COASTAL CAROLINA UNIVERSITY
FACULTY SENATE MINUTES
February 04, 2009
Wall Building, Room 116
4:30 PM


ABSENT: Bob Burney, Kay Keels, Srini Venkatraman, Kevin Godwin, and Brent Lewis.

APPROVAL OF MINUTES: A motion was made by Renee Smith and seconded by Marie Bachman to accept the December 03, 2009 minutes. The motion passed.

EXECUTIVE COMMITTEE REPORT: NONE

PROVOST AND OTHER ADMINISTRATIVE REPORTS:

PROVOST REPORT:

With your permission I will read a statement that the President asked that I read in his absence and I will give you a hard copy of that in fact I can give you a copy of it electronically if that helps.

Dear Faculty Senate Members and Guests:

Let me begin by apologizing for the formality of this report—having to have it read into the record rather than being able to present it in person. Unfortunately, I am in Columbia as this evening we co-host the annual Myrtle Beach Area Legislative Reception. As you know, this is an important event for all of us as we have an opportunity to talk with many of the legislators about the issues Coastal Carolina University faces.

I have just a few items for you today. First is a budget update. As you may have heard, we are being asked to produce a budget for FY 2009-2010 that will reflect a total of a 15 percent cut from our 2008-2009 budget. This budget reduction of 15 percent, however, does reflect cuts we have already incurred. Accordingly, we have about 7 percent left that we will need to find. You will be hearing more about this in the weeks ahead. Additionally, we await the February Budget and Control Board meeting. Rumors at this point indicate that if a cut is made, it will be minimal. But I say this with the realization that we are still awaiting the economic analysis of the holiday sales. Again, I will keep you posted.

My last item is something that is more specific and is in response to a few questions I have received. As you know, over the past several months we have had to cut budgets—one area of which was in travel. With that realization, the question that has been raised is, why is our baseball team traveling to Hawaii to play baseball? Let me give you the facts behind this trip.

After last season’s success, our baseball team had an opportunity to play several games in Hawaii. A contract was signed last summer—before we began to encounter our budget problems. And as you have witnessed, we are doing what we can to honor our contracts. But in honoring this
contract, let me be very specific. NO university funds are being used. Each player must pay $700 towards the trip—and fundraising efforts to achieve that amount has been very successful. In addition, we receive a guarantee from the University of Hawaii in the amount of $15,000 which is being used to supplement the team’s expenses. Lastly, foundation monies that are restricted to baseball use are making up the difference. I think it is also important to note that in October when we first looked at budget cuts, we did address the Hawaii trip. We investigated if we could simply cancel the trip entirely. While we could have proceeded to cancel this trip, we would have encountered an unexpected consequence—we would not have been able to re-schedule the games with other universities. As such, simply striking the games from our schedule could have resulted in us having too few games played—which meant that we might possibly have been ineligible for tournament play. Given our baseball team’s success in regional playoffs, and last year’s super-regional, that was something I was not willing to chance. The good news is, however, during these discussions, we did look at several cost cutting means, and were able to secure airline tickets at a reduced cost. Again, please understand that this trip is not being funded with university monies.

In closing, I hope your semester is progressing nicely, and I look forward to talking with you soon.

Dr Sheehan fielded any questions regarding the Presidents letter in specifics to the baseball or go into more comments as well regarding the budget. None were asked.

With regard to the budget about an hour ago I received the target that we’ve been asked to produce for the 09-10 academic year. That target is about $900,000 in cuts. Those $900,000 in cuts if given proportionally to each and every unit would result in about in about a 15% cut in the operating funds. Those are the funds exclusive of the Scholarship, exclusive of Salary and Wages including the part-time and temp budget and exclusive of any debt payments and exclusive of fringe as well. I’m going to be working over the next few days to see what I can do to take a greater proportion, something greater than 15% centrally in our central funds in hopes that when we are left and we are then forwarding the balance of the cuts out to the Deans we have done all that we can do to that target.

My goal is as an administrator is to try to push the decisions, the specific decisions, as close to the actions as possible so that they can be made most wisely. So I will be giving a target to each of the Deans, and to the Library and to Student Affairs and asking for their recommendations and I presume there will be some hearings on these and some discussions within the colleges as well as the Department Chairs. So I sometime over the next better part of the week you will be hearing some specifics about those figures as they roll out. I know one number off the top of my head because I was talking with Dean Richardson about it and the College of Humanities and Fine Arts what that translates to is $100,000 cuts that have to be found in that one particular college. So proportionately you can kind of arrange yourself accordingly so whether you think you budget is bigger or smaller than that. But I do have those figures, I do not want to this across the board if there are some ways we can soften those cuts ahead of time and we should be getting that information out.

Let’s see, other topics, I am signing today, have signed my approval and am forwarding to the President for the Administrative Action that have been suggested for the Faculty Manual and that is section 6 Appointments, Promotion, and Tenure. I have visited with the President about that and it will be going forward and hopefully to the Board of Trustees. We’ll probably want to bring it to the Board in its entire package as opposed to waiting for small pieces of that but we would certainly intend to have that wrapped up by the end of this year as well.
Similarly we are a little bit ahead of ourselves with the regard to the Promotion and Tenure process. Many times it wasn’t until April that the Promotion and Tenure process that faculty and administrators found the outcome of those recommendations. We will be bringing forward recommendations to the February board meeting which is in another week or so and we have by carbon copy communicated with the individuals in the process as well as their respective deans. And earlier in a meeting we had with Department Chairs I expressed a support to correct an oversight that this kind of communication go to the Department Chairs as well, so that Department Chairs, Deans and the effected Faculty members know where they are in the process. So each of you that are up for Promotion and Tenure should have received a copy of the letter from me. I was very, very supportive of the applications that we received. Our faculty continue to be very impressive in your teaching, in your scholarship, and in your service and it is a privilege to be a Provost for a group that works as hard as you do and is as successful in your efforts as you are and so I think you anticipate very positive outcomes from the Board of Trustees as we go forward in our communication with them and should hear then something final and official at the end of February.

That is it other than I did get yelled at on my answering machine by a couple of irate students who could not understand why it was that we did not cancel classes this morning. The rant went on and on and on and I was actually feeling a certain support for the poor ranter until they expressed the displeasure in having to walk across the bridge from their residence hall and didn’t I know the bridge was going to be slippery. The person did not leave me their name or any way to contact them but I would simply say that we made a judgment call and about 9:00 this morning the snow was going to be gone by noon time, we did not hear of any treacherous roads. We connected with our partners as we do, Horry-Georgetown Tech and Horry County Schools, and we did make the decision to leave it open. So that was a You kind of get yelled at if you do and yelled at if you don’t, that’s part in parcel of teaching as well.

If you have any questions I will be happy to take them, otherwise I shall relinquish the microphone.

**COMMITTEE REPORTS:**
Webb reminded the committees that they will soon be asked to turn in their year-end reports. Webb also asked the committees that if they found the workload was daunting and that the committee would functions better if there was a restructuring of that to get that through the faculty senate as soon as possible.

**Dr. Richard L. Johnson, Associate Provost, Graduate Studies and Academic Outreach** presents Graduate Council Restructure.

*Two issues were put before the Faculty Senate*

1. The Deans Council has approved restructuring the Graduate Council to include:
   - 2 elected representatives from each college (8 as before)
   - 1 representative from Kimbel Library
   - Current program directors (MS-CMWS, MBA, MAT & M.Ed.)**
   - Faculty Senate Representative
   - An internally elected chair by the Graduate Council
   - Associate Provost for Graduate Studies (ex-officio, non-voting)
   - Registrar (ex-officio, non-voting)

Dr. Johnson stated that his rationale for this request is to evolve the Graduate Council in to a more University-wide representation of shared governments and involve those constituents across campus
that impact and are impacted upon by the policy and curricular decisions rendered by the Council. In addition, “I am hoping that this helps improve the communication with the colleges and their departments in regards to the policies that are being discussed within the colleges which are the council itself. Also to seek more direct involvement with the Faculty Senate in regards to the decisions that are made on council or either by having a representative on council or that Faculty Senate vote on the curriculum courses that come through graduate council. I am happy to address any questions and this time” said Johnson.

A motion was put forth as follows: Dr Richard Johnson has framed a motion whereby the Senate supports the Graduate Council as presented and previously approved by the Deans Council. Seconded by John Navin. Motion passes.

2. The issue that needs to be discussed at the respective College general meetings and Faculty Senate is the routing sequence by which graduate courses and graduate programs are too approved after leaving Graduate Council:

- To Academic Affairs for review and approval and then Senate Vote of approval prior to Provost approval, or

- To Senate for vote of approval prior to Provost approval

Motion was put forth as follows: Dr Richard Johnson has framed a motion whereby graduate courses, graduate and all other graduate policies will be approved by the graduate council reviewed and approved by Academic Affairs and then go to the Senate for vote of approval. Seconded by Dr. Yessick. After some discussion the motion was denied.

Motion was put forth as follows: Graduate courses, graduate programs, graduate curriculum will be routed from the Graduate Council to the Senate for approval prior to Provost approval. Seconded by Susan Slavik. Motion passes.

Emma Savage-Davis, Director _ Biddle Center for Teaching, Learning, & Community Engagement Coastal Carolina University LIFE™ Program

Dr. Savage-Davis reported on the Coastal Carolina University Learning is for Everyone (LIFE) Program. It came about by a $155,000 three-year grant with the first year being a planning grant and the second and third an implementation grant. After those three years we plan to sustain this program through programs fees associated with the students. I’d like to tell you that the Carolina LIFE program is a unique post-secondary program designed for young adults with intellectual disabilities. This is an opportunity University experience in order to advance their academic, vocational, personal and social elements which will prepare them for competitive or supportive employment as well as independent living in their communities and enhance their quality of lives. This program was brought about by the college transition connection. This grant is the third grant they have awarded in the state, the first one going to USC, the second one to Clemson University, so we are the third. They are trying to establish institutions of higher education across the state that will provide educational post-secondary opportunities for students with intellectual disabilities. This program is designed for students beginning the program between the ages 18-24 and uses the words “intellectual disabilities” as identified by the American Association for Intellectual and Development Disabilities. Also these students do not qualify to come to a University typically because these students are ineligible to receive a High School Diploma or its equivalent. We are not talking about students that would be eligible for an undergraduate degree program; we are talking about a four-year certificate program. It
is a 4-year program which does allow residential as well as non-residential experience based on the student’s developmental need and ability. Each student is given a personal development plan which will outline through assessment their readiness for academic training, for vocational training and experiences. It focuses on career interests vocational skills, academic development, social development and independent living skills. There are some components of this program that involve academic enrichment so that students would take courses within the undergraduate catalog. But there are also self contained courses for these students to help them with independent living. There is associated work experience both on and off campus. There are opportunities for our students to be involved with these students through mentoring and buddy programs. At the end of this program the students will be developing portfolios which will demonstrate their growth and development and experience for the completion of their program. These students would pay a program fee that is very comparable to a tuition fee here at Coastal Carolina University. Those students who are eligible can receive additional funding for those positions. The students that would go in to the academic classes would only go in to those classes after assessment and with the permission of each instructor. We are talking about bringing in 6 to 8 students each fall and have a support staff which will be paid from outside funds as well as having the mentors. There is more information on the website.

After much discussion this program was presented for approval to the Senate. A motion to support the LIFE (Learning Is For Everyone) Program was put forth by Jim Henderson and seconded by Judy Englehart. Motion passed.

OLD BUSINESS: **Charmaine B. Tomczyk, Associate Director of Library Services, Director of the Celebration of Inquiry Conference and Faculty Ombuds.**

“When you elected me February of last year my work began immediately even though it didn’t start officially till August. There is now an Ombuds Faculty website page that is connected to the Faculty Senate page. I encourage you to go to that it will give you a lot of information about its services, what I do and what I cannot do. I have had a good bit of business at the time of this report which was November 28th I have had 23 contacts which represents 14 faculty. I have also had some contact from staff as well. I am a faculty Ombuds, not a staff Ombuds, but I found it interesting that staff have been coming to me as well. The International Ombuds Association has a rubric for the types of concerns and issues that it typically hears and therefore I will use that rubric in reporting the kind of issues that come to me. The interim report was not a requirement of my position. The position indicates that I have to give you a final report in November, at the end of the calendar year it will be determined whether to continue the position of Ombuds, because it is temporary, or change it in some way, or discontinue it. I felt it’s important for you to know what I have been working on and that you have an interim report so you could know how things are going. It is really for information only.”

No questions were asked of Associate Director Tomczyk.

NEW BUSINESS:  
**Pat Piver, Chair, Academic Affair Committee and Coordinator of Clinical Experiences presenting:**  
**Change in Suspension Policy concerning transfer of courses while on suspension.**

John Beard spoke to the Senate Committee regarding the Suspension Policy in representation of the Suspension Policy committee. Presented to the Senate for action was this proposed change.

1. **Current Catalog Page 35**
A student who is suspended from Coastal Carolina University or any other institution for any reason, academic or non-academic, may not earn academic credit toward Coastal degree programs during the period of suspension, whether enrolled in another college or by correspondence course of any origin.

**New Policy**

This paragraph will be removed from catalog completely. In place will be the following:

Students serving an academic or non-academic suspension from Coastal Carolina University may earn academic credit at another institution and have the credit evaluated for transfer back to Coastal Carolina University. In order to ensure that the coursework may be applied to their degree program at Coastal Carolina University, students are strongly encouraged to seek advance approval of the coursework, via Special Enrollment Request form, with their academic adviser and the Chair of their academic department.

2. Current Catalog Page 50

Credits earned at another institution while a student is on suspension, academic or nonacademic, from Coastal Carolina University are not transferable and cannot be applied toward a degree or used in improving the grade point average.

**New Policy**

This paragraph will be removed from catalog completely. In place will be the following:

Students serving an academic or non-academic suspension from Coastal Carolina University may earn academic credit at another institution and have the credit evaluated for transfer back to Coastal Carolina University. In order to ensure that the coursework may be applied to their degree program at Coastal Carolina University, students are strongly encouraged to seek advance approval of the coursework, via Special Enrollment Request form, with their academic adviser and the Chair of their academic department.

3. Current Catalog Page 59

Students on suspension may not attend summer school except by action of the Academic Suspension Petitions Committee. Suspended students who are granted permission to take summer courses will be admitted to those courses through the Registrar’s Office. Students who enroll after suspension are admitted under the status of probation. Students are required to earn at least a 2.0 semester grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after suspension are required to enroll in a reduced course load (13 credits), have their course selection and credits approved by their adviser, and attend a one day Dean’s Academic Counseling Seminar.

**New Policy**

Change is underlined.

Students on academic suspension may not attend summer school at Coastal Carolina University, except by action of the Academic Suspension Petitions Committee. Suspended students who are granted permission to take summer courses will be admitted to those courses through the Registrar’s Office.

Students who enroll after academic suspension are admitted under the status of probation. Students are required to earn at least a 2.0 semester grade point average each semester or earn the required minimum grade point average to avoid a subsequent suspension. Students who are readmitted after academic suspension are required to enroll in a reduced course load (13 credits), have their course selection and credits approved by their adviser, and attend a one day Dean’s Academic Counseling Seminar.

4. Current Catalog Page 59

**General Policies and Petition Procedures**

Students on suspension may not be admitted to, or continue in, any program at Coastal Carolina University for credit or grade point average purposes. Suspension does not extend the time allowed to make up an incomplete grade. Credits earned at other institutions or by correspondence of any
origin while a student is on suspension from Coastal Carolina cannot be applied toward a degree from Coastal Carolina University or used for improving the grade point average. Students are reminded that these rules are for suspension from Coastal Carolina University. Some degree programs may impose more stringent requirements for retention in the program. Students suspended by this policy have the right to petition the Coastal Carolina University Academic Suspension Petitions Committee at any time to waive the application of the suspension rule. Requests for petitions and information should be directed to the dean of the student's major.

**New Policy**

To be consistent with changes made on page 35.

**General Policies and Petition Procedures**

Students on academic and nonacademic suspension may not be admitted to, or continue in, any program at Coastal Carolina University for credit or grade point average purposes. Suspension does not extend the time allowed to make up an incomplete grade. Some degree programs may impose more stringent requirements for retention in the program. Students suspended by this policy have the right to petition the Coastal Carolina University Academic Suspension Petitions Committee at any time to waive the application of the suspension rule. Requests for petitions and information should be directed to the dean of the student's major.

Associate Provost Barbara Buckner and Registrar Dan Lawless fielded questions regarding current procedures, perceived problems, and rationales for the proposed changes. Much discussion followed, with several proposed 'friendly amendments' and alternative proposals. Senator Kay Keel was absent but had sent a message regarding the motion which was read by the Parliamentarian Michael Ruse. A motion to support the proposed changes was defeated and it was eventually decided to send the motion back to the committee to be rewritten and be brought back to Senate for a vote.

**Pat Piver, Chair, Academic Affair Committee, Proposals are being presented by Colleges.**

**College of Humanities and Fine Arts:**

1. **Request for new undergraduate course:** ARTH 308, History of Photography (3) Elective or Cognate Course and is designed for sophomores or above (30+ credits). Proposed Catalog Description: ARTH 308 History of Photograph (3). A survey of the history of photography from 1839 to the present. This course explores the history photography from pre-photographic visual technologies to the current revolution of digital visual media. In addition to fine art photography, we will consider a variety of photographic genres, for example, documentary and landscape photography, portraiture, and family snapshots. **Justification:** This course will accompany the visual arts program in studio photography, satisfy the demand from students, and broaden the art history offerings for art studio majors and art history minors. It will also be of interest to Communication students, in particular those studying journalism. **Impact on existing academic programs:** This course will expand the curriculum for art studio majors and for art history minors, and compliment the growing emphasis on photography in the department, including the following courses: ARTS 261 (Introduction to Black and White Photography), ARTS 361 (Intermediate Black and White Photography), and ARTS 362 (Digital Photography).

2. **Request for new undergraduate course:** POLI 355, Foreign Policy Analysis (3), prerequisites POLI 101 or permission of instructor. Elective or Cognate course. Proposed Catalog Description: POLI 355 Foreign Policy Analysis (3). An introduction to basic theories, models and typical cases of foreign policy decision making. **Justification:** The analysis of foreign policy decision making is a significant subject in international studies. The department does
not offer any course on this field. **Impact on existing academic programs:** Will allow
student to take a cognate course or an upper-division elective course.

3. **Request for multiple undergraduate changes within the same program:** All changes below are
for Politics and Geography and they are all prerequisite changes.

   A. POLI 304 Latin American Through Film, Current Prereq sophomore standing or
   permission of instructor. Proposed prerequisite,

   B. POLI 309 African-American Political Thought, Current Prerequisite POLI 201 and
   sophomore standing. Proposed prerequisite, POLI 201 or permission of instructor.

   C. POLI 315 International Relations, Current Prerequisite none. Proposed
   prerequisite POLI 101 or permission of instructor.

   D. POLI 316 Comparative Politics, Current Prerequisite none. Proposed prerequisite
   POLI 101 or permission of instructor.

   E. POLI 318 International Political Economy, Current Prerequisite sophomore
   standing or permission of instructor. Proposed prerequisite POLI 101 or permission of
   instructor.

   F. POLI 320 Introduction to Latin American Civilization, Current Prerequisite
   sophomore standing or permission of instructor. Proposed prerequisite POLI 101 or
   permission of instructor.

   G. POLI 321 State and Society in Modern Latin America, Current Prerequisite
   sophomore standing or permission of instructor. Proposed prerequisite POLI 101 or
   permission of instructor.

   H. POLI 330 Introduction to Middle East, Current Prerequisite POLI 101. Proposed
   prerequisite POLI 101 or permission of instructor.

   I. POLI 331 The Israeli-Palestinian Conflict, Current Prerequisite POLI 101.
   Proposed prerequisite POLI 101 or permission of instructor.

   J. POLI 332 Conflict in the Persian Gulf, Current Prerequisite POLI 101. Proposed
   prerequisite POLI 101 or permission of instructor.

   K. POLI 333 Islam and World Politics, Current Prerequisite POLI 101. Proposed
   prerequisite POLI 101 or permission of instructor.

   L. POLI 335 Chinese Politics, Current Prerequisite POLI 101. Proposed prerequisite
   POLI 101 or permission of instructor.

   M. POLI 338 Introduction to Political Linguistics, Current Prerequisite POLI 101.
   Proposed prerequisite POLI 101 or permission of instructor.

   N. POLI 339 Diplomacy, Current Prerequisite none. Proposed prerequisite POLI
   101 or permission of instructor.
O. POLI 340  International Negotiations, Current Prereq none. Proposed prerequisite POLI 101 or permission of instructor.

P. POLI 341  Contemporary American Foreign Policy, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

Q. POLI 343  Terrorism and Political Violence, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

R. POLI 344  Politics and Society in the United Kingdom, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

S. POLI 345  Politics and Governments of the Middle East, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

T. POLI 361  American Politics: Interest Groups, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

U. POLI 362  Mass Media and American Politics, Current Prerequisite POLI 201. Proposed prerequisite POLI 201 or permission of instructor.

V. POLI 363  Southern Politics, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

W. POLI 365  State Government, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

X. POLI 370  Introduction to Public Administration, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

Y. POLI 371  Public Policy, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

Z. POLI 372  Women and Public Policy, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

AA. POLI 375  Government and the Economy, Current Prerequisite POLI 201. Proposed prerequisite POLI 201 or permission of instructor.

BB. POLI 420  Global Environment Politics, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

CC. POLI 431  The Model United Nations, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

DD POLI 435  Globalization, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

EE. POLI 438  International Human Rights, Current Prerequisite POLI101. Proposed prerequisite POLI 101 or permission of instructor.
FF. POLI 439  International Law, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

GG. POLI 450  Constitutional Law II, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

HH. POLI 452  The Judicial Process, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

II. POLI 453  Regulatory Policies, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

JJ. POLI 455  American Jurisprudence, Current Prerequisite sophomore standing or permission of instructor. Proposed prerequisite POLI 201 or permission of instructor.

KK. POLI 466  South Carolina Government and Politics, Current Prerequisite POLI 201. Proposed prerequisite POLI 201 or permission of instructor.

LL. POLI 467  American Local Government, Current Prerequisite none. Proposed prerequisite POLI 201 or permission of instructor.

MM. POLI 488  Politics and Government of Contemporary Latin America, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

NN. POLI 496  Topics in Latin American Politics and Culture, Current Prerequisite none. Proposed prerequisite POLI 101 or permission of instructor.

OO. POLI 495  Internship in Political Science, Change minimum GPA from 2.5 to 3.0.

PP. POLI 497  The Discipline of Political Science, Current Prerequisite completion of 75 credits or permission of instructor. Proposed prerequisite POLI 201 or permission of instructor.

4. Request for new undergraduate course: RELG 365, Religious Diversity in the South (3) prerequisite (s) RELG 103. Elective Course. Proposed Catalog Description: RELG 365 Religious Diversity in the South (3). This is a survey of the evolution of religion in the South from its beginnings to the arrival of new religions and movements in the twentieth century. This course will review the development of major denominational churches as well as the evolution of “folk belief.” Integral to the course will be the consideration of women’s roles and attitudes toward women in religion. Religious history of South Carolina and the low country, specifically, will serve as the focus for the course, with particular attention given to new arrivals. Justification: Students are requesting more offerings in religious studies at the 300 level, and the development of religious studies minor will require advanced courses as well.

Motion to accept by Deb Walker and seconded by Lee Bollinger.

Move to strike POLI 497 by Paul Peterson and seconded by Erin Burge. Motion passed

Motion to support the package with the correction of typo of item T from 101 to 201 and removing PP passed.
College of Education:

5. **Request for change of an undergraduate program:** Elementary Education (Grades 2-6) BA Degree Program. Deletion of course EDUC 110, Introduction to Teaching in Elementary Education. Replace this course with EDUC 111 Exploring Teaching as a Profession. **Justification:** This course is designed as a general introduction to teaching which will replace similar course required in each of the following preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire their teaching specialization without repeating another introductory course in a different teacher preparation program listed above.

6. **Request for change of an undergraduate program:** Middle Level Education, BA. Deletion of EDUC 117, Introduction to Teaching Middle Grades. Replace this course with EDUC 111 Exploring Teaching as a Profession. **Justification:** This course is designed as a general introduction to teaching which will replace similar course required in each of the following preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire their teaching specialization without repeating another introductory course in a different teacher preparation program listed above.

7. **Request for change of an undergraduate program:** Special Education - LD, BA. Deletion of EDUC 116, Introduction to Teaching in Special Education. Replace this course with EDUC 111 Exploring Teaching as a Profession. **Justification:** This course is designed as a general introduction to teaching which will replace similar course required in each of the following preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire their teaching specialization without repeating another introductory course in a different teacher preparation program listed above.

8. **Request for deletion of undergraduate course:** EDUC 110 Teaching in Elementary Education. **Justification:** This course is designed as a general introduction to teaching which will replace similar course required in each of the following preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire their teaching specialization without repeating another introductory course in a different teacher preparation program listed above.

9. **Request for a new undergraduate course:** EDUC 111 Exploring Teaching as a Profession (3) prerequisites none. Required for major. Proposed catalog description: Provides opportunities for student to explore teaching and learning and to begin the process of professional development as educators. Broadens students' perspectives of the educational process and of the multiple roles of educators and helps them build a framework for participation in teacher preparation programs at Coastal Carolina University, as well as provides experiences to assist students in making decisions regarding careers in education. **Justification:** This course is designed as a general introduction to teaching which will replace a similar course required in each of the following teacher preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and Special Education Learning Disabilities (EDUC
116). Collapsing the content into one general course provides greater flexibility to students who may desire to change their teaching specialization without repeating course in a different teacher preparation program listed above.

10. **Request to delete an undergraduate course:** EDUC 115 Introduction to Teaching in Early Childhood. **Justification:** This course is designed as a general introduction to teaching which will replace a similar course required in each of the following teacher preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and Special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire to change their teaching specialization without repeating course in a different teacher preparation program listed above.

11. **Request to delete an undergraduate course:** EDUC 116 Introduction to Teaching in Special Education. **Justification:** This course is designed as a general introduction to teaching which will replace a similar course required in each of the following teacher preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and Special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire to change their teaching specialization without repeating course in a different teacher preparation program listed above.

12. **Request to delete an undergraduate course:** EDUC 117 Introduction to Teaching Middle Grades. **Justification:** This course is designed as a general introduction to teaching which will replace a similar course required in each of the following teacher preparation programs: Early Childhood (EDUC 115), Elementary (EDUC 110), Middle Level (EDUC 117), and Special Education Learning Disabilities (EDUC 116). Collapsing the content into one general course provides greater flexibility to students who may desire to change their teaching specialization without repeating course in a different teacher preparation program listed above.

13. **Request to change an undergraduate course:** EDEL 471 Assessment and Evaluation of Literacy, current prerequisites, EDEL 343, 386, 388. Proposed prerequisites, none.


15. **Request to change an undergraduate course:** Change of existing name of course. EDMG 325 Classroom Organization and Management in Middle Grades. Change to EDML 325 Middle Level Classroom Organization and Management.

16. **Request to change an undergraduate course:** Change of existing name of course. EDMG 417 Reading in the Middle School. Change to EDML 417 Reading the Content Area – Middle Level.

17. **Request to change an undergraduate course:** Change of existing name of course. EDMG 441 Middle School Curriculum and Organization. Change to EDML 441 Middle Level Curriculum and Organization.

18. **Request to change an undergraduate course:** Change of existing name of course. EDMG 445 Instructional Theory and Practice – Middle School. Change to EDML 445 Middle Level Instructional Theory and Practice.
19. **Request to change an undergraduate course:** EDMG 458 Internship Seminar. Change, co-requisite EDMG 468 to co-requisite EDML 468

20. **Request to change an undergraduate course:** EDMG 468 Internship in Middle Level Teaching. Request change to EDML 468, Pr-Co Requisite none at this time. Change to EDML co-requisite.

21. **Request to change an undergraduate course:** Change of existing name of course. EDMG 489 Materials and Methods of Teaching English/Language Arts in Middle School. Request change to EDML 489 Methods for Teaching English/Language Arts at the Middle Level.

22. **Request to change an undergraduate course:** Change of existing name of course. EDMG 490 Materials and Methods of Teaching Social Studies in the Middle School. Change to EDML 490 Methods for Teaching Social Studies at the Middle Level.

23. **Request to change an undergraduate course:** Change of existing name of course. EDMG 491 Materials and Methods of Teaching Science in the Middle School. Change to EDML 491 Methods for Teaching Science at the Middle Level.

24. **Request to change an undergraduate course:** Change of existing name of course. EDMG 492 Materials and Methods of Teaching Mathematics in the Middle School. Change to EDML 492 Methods for Teaching Mathematics at the Middle Level.

25. **Request to change undergraduate program:** Elementary Education (2-6) B.A. Degree program. Adding foundation course choices in the program – EXSS 122, RSM 120, PSYC 101, SOC 101, ASTR 101/101L OR PHYS 103/103L; ENGL 287 OR ENGL 288; HIST 102 OR HIST 201; ARTH 105, ARTH 106, ENGL 201, MUS 110 THEA 101 OR THEA 201. Current Catalog description: this major satisfies the educational requirements for South Carolina certification in Elementary Education in grades 2-6. Students must earn a grade of C or above in all elementary foundation courses, major requirements, and all courses in English, mathematics, science, and social studies required as specified to meet the basic academic core for graduation. Students should plan carefully with their adviser since some courses have prerequisites and are limited to specific semesters. Students may not participate in courses designated with the Education/Elementary prefix (EDEL) until after being admitted to the Professional Program in Teacher Education. **Justification:** The requested changes will provide students with more flexibility without dismissing the quality of the current program if they change majors. The changes also streamline the process for transfer students. The number of credit hours in the program will not change.
A motion was made to accept by Judy Englehart and seconded by Chris Hill. Motion carried.

College of Natural and Applied Science

26. Request change in undergraduate program: Biology Degree, B.S. There are a few courses from other departments which can count as Biology electives towards a biology degree. We would like to limit the number of these students can count to 8 credits and specify the courses which are eligible. Current Catalog Description: A "C" or better is required in all Major Requirements, Biology 121/121L, 122/122L, and additional Biology Electives. Proposed Catalog Description: A "C" or better is required in all Major Requirements, Biology 121/121L, 122/122L, and additional Biology Electives. All Biology Electives must be selected from 300 and 400 level courses offered by the Biology Department (prefix BIOL) toward his or her
Biology Electives. External courses that can be counted in this way include: CHEM 351/L, 352/L, PHIL 317, PHIL 340, MSCI 302/L, 331,/L, 355/L, 376/L, 458/L, 471/, 473/L, 475/L, 476/L, 477/L, 479/L, STAT 316, 318. No other courses from departments outside of biology may be counted as Biology Electives. **Justification:** The Biology department feels that Biology majors should focus their efforts on courses offered by the Biology department. This will help ensure that students receive a broadly based education in Biology and allow the department to run a full complement of upper division courses with the expectation that they will attain satisfactory enrollment.

27. **Request for change to undergraduate program:** Biology Minor, B.S. There are a few courses from other departments which can count as Biology electives towards a biology degree. We would like to limit the number of these students can count to 4 credits and specify the courses which are eligible. Current Catalog Description: A “C” or better is required in each course to be applied toward the minor. No more than 4 hours of independent study (BIOL 399 or 499) may be applied to the minor. Proposed Catalog Description: A “C” or better is required in all Major Requirements, Biology 121/121L, 122/122L, and additional Biology Electives... All Biology Electives must be selected from 300 and 400 level courses offered by the Biology Department (prefix BIOL) except that a student may count up to 4-credit hours of coursework from biology-related courses offered by other departments (prefix other than BIOL) toward his or her Biology electives. External courses that can be counted in this way include: CHEM 351/L, 352/L, PHIL 317, PHIL 340, MSCI 302/L, 331,/L, 355/L, 376/L, 458/L, 471/, 473/L, 475/L, 476/L, 477/L, 479/L, STAT 316, 318. No other courses from departments outside of biology may be counted as Biology Electives. No more than 4 credits of independent study (BIOL 399 or BIOL 499) may be applied to the minor. **Justification:** We’ve made this same change to the Major requirements except we allow 8 “external” credits. The minors ought to be treated in much the same way as the majors but since they’re only required to take 8 total upper level credits in Biology, it doesn’t make much sense to allow all 8 to be external to the Biology department.

28. **Request for deletion of undergraduate course:** BIOL 302/302L. Since Marine Biology is taught by Marine Science faculty, making it just a MSCI course clarifies this for our student and simplifies registration procedures by eliminating the dual listing. That this course can still count as a Biology elective is spelled out in the catalog.

29. **Request for deletion of undergraduate course:** BIOL 375/375L. BIOL 375/375L had been cross listed with MSCI 375. That course no longer exists in Marine Science, however, and so we need to delete it from Biology as well.

30. **Request for deletion of undergraduate course:** BIOL 475/475L. Since Marine Ecology is taught by Marine Science faculty, making it just a MSCI course clarifies this for our students and simplifies registration procedures by eliminating the dual listing.

31. **Request for deletion of undergraduate course:** BIOL 476/476L. Since Marine Plankton is taught by Marine Science faculty, making it just a MSCI course clarifies this for our students and simplifies registration procedures by eliminating the dual listing.

32. **Request for deletion of undergraduate course:** BIOL 477. Since Ecology of Coral Reefs is taught by Marine Science faculty, making it just a MSCI course clarifies this for our students and simplifies registration procedures by eliminating the dual listing.
33. **Request for change to undergraduate program: Computer Science – Theoretical Option, B.S.**

Change proposed for Emphasis. Deletion for the requirement of ENGL 287 or ENGL 288. Add ENGL 211 to the Core Curriculum to conform to the modified new Core Curriculum that requires ENGL 102 or 211. Remove the requirement for ENGL 287 or 288 from the Foundation Courses to accommodate the addition of ENGL 211.

I. **CORE CURRICULUM (34-41)**

II. **FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)**

Minimum grade of C is required.

University 110, The First-Year Experience 3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. **FOUNDATION COURSES (44-55) Credits)*

CSCI130*/130L, 140/140L, 150/150L, 170, 210, 220 16-19

CSCI 203, 207, 208, or 209 3

BINF 101/101L 4

MATH 160*, 161, 174 7-11MATH 210, 220, 242, 260, 320, 344, or CSCI 360 3-4

STAT 201/201L* 0-4

SIOL 122/122L, CHEM 112/112L, GEOL 112/112L, or PHYS 212/212L 4

COMM 140 or ENGL 390 3

ENGL 287* or 288* 0-3

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

IV. **MAJOR REQUIREMENTS (30 Credits)**

CSCI130, 330, 410, 425, 430, 490 21 3

CSCI 360, 440, 480, or 485 3

CSCI course numbered 300 or higher (except 399 or 497) 3

V. **ELECTIVES (0-9 Credits)**

TOTAL CREDITS REQUIRED 120

Proposed Catalog Description:

Theoretical Option

I. **CORE CURRICULUM (34-41)** 34-41

II. **FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)**

Minimum grade of C is required.

University 110, The First-Year Experience 3

UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. **FOUNDATION COURSES (44-55) Credits)*

CSCI130*/130L, 140/140L, 150/150L, 170, 210, 220 16-19

CSCI 203, 207, 208, or 209 3

SINF 101/101L 4

MATH 160*, 161, 174 7-11MATH 210, 220, 242, 260, 320, 344, or CSCI 360 3-4

STAT 201/201L* 0-4

SIOL 122/122L, CHEM 112/112L, GEOL 112/112L, or PHYS 212/212L 4

COMM 140 or ENGL 390; 0-3

ENGL 287* 0-3

Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.
IV. MAJOR REQUIREMENTS (30 Credits)
CSC1310, 330,410,425,430,450, 490 21 CSC1380, 390, or 460 3
CSCI 360, 440, 480, or 485 3
CSCI course numbered 300 or higher (except 399 or 497) 3
V. ELECTIVES (0-9 Credits)
TOTAL CREDITS REQUIRED 120

34. Request to change undergraduate course: Applied Mathematics Degree program. Adding MATH 190 into the Foundation Courses for the Applied Mathematics Major.
Current Catalog Description: FOUNDATION COURSES (19-32 Credits)*
MATH 160*, 161, STAT 201/201L* 12
MATH242/242L 4
CSCI 130* or 140/140L 3-4
PHYS 211/211L*, 212/212L 8
One additional science course 4
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major.
VI. Electives (3-20 Credits) 3-20

Proposed Catalog Description: Foundation Courses (20-33)*
MATH 190 1
MATH 160*, 161, STAT 201/201L* 12
MATH 242/242L 4
CSCI 130* or 140/140L 3-4
PHYS 211/211L*, 212/212L 8
One additional science course 3-4
*Credits for courses taken as part of the Core Curriculum are not counted elsewhere in the major. VI.

Electives (2-19 Credits) 2-19

Justification: This course will help our majors to discover the different areas and applications of mathematics and show them some of what is beyond arithmetic and computation.

35. Request to change undergraduate course: MATH 174 Introduction to Discrete Mathematics.

36. Request to change undergraduate course: STAT 316 Experimental Design. Changing the when offered indicator in the catalog. Current description: This course is basic experimental design and analysis is suitable as a second course in statistics. Topics include, but are not limited to, analysis of variance, analysis of covariance, Fisher assumptions, randomization, basic factional designs, complete block designs, two-way factorial designs, split plot/repeated measures designs, interacted, blocking, Latin squares, and multiple comparisons. Computers and statistical software will be used extensively. Proposed Description: This course is basic experimental design and analysis is suitable as a second course in statistics. Topics include, but are not limited to, analysis of variance, analysis of covariance, Fisher assumptions,
randomization, basic factional designs, complete block designs, two-way factorial designs, split plot/repeated measures designs, interacted, blocking, Latin squares, and multiple comparisons. Computers and statistical software will be used extensively. 

**Justification:**
Updating the catalog to match our 5 year plan.

Motion was made to approved this packet by Chris Hill and seconded by Erin Burge. Motion carried.

**OTHER:** NONE

**ANNOUNCEMENTS:** NONE

**GOOD OF THE ORDER:** Michael Ruse, Chair of the Ad Hoc Faculty Manual Revision Committee, informed the faculty that Revision of the Faculty Grievance Procedure will be on the website in a day or two. He announced that the committee is currently working on the Faculty Responsibilities’ and Rights over the next three weeks. Any input, give us feedback he requested.

**ADJOURNMENT:** The meeting adjourned at 6:05PM.

Respectfully submitted,

**Approved by Susan Slavik**
Faculty Senate Secretary on February 19, 2009

Moe Murphy
Faculty Senate Recorder