner that professional scholars referee grant applications and manuscripts. The Provost and the promotion and tenure committee consider the applicant's file and the opinions of the referees and determine whether or not to validate the exceptional rating. Regardless of the outcome, whether positive, negative, or split, the result(s) from this stage of the process go to the President, who makes the final determination. If the application for exceptional is rejected, the individual receives a favorable rating and the monetary reward attached to it. If the exceptional rating is approved, an award of $5,000.00, applied to the base salary and in addition to any other raise, will be awarded. (REMOVE THIS SENTENCE: The
applicant will receive copies of the external assessments, with the identities of the referees removed.)

A motion was made by Rich Koesterer, seconded by Teresa Burns to accept the recommendations from the Ad-hoc Faculty Manual Committee as follows: The motion passed.

IV. FACULTY ORGANIZATION

Proposed changes to the Faculty Manual are in italics.

F. Organization and Procedures of Regular Faculty Committees

The membership, terms of office, structure and duties of regular faculty committees at Coastal Carolina University may be altered only by action of the faculty acting as a whole or through the Faculty Senate.

1. Membership

Regular committees consist of members from the faculty elected or appointed in accordance with the procedures stated herein. Election to a faculty committee requires a plurality vote of the faculty. Administrators are eligible to be elected or appointed to serve on faculty committees under either of the following specific conditions:

a. Administrators may be appointed as representatives of the administration for service on those faculty committees that have administrative membership;

b. Department chairs may be elected or appointed to serve on any faculty committees with the exception of Promotion and Tenure.

An administrator will be defined as any faculty member who is regularly employed by the University on more than a nine-month appointment, except librarians and coaches, or as any faculty member who has supervisory responsibility for faculty that includes decisions regarding salary, scheduling, promotion and/or tenure, overall performance evaluation, or other such matters that might affect the welfare of individual faculty.

Students who are invited to serve on faculty committees will have voting rights on all committees except the Academic Affairs Committee. Student members must be enrolled full-time and above the rank of freshman. Students are appointed by the Student Government Association.

A faculty member may not serve on more than two regular faculty committees at one time.

2. Vacancies

Vacancies on faculty committees are filled by special election or, in the case of appointed positions, by appointment, with the new individual serving the remainder of the term.

3. Terms of Service

The term of service on faculty committees, for both elected and appointed members, will be two years except where noted. When a new committee is established, the terms are staggered to allow for a regular pattern of rotation.

Committee members elected or appointed prior to the beginning of the next academic year, begin their term of service on the first day of classes of the new academic year. Committee members elected or appointed after the beginning of the new academic term begin their service immediately.

The specified term of service (one year, two years, three years) ends on the first day of classes of the new academic year with the exception of outgoing Committee Chairs who serve until they call the first meeting and a new Chair is elected from the eligible membership.

4. Meetings
Every regular faculty committee meets at least four times during the academic year. Meetings of faculty committees are open to faculty, administrators, staff, students, and the general public. Closed sessions, which are restricted to members of the committee, may be held only for the following reasons:

a. discussion of employment, appointment, compensation, promotion, demotion, discipline, or release of a member of the faculty, staff, or administration or
b. discussion of the academic standing, academic records, or discipline of a student.

Prior to going into a closed session, the Committee will vote in public on the question, and when such vote is favorable, the presiding officer will announce the purpose of the closed session. Any formal action taken in closed session will thereafter be ratified in public session prior to such action becoming effective. The definition of "closed session" is subject to changes in the Freedom of Information Act as enacted by the General Assembly of the State of South Carolina.

5. Voting Privileges
All members as described herein, except ex-officio and students serving on the Academic Affairs Committee, have voting privileges.

6. Committee Chair Responsibilities
Unless stated otherwise, the chair is elected from among the voting members who are in at least their second year of service or who have served a previous term on the committee. The election of the chair takes place no later than September 30. No person may serve consecutive terms as chair.

The chair brings reports and recommendations made by the committee to Senate meetings.

At the end of each academic year, the chair presents a written report to the Senate summarizing the committee's yearly activities and recommendations. The chair is responsible for placing all committee minutes, recommendations, and reports in the Library at the end of the academic year.
A motion was made by Sandra Nelson, seconded by Linda Schwartz to accept the recommendations from the Ad-hoc Faculty Manual Committee as follows. The motion passed.

IV. FACULTY ORGANIZATION

Proposed changes to the Faculty Manual are in italics.

E. Regular Faculty Committees

6. Faculty Grievance
   Membership: Five faculty (four elected from tenured faculty; one tenured representative from the Faculty Welfare and Development Committee who is elected for a one year term).

   Purpose: The duties of this committee are to conduct reviews of grievances brought to the President following the third step of the Faculty Grievance Procedure. A faculty member serving on this committee cannot be directly or indirectly involved in the case to be heard. In case of such a conflict of interest, the Chair of the Senate appoints a temporary replacement. Also, in cases of member’s inability to serve, such as approved absence from the University, the Chair of the Senate appoints a temporary replacement. This committee conducts its proceedings in accordance with the guidelines defined in Step 4 of the Faculty Grievance Procedure.

7. Faculty Welfare and Development
   Membership: Nine faculty (two elected by each College; one elected by Library).

   Purpose: The duties of this committee are to consider policy matters pertaining to salaries and other aspects of the personal welfare of the faculty and to act as the initial agent of the faculty in matters concerning discipline of its own membership. In addition, this committee assists in all aspects of faculty development, including the organization of seminars or workshops to support continued education, scholarly research and publication, or travel to professional meetings. Recommendations concerning scholarly reassignment applications and the awarding of faculty development grants are forwarded to the Provost.

PENDING BUSINESS: None

NEW BUSINESS: None

ANNOUNCEMENTS: None

GOOD OF THE ORDER: None

ADJOURNMENT: The meeting adjourned at 5:10 PM.

Respectfully submitted,

Approved by Steve Sheel
Faculty Senate Secretary on June 29, 2004

Janet Straub
Faculty Senate Recorder