Faculty Senate

March 14, 2018
Order of Business
4:30 p.m. in Wall 309
www.coastal.edu/facultysenate

I. CALL TO ORDER – Renée Smith, Chair

II. ROLL CALL – Kyle Holody, Secretary

III. APPROVAL OF MINUTES – February 7, 2018

IV. CONSENT AGENDA – attached

V. PRESIDENT, PROVOST, AND OTHER ADMINISTRATIVE REPORTS

A. Sara Hottinger, Dean, University College
   Click on the following link to access the Coastal Honors College -- White Paper:
   https://www.coastal.edu/academics/facultysenate/miscellaneousimportantdocuments/

VI. EXECUTIVE COMMITTEE REPORT

A. Administrative Actions 13-18 were generated and approved without stipulations from the Feb. 7, 2018 meeting. Refer to the Feb. 7, 2018 Faculty Senate Order of Business and Consent Agenda for complete details.

   AA-13: Approval of all remaining items from the Feb. 7, 2018 Consent Agenda. The following four proposals were removed from the Consent Agenda:
   1. Changes to the Communication, B.A.
   2. Changes to the Interdisciplinary Studies, B.A.I.S.
   3. Changes to the Interdisciplinary Studies, B.S.I.S.
   4. New undergraduate course: IDS 311 – Interdisciplinary Program Planning Workshop

   AA-14: Approval to revise the current language concerning credit sharing (double-dipping) in the undergraduate catalog.

   AA-15: Approval of a new minor in Languages and Intercultural Studies.

   AA-16: Approval of a new undergraduate course: IDS 311 - Interdisciplinary Program Planning Workshop.

   AA-17: Approval for revisions to the Interdisciplinary Studies, B.A.I.S.

   AA-18: Approval for revisions to the Interdisciplinary Studies, B.S.I.S.
B. Statement of Correction (*for information only*)

The EL designation for the following courses will be changed from Q (all sections of the courses) to Q* (some sections of the courses) in the undergraduate catalog:

- CBAD 350 Q* - Marketing
- HRTM 490 Q* - Seminar in Resort Tourism Planning
- MGMT 309 Q* - Leading High Performance Teams

VII. COMMITTEE REPORTS

A. Emma Savage-Davis, Chair, Core Curriculum Committee

VIII. OLD BUSINESS

IX. NEW BUSINESS

A. Core Curriculum Committee (moved and seconded in committee)

1. **Motion #1**: Proposal to approve edits to policy ACAD-SENA 121 - Core Curriculum Requirement: Substitutions, Exceptions, and Exemptions.

   ![PDF](ACAD-SENA_121_Revisions)

2. **Motion #2**: Proposal to delete policy ACAD-SENA 120 - Exemption of Core Curriculum Requirements.

   ![PDF](ACAD-SENA_120_Policy)

B. Faculty Manual Committee (moved and seconded in committee)

1. **Motion #1**: Proposal to add the Teacher-Scholar Model statement to the Faculty Manual.

   ![PDF](Teacher-Scholar_Model)
2. **Motion #2:** Proposal to modify section 6.11 on Graduate Faculty in the Faculty Manual.

C. Faculty Welfare Committee (moved and seconded in committee)

1. **Motion #1:** Proposal to edit the evaluation of effective teaching in the Faculty Manual (section 5.2.7: Faculty Performance Review).

2. **Originator(s):**
   - Approved by the Faculty Welfare Committee (1/24/18)
   - Approved by the University Promotion and Tenure Committee (12/5/17)
   - Proposed by 1-1-1 Strategic Management Task Group (9-27-17)

3. **Existing Policy:** Presently, the Faculty Manual [5.2.7 sections 1 and 2] says that "Criteria for [evaluating] teaching faculty may include: teaching assignments, advising, other assigned duties and responsibilities, scholarly or artistic pursuits in the discipline, relevant University, professional, and/or community service" in their annual performance evaluation; and the descriptions of faculty ranks (6.3.1) for professor and associate professor require a record of "effective teaching." [Note: assistant professors "must possess strong potential for development as a teacher..."; senior instructors must "have a record of excellent teaching..."; instructors must "possess a strong potential for excellence in teaching..."; and Senior Teaching Lecturers must "have and outstanding record of teaching."]

4. **Proposed Change/Addition/Deletion:** See attachment

5. **Justification:** Evaluating teaching using only students’ evaluations gives an incomplete picture of teaching effectiveness. Teacher-scholars are committed to ongoing development as teachers through teaching scholarship, teaching workshops and conferences, and collaboration with peers both inter- and intra-departmentally. The proposed language is meant to encourage colleges and departments to broaden the means by which they evaluate effective teaching.
D. Calendar Committee (moved and seconded in committee)

1. **Motion #1**: Proposal for revisions to the 2019-2020 Academic Calendar, approved 4/12/17 by Faculty Senate, to add Study Days to the Fall and Spring semesters.

2. **Proposed Change/Addition/Deletion**: See attachment

3. **Justification**: The committee was asked to add study days to the 2019-2020 calendar by Provost Byington in a meeting; the Calendar Committee has revised this calendar, passed in the fall of 2017, to include these dates.

E. Graduate Council (moved and seconded in committee)

1. **Motion #1**: Proposal for an Interdisciplinary Doctorate in Education, Ph.D. (Form D – ID# 34)

   College of Education – Department of Graduate and Specialty Studies
   
   **Title of proposed program and degree**: Interdisciplinary Doctorate in Education, Ph.D.
   
   **Semester and year of first graduates**: Summer II 2021
   
   **Number of students projected in first two semesters**: 20
   
   **Use of Technology**: Program will be delivered in multiple modes, face-to-face, hybrid, and 100 percent online. The Coastal Office of Online Learning (COOL) and the Center for Teaching Excellence to Advance Learning (CeTEAL) will support faculty and candidates’ needs regarding online learning technologies and general orientation to university resources and professional development. The Spadoni College of Education has recently installed two high-end distance learning facilities, one multi-purpose classroom for live streamed instructional events, and one multimedia production studio for recording and editing. Both facilities are currently available, fully funded, and will be managed internally by college staff and graduate assistants with support from the University's division of Information Technology Services.

   All classrooms in the College of Education are connected to the Internet and have Smart board/Promethean technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College.
Proposed Catalog Description:
The Interdisciplinary Doctorate in Education, Ph.D., as an advanced graduate program in the Spadoni College of Education. This program will involve students in developing the breadth and depth of understandings, skills, and dispositions through study in one of three specialization areas (Educational Leadership, Higher Education Administration, Curriculum, Instruction and Assessment), research foundation, selection of cognate and elective courses, and dissertation. Identified courses in both the specialization and cognate areas will be co-taught to interrelate key conceptual understandings. Students will also take a research and data analysis curriculum that focuses on varied ways of knowing, and have opportunity to select relevant cognate and elective courses that address individual needs and interests.

Program Objectives
- Develop an advanced degree curricula that interrelates knowledge and skills from selected areas of specialization, complementary cognate courses, and proficiency in the areas of quantitative, qualitative, and mixed methods educational research.
- Establish a seamless P-20 educational system that promotes continuous improvement, career satisfaction, and helps retain and recruit highly effective educators.
- Facilitate interdisciplinary understandings through a co-teaching model that produces cross-disciplinary context-based solutions to contemporary educational issues.
- Provide opportunities for doctoral candidates to participate in regional collaborative networks that involve school districts, universities, and community leaders in building partnerships to affect innovative change aimed at improving educational outcomes.
- Institute advanced degree field-based experiences and internships that allow for systematic translation of theory to practice in specific areas of specialization, cognate emphasis, and the research core curriculum.
- Demonstrate curricular understandings and proficiency of research skills through a comprehensive exam, professional presentations, scholarly writing, and the successful completion of a dissertation.

Student Learning Outcomes
- Students develop critical thinking skills that would allow them to see the integrative connections between disciplinary fields in their area of specialization.
- Students will develop a regional perspective of a need for improvement and become a change-agent within the region by analyzing and providing a resolution or awareness of the concern.
- Students develop an understanding and skills to perform mixed method research that provides data-driven analysis and results to make substantive changes within the regional community.
- Students develop an awareness of diversity (i.e., people, cultures, ideas, and etc.,) which may have an impact on PK-20, and appreciate the importance of
- Engaging in lifelong interdisciplinary learning to become informed and responsible change agents within their community.
- Students learn to develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing students, schools, communities, and societies.

**Admission Requirements**

All applicants to the Ph.D. in Interdisciplinary Doctorate in Education must meet the Coastal Carolina University Office of Graduate Studies admission requirements. In addition, each specialization area will have an admissions committee who will review applications and make recommendations based on the following criteria:

- Completion of a Coastal Carolina University application form.
- An earned Master’s Degree in education or related field.
- A minimum overall cumulative grade point average of 3.0 (on a 4.0 scale) documented by official transcripts for all collegiate coursework.
- Copies of official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
  - A score of 300 with no less than 160 on the verbal and 140 on the quantitative Graduate Record Examination, or 400 on the Miller Analogies Test.
    - Scores must be no more than five years old.
    - If an applicant’s Master’s Degree with overall GPA is 3.5 or higher, the Graduate Record Examination, or 400 on the Miller Analogies Test are waived.
  - Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
    - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
    - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
    - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
    - Pearson Test of English (PTE) Academic with a score of 59;
    - Cambridge Certificate of Advanced English (CAE) with a minimum level of C1;
    - Cambridge Certificate of Proficiency in English (CPE) with a minimum level of C1;
- Michigan English Language Assessment Battery (MELAB) with a score of 77;
- Test of English for International Communication (TOEIC) with a score of 745;
- Bachelor’s degree earned from a regionally accredited U.S. institution of higher education within the last three years.

- Applicants will submit a written statement explaining how the Interdisciplinary Ph.D. will be instrumental in achieving specific career and research goals.
- Three professional reference letters that specifically address the candidate’s ability to successfully meet the demands of high level graduate coursework. One letter must be from their current immediate supervisor.
- A face-to-face and/or virtual interview will be required that primarily focuses on the applicants written statement regarding career and research goals as well as the applicants vision for their personal and professional development and how this program will support their vision.
- Applicants will complete an on-site writing sample.

Applicants entering the program with an Ed.S. degree in Educational Leadership from a regionally accredited institution may be awarded up to 21 credit hours for coursework completed prior to admission to this program (see required elements of the curriculum below). The program’s Admission Committee will review the application materials submitted by each applicant to determine what graduate course credit may be applicable to the program’s coursework requirements. Highly qualified applicants entering the program from a regionally accredited Ed.S. degree program may be provisionally accepted into the Ph.D. program through the general admission procedure outlined above.

**Degree Requirements**
The Ph.D. in Interdisciplinary Doctorate in Education requires the successful completion of an approved program of study with a minimum of 63 graduate credit hours. The approved program includes specialization areas (Educational Leadership, Higher Education Administration, Curriculum, Instruction and Assessment), research foundation, selection of cognate and elective courses, and dissertation. The degree culminates with a comprehensive examination and dissertation requiring students to demonstrate and apply knowledge and skills learned in the program.

**Required Credit Hours (63 Graduate Credit Hours)**

**Specialization Areas (21 Graduate Credit Hours from one of the Specializations Areas)**

**Educational Leadership (21)**
- EDAD 701 Advanced Theory and Practice of Leadership and Management (3)
- EDAD 760 Instructional Leadership and Supervision (3)
- EDAD 780 Politics and Policy of Education (3)
• EDAD 735 Finance and Ethics (3)*
• EDAD 786 Topics in Educational Leadership (3)
• EDAD 788 Action Research (3)*
• EDAD 770 Assessing Leadership Skills and Initiating Change (3)

Higher Education Administration (21)
• EDAD 701 Advanced Theory and Practice of Leadership and Management (3)
• EDAD 780 Politics and Policy of Education (3)
• EDAD 735 Finance and Ethics (3)*
• EDAD 788 Action Research (3)*
• EDAD 791 Contemporary Issues in Higher Education (3)
• EDAD 793 Legal Basis of Educational Organization and Administration (3)
• EDAD 793 College Teaching and Advising (3)

Curriculum, Instruction, & Assessment (21)
• EDUC 728 Data-Driven Decision-Making to Inform Instruction (3)
• EDSP 741 Comprehensive Assessment for Exceptional Learners (3)
• EDUC 790 Strategies for Serving Rural and Urban Learners (3)*
• EDUC 750 Contempory Curriculum Theory (3)
• EDUC 785 Critical Studies in Diversity and Education (3)
• EDUC 735 Contemporary Learning Theories and Practices (3)*

Choose one from the following:
• EDUC 732 Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12) (3)
• EDUC 731 Elementary Education (Grades PK-5) (3)

Research Foundations (12 Graduate Credit Hours)
• EDUC 800 Ways of Knowing: Introduction to Educational Research (3)
• EDUC 810 Qualitative Research Methods in Education (3)
• EDUC 815 Quantitative Research Methods in Education (3)
• EDUC 825 Mixed Methods Research in Education (3)*

Cognates and Electives (18 Graduate Credit Hours (Cognates 12 Graduate Credit Hours and Electives 6 Graduate Credit Hours))

Choose six from the following:

Instructional Technology
• EDIT 700 Principles of Instructional Design (3)
• EDIT 704 Technology in Curricula (3)
• EDIT 710 Instructional Technology Tools (3)
• EDIT 720 Psychology of Instructional Technology (3)
• EDIT 760 Instructional Technology Leadership (3)
• EDIT 764 Special Topics in Instructional Technology (3)
Online Teaching Endorsement Courses
- EDIT 604 Teaching with Technology (3)
- EDIT 650 Teaching and Learning Online (3)
- EDIT 660 Advanced Online Teaching (3)
- EDIT 610 Instructional Design and Tech. Integration (3)
- EDIT 620 Technology Planning and Management (3)
- EDIT 630 Development of Instructional Multimedia (3)

English for Speakers of Other Languages
- EDSP 641 Comprehensive Assessment for Exceptional Learners (3)
- EDSP 697 Practicum in Special Education (3)

Certification in English for Speakers of Other Languages
- EDLL 650 Applied Linguistics for ESOL Teachers (3)
- EDLL 651 Principles and Strategies for Teaching ESOL 3 to Elementary and Secondary Learners (3)
- EDLL 652 Teaching Reading and Writing to Limited English Proficient (LEP) Learners (3)
- EDLL 653 Testing and Assessment for Language Minority Students (3)
- EDLL 654 ESOL Curriculum Design and Materials Development (3)

Equitable Education
- EDEQ 624 Framework for Equitable Education (3)
- EDEQ 625 Application of Differential Instruction (3)
- EDEQ 626 Culturally Responsive Methods and Materials (3)
- EDEQ 640 Successful Collaboration with Diverse Families (3)
- EDEQ 628 STEM Methods and Materials for Diverse Students (3)

Dissertation (12 Graduate Credit Hours)
- EDUC 899 Dissertation (12)

2. **Motion #2**: Proposal for a Master of Arts in Communication (Form D – ID# 32)

College of Humanities and Fine Arts – Department of Communication, Media and Culture

Title of proposed program and degree: Master of Arts in Communication (M.A.)

Semester and year of first graduates: Fall 2019

Number of students projected in first two semesters: 19

Use of Technology: Courses will be taught in-person, with a few exceptions such as the internship elective and the capstone course, the latter of which will be taught via independent study. The program will utilize existing technologies and training opportunities currently available on campus.
Proposed Catalog Description:
The Master of Arts in Communication is a 33-credit degree program that combines Communication foundation courses with two concentrations: Communication Leadership or Communication Activism. Communication Leadership focuses students' communication and organizational skills and Communication Activism teaches best use of public relations/communication theories and practices to advocate for others. Both concentrations benefit students' current or future careers or will prepare students for further study. The degree culminates in a capstone (six credit hours) requiring students to demonstrate applied communication understanding and acquired skills. The nature of this capstone is designed collaboratively between each student and the student's adviser.

Objectives of the program
The proposed program will:
1. Enrich students' understanding of issues and theoretical approaches in the field of communication.
2. Advance students' ability to interpret qualitative and quantitative scientific literature.
3. Prepare students to conduct communication research.
4. Challenge students to demonstrate competencies in oral, written, and visual communication that are essential to success in communication practice.
5. Engage students in the design of strategic approaches to a wide range of communication challenges.
6. Explore principles of ethical responsibility and challenge students to apply these principles to the community, society, discipline, and profession.
7. Prepare students for professional work in the field of communication leadership and/or activism.

Student Learning Outcomes
Students will be expected to:
1. Demonstrate knowledge of the history and current issues in the field of communication.
2. Demonstrate and apply knowledge of communication and media theories.
3. Demonstrate knowledge of qualitative and quantitative research methods.
4. Evaluate and critique previous research in communication and media, based on application of theory and methods.
5. Utilize qualitative and quantitative research methods for data collection-based research.
6. Demonstrate competencies in oral, written, and visual communication.
7. Plan, design, and utilize strategies for communication in a wide range of contexts.
8. Demonstrate understanding of the ethical responsibilities and challenges faced by communication researchers and practitioners.
9. Apply knowledge, skills, ethical considerations, and principles to lead and/or advocate for others in their communities, society, disciplines, and/or professions.
10. Communicate and present information to a wide range of audiences, based on expectations appropriate in a wide range of contexts.

**Graduate Applications**

Applications for graduate study should be directed to the Office of Graduate Studies.

**Admission Requirements**

In addition to general university graduate admission requirements, applicants to the MA in Communication program must also submit:

1. Two letters of recommendation from persons who are familiar with the applicant's academic ability and potential for successful completion of Masters studies.
2. A personal statement of no more than 500-words demonstrating the applicant's interest and compatibility with the program, understanding of the field, and future career goals.
3. Graduate Record Exam (GRE) scores that indicate potential for success in the program.

**Degree Requirements (33 Graduate Credit Hours)**

I. Foundation
   a. COMM 500 Foundations of the Communication Discipline
   b. COMM 575 Communication Theory
   c. MALS 650 Graduate Research Methods
   d. COMM 599 Teaching Assistant Pedagogy*

II. Concentration (choose one)
   a. Communication Leadership
      i. COMM 501 Communication Leadership
      ii. COMM 519 Communication and Media Campaigns
      iii. MBA 610 Leading People
   b. Communication Activism
      i. COMM 502 Communication Activism
      ii. COMM 519 Communication and Media Campaigns
      iii. COMM 530 Communication to Targeted Audiences

III. Choose any 9 credit hours
   a. COMM 509 Public Relations
   b. COMM 511 Communication in Health Contexts
   c. COMM 531 Communication for Diverse Audiences
   d. COMM 540 Media Uses and Effects
   e. COMM 560 Persuasion
   f. MBA 655 Sustainability and Social Responsibility
IV. Capstone
   a. COMM 691 Applied Communication Capstone

   * Is required each semester for all Graduate Teaching Assistants

Total Credit Hours: 33

3. **Motion #3:** Proposal for a Master of Science in Integrative Biology
   (Form D – ID# 33)

   **College of Science – Department of Biology**
   
   **Title of proposed program and degree:** Master of Science in Integrative Biology (M.S.)
   
   **Semester and year of first graduates:** Spring 2020
   
   **Number of students projected in first two semesters:** 10
   
   **Use of Technology:** Courses will be delivered as lectures taught by graduate faculty. Master's thesis research will be conducted under the guidance of faculty using a variety of technologies (lab and field equipment, computers, analytical software).

   **Proposed Catalog Description:**
   
   **MISSION STATEMENT**
   The purpose of the Master of Science degree program in Integrative Biology is to train students to help resolve major challenges in biology wherein the organism is the focal target of study. To be successful in this undertaking, students must evaluate organisms at multiple levels of organization, from genes to ecosystems, and incorporate multiple sub-disciplines, including molecular biology, physiology, ecology, and evolution. The Integrative Biology M.Sc. will give a sense of the breadth of the life sciences as well as enable students to delve into a focal area via targeted coursework and original research culminating in a thesis. The two focal areas are 1) Cellular and Molecular Biology; and 2) Ecology, Evolution, and Conservation; while each student will primarily study in one area, all students must take one course in each area to allow greater exposure to the diversity within biological sciences. The goals of the program are satisfied through 24 credit hours of coursework and 6 credit hours of thesis research leading to the completion of a thesis.

   **Student Learning Outcomes**

   1. Analyze and interpret key areas of knowledge in the field of Biology, especially within one focal area of the Integrative Biology degree program.
   2. Synthesize content from the two focal areas within the Integrative Biology degree program.
   3. Understand and critique published literature in the field of Biology.
4. Design and conduct hypothesis-driven research within the field of Biology.
5. Communicate research findings effectively by oral and written means appropriate to the field of Biology.

**Graduate Applications**

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

**Admission Requirements**

Regular admission to the Master of Science in Integrative Biology is met by satisfactorily meeting the criteria below. Note that some admission requirements may be waived at the discretion of the Integrative Biology program coordinator.

1. Completion of an application form.
2. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study). Transcripts should show a minimum overall graduating GPA of 3.0 and a minimum GPA of 3.0 in any graduate work already completed.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program, with a preference for a degree in a biology-related discipline.
4. Submissions of official Graduate Record Examination (GRE) scores.
5. Submission of two letters of recommendation from those who can comment on your academic readiness.
6. Submission of a written statement of educational and career goals, how this degree will fulfill those goals and the subject area of research interest while completing this degree.
7. Submission of a resume/curriculum vitae.
8. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge Certificate of Advanced English (CAE) with a minimum level of C1;
f. Cambridge Certificate of Proficiency in English (CPE) with a minimum level of C1;
g. Michigan English Language Assessment Battery (MELAB) with a score of 77;
h. Test of English for International Communication (TOEIC) with a score of 745;
i. Bachelor’s degree earned from a regionally accredited U.S. institution of higher education within the last three years.

Provisional Admission
Applicants may receive provisional admission in the Master of Science in Integrative Biology degree program if they do not meet the stated admission requirements and are entering the University for the first time or are returning to the University after an extended absence. Students on provisional admission are limited to 12 hours of course work.

Removal of Provisional Status
To remove provisional status the student must, within the first two academic semesters (either Fall, Spring, or Spring, Fall):
1. Earn a B or better in a focal area course;
2. Maintain a 3.0 GPA in all graduate courses taken; and
3. Earn a B or better in all undergraduate prerequisites required as specified in the provisional acceptance letter.

Admission to Candidacy
Admission to the graduate program in Integrative Biology does not signify Admission to Candidacy. To be eligible for Admission to Candidacy for the Master of Science in Integrative Biology, a student must:
1. Achieve regular admission status;
2. Have a degree plan and thesis proposal approved by the major professor, thesis committee, and Program Coordinator;
3. Complete a minimum of 12 semester hours of graduate work at Coastal Carolina University; and
4. Have earned a B or better average on all graduate work pursued.

All students, including transfer students, must clear the English Proficiency Requirement, if applicable, before being admitted to Candidacy.

Degree Requirements
The Master of Science in Integrative Biology requires:
1. Successful completion of an approved program of study with a minimum of 30 graduate hours;
2. Admission to Candidacy;
3. A minimum grade point average of 3.0 (B) on all course work;
4. Completion, presentation, and successful defense of a thesis; and
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.

Note: Transfer credit(s) cannot be used to raise the GPA at CCU.

Thesis
Students must assemble a thesis committee of at least three (3) members by the second semester of enrollment. The committee will consist of at least three (3) full-time CCU faculty members including the major professor who will chair the committee. The major professor must have Graduate Faculty status. An approved member from an outside institution may be included. The entire thesis committee will meet with the student semi-annually to assess progress and to give advice. Before graduation, students will submit the completed thesis to the program coordinator who will schedule the public defense. The final, approved thesis ultimately must be submitted online to the Office of Graduate Studies using ProQuest for the thesis to be considered complete. A student who fails to pass either the thesis defense or BIOL 700 will be given a second chance to defend their thesis or pass BIOL 700.

Enrollment Requirement
Students in the Integrative Biology program must be continuously enrolled during all phases of graduate work. This includes Fall, Spring, and Summer terms (the Summer term here is inclusive of Maymester, Summer I, and Summer 2). This requirement is typically satisfied by registering for a minimum of one graduate credit in each term. However, the situation may arise where students have completed all course requirements except for the thesis. In this case, students must enroll in BIOL 702 Project Completion in order to satisfy the continuous enrollment requirement. Registering in BIOL 702 maintains email and library privileges and also allows access to University facilities and faculty advisers. BIOL 702 does not count toward degree requirements and does not substitute for the 6 credit hour requirement in BIOL 700 Thesis Research.

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)
The Master of Science in Integrative Biology requires the successful completion of an approved program of study with a minimum of 30 graduate credit hours. The M.Sc. in Integrative Biology has two focal areas: 1) Cellular and Molecular Biology; and 2) Ecology, Evolution, and Conservation. All students must take one course in each focal area to allow greater exposure to the diversity within biological sciences. Within the approved program are focal area electives, electives, seminars, a professional development course, and thesis research credits.

REQUIRED COURSES (12 Credit Hours)
BIOL 680 - Professional Development for the Biological Sciences (3 credits)
BIOL 697 - Graduate Seminar I (1 credit)
BIOL 698 - Graduate Seminar II (1 credit)
BIOL 699 - Graduate Seminar III (1 credit)
BIOL 700 - Thesis Research (6 credits)
FOCAL AREA ELECTIVE COURSES (6 Credit Hours)

Cellular and Molecular Biology (3 Credit Hours)
- BIOL 601 - Gene Expression (3 credits)
- BIOL 602 - Symbiosis (3 credits)
- BIOL 603 - Special Topics in Biotechnology (3 credits)

Ecology, Evolution, and Conservation (3 Credit Hours)
- BIOL 610 - Environmental Microbiology (3 credits)
- BIOL 611 - Fish Conservation (3 credits)
- BIOL 612 - Environmental Animal Physiology (3 credits)
- BIOL 613 - Ecological Indicators (3 credits)
- BIOL 614 - Population Biology (3 credits)

ELECTIVES (12 Credit Hours)
Choose up to 12 credit hours.

Electives must be approved 500-level or above courses from BIOL, CHEM, CMSS, CMWS, CSCI, IST, MATH, MSCl, PHYS, or STAT. A maximum of 6 credit hours at the 500 level may be used towards completing degree requirements.

X. QUASI COMMITTEE OF THE WHOLE

XI. OTHER

XII. ANNOUNCEMENTS

XIII. GOOD OF THE ORDER

XIV. ADJOURNMENT