

Academic Affairs Meeting Minutes
Tuesday, December 9, 2014
10:30 a.m., EHFA 164

Attendees:

Teresa Burns, Chair, Science	Dennis Rauch, Business
Jamia Richmond, Education	Richard Costner, Education
Richard Aidoo, Humanities	Steve Hamelman, Humanities
Michael Ruse, University College	Amy Fynn, Library
Dan Lawless, University Registrar	John Beard, Associate Provost

Absent:

Dustin Thorn, Science	Amanda Craddock, Admissions
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Guests:

Jane Guentzel, Science	Elana Andrei, Education
Steven Bleicher, Humanities	Janet Buckenmeyer, Education
Michael Latta, Business	David Yancey, Provost Office

I. Welcome and approval of meeting minutes.

Dr. Teresa Burns, Chair, welcomed everyone in attendance. A motion to accept the meeting minutes was made by Richard Aidoo and seconded by Jamia Richmond. At the request of Dr. Steve Hamelman, the minutes reflect that Dr. Hamelman was not in attendance at the November, 2014, meeting due to his name being left off of the distribution list. With this amendment, the meeting minutes were approved as written.

II. Chair Report

Dr. Burns reminded guests, who were in attendance, that any proposals that were “Approved Pending” will need to submit their corrections back to her no later than January 20th. Once Dr. Burns reviews the corrections they will be approved and sent forward to Faculty Senate.

Dr. Burns also notified members that she would be at a conference during the January meeting and asked if another member of the committee would be willing to chair the January meeting in her absence. Dr. Michael Ruse volunteered to chair the January 2015 meeting.

III. Consent Agenda Items

College of Education – Department of SPED/PE/Middle

EDPE 479 Physical Education Internship

Committee action: Approved pending the addition of the pass/fail grading assignment to the proposed course description. Once this change has been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

College of Humanities and Fine Arts – Department of History

HIST 357 Exploring the Israeli-Palestinian Conflict

Proposed changes: Course change **Change in title of course from:** Exploring the Israeli-Palestinian Conflict **to:** Exploring Middle Eastern Conflict **Proposed course description:** HIST 357 Exploring Middle Eastern Conflict (3). This course examines the history of Middle Eastern conflict from the late 19th century to the present. It may consider such topics as Zionism, the movement of populations into and between areas of the Middle East, Arab nationalism, the establishment of the State of Israel, the Arab-Israeli Wars, the regional impact of this conflict, the Iran-Iraq War, the Lebanese Civil War and the rise of Islamic fundamentalism. The course may require students to engage a wide-ranging selection of primary and secondary texts from different political perspectives. **Justification:** A desire to more accurately describe the wider context of the Israeli-Palestinian conflict. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. Course will be prepared by and delivered by existing faculty. **Semesters offered:** All **Date change is to be effective:** Spring 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Humanities and Fine Arts – Department of Politics and Geography

INTEL 310 Intelligence Analysis

Proposed changes: Course change **Change in pre-requisites from:** POLI 201 **to:** INTEL 300
Proposed course description: Intelligence Analysis. (3) (Prereq: INTEL 300 or permission of the instructor) An in-depth exploration of various intelligence issues with a focus on building analysis skills for the purpose of intelligence analysis. **Justification:** Pre-requisite was set as POLI 201 when the Intelligence and National Security Studies was initially created. INTEL 300 Introduction to Intelligence studies, which itself has POLI 201 as a pre-requisite, provides important information and concepts that are important to student success in INTEL 310. **Impact on existing academic programs:** Up to now, students could take either INTEL 300 or INTEL 310 after taking POLI 201. With this new change, there may be some initial increased demand for INTEL 300, as INTEL 310 will not be an option with only POLI 201. However, this should be a temporary impact. **Financial costs associated with this request:** None. Proposed change does not necessitate any changes in faculty course loads. **Semesters offered:** Fall **Date change is to be effective:** Fall 2015.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

POLI 421 Sustainable Development

Proposed changes: Course change **Addition of cross-listing.** This course should be cross-listed with UNIV 421. **Proposed course description:** POLI 421 Sustainable Development. (3) This class examines important questions surrounding the term “sustainable development” and its history through an analysis of the political economy, institutions, and cultural/social impacts of living in a sustainable manner and/or living unsustainably. **Justification:** The proposal for the Certificate in Sustainability, if approved. Please see attached proposal. **Impact on existing academic programs:** This could enhance the aspects of sustainability in other academic departments. **Financial costs associated with this request:** None. I simply would like to cross list the course that our department already offers, please. There are faculty who are already employed who teach the course. **Semesters offered:** All **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Humanities and Fine Arts – Department of Visual Arts

ARTS 112 Drawing II

Proposed changes: Course change **Change in pre-requisites from:** ARTS 111 **to:** grade of C or better in ARTS 111 **Proposed catalog description:** 112 Drawing II. (3) (Prereq: A "C" or better is required in ARTS 111) A basic course in the materials and techniques of drawing. **Justification:** Every once in a while, a student can register for ARTS 112 with a D in ARTS 111 if they are coming in from another major. It's a rather strange occurrence, but we would like to eliminate it entirely. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. **Semesters offered:** F, S **Date change is to be effective:** Fall 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTH 325 Art and the City

Committee action: Approved pending the addition of the word "or" in the proposed catalog description. Proposed course description should begin.. List of prerequisite courses or permission of the instructor.. remainder of course description. Once this change has been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

ARTH 337 The Contemporary Graphic Novel

Proposed changes: Course change **Change in course number from:** ARTH 337 **to:** ARTH 237
Proposed catalog description: ARTH 237 The Contemporary Graphic Novel. (3) This course examines the historical, cultural, artistic, literary and theoretical underpinnings of book-length graphic novels. After examining the history of the sequential narrative in various media, the course will focus on the mechanics of visual/textual storytelling and analyze a wide range of approaches to the discipline. **Justification:** The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. Art history faculty has re-evaluated its course offerings with the intention of determining which courses are better represented as 200, 300, and 400 level courses depending on breadth of material and the nature of student assessment. For courses, such as this one where the course number has changed from 300 level to 200 level, the faculty has determined that the breadth of the course and the nature of assessment (lacking a research paper or multiple choice and short answer questions) is more appropriately represented as a 200 level course offering. This change does not require approval by an accrediting body, but rather this change is in-line with the course offerings at other institutions. **Impact on exiting academic programs:** It will encourage students from outside the visual arts department to enroll in such courses they may have previously considered off-limits to majors. For visual arts students, this change will promote better sequencing through the program. **Financial costs associated with this request:** None. The course will continue to be offered as it has been in the past and by the same personnel. The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. **Semesters offered:** Maymesters **Date change is to be effective:** Fall 2015
Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTH 340

American Art

Proposed changes: Course change **Change in course number from:** ARTH 340 **to:** ARTH 240

Proposed course description: ARTH 240 American Art. (3) A survey of the fine arts, popular arts, architecture, and material culture of the United States, taking into consideration important events in social, political, and economic history from the time of British colonies to the mid twentieth century. **Justification:** The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. Art history faculty has re-evaluated its course offerings with the intention of determining which courses are better represented as 200, 300, and 400 level courses depending on breadth of material and the nature of student assessment. For courses, such as this one where the course number has changed from 300 level to 200 level, the faculty has determined that the breadth of the course and the nature of assessment (lacking a research paper or multiple choice and short answer questions) is more appropriately represented as a 200 level course offering. This change does not require approval by an accrediting body, but rather this change is in-line with the course offerings at other institutions. **Impact on existing academic programs:** It will encourage students from outside the visual arts department to enroll in such courses they may have previously considered off-limits to majors. For visual arts students, this change will promote better sequencing through the program. **Financial costs associated with this request:** None. The course will continue to be offered as it has been in the past and by the same personnel. The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. **Semesters offered:** All **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTH 355

American Film

Proposed changes: Course change **Change in course number from:** ARTH 355 **to:** ARTH 255

Proposed course description: ARTH 255 American Film. (3) (Prereq: completion of an ARTH 100 level course with a grade of C or better or permission of the instructor) This course will give students a criteria for interpreting film within an historical context while introducing major genres, significant directors and influential screen actors from the formative years of this art. **Justification:** The course number change is to benefit students by offering a greater degree of transparency into the specialization of and/or requirements of the course prior to registration. Art history faculty has re-evaluated its course offerings with the intention of determining which courses are better represented as 200, 300, and 400 level courses depending on breadth of material and the nature of student assessment. For courses, such as this one where the course number has changed from 300 level to 200 level, the faculty has determined that the breadth of the course and the nature of assessment (lacking a research paper or multiple choice and short answer questions) is more appropriately represented as a 200 level course offering. This change does not require approval by an accrediting body, but rather this change is in-line with the course offerings at other institutions. **Impact on existing academic programs:** It will encourage students from outside the visual arts department to enroll in such courses they may have previously considered off-limits to majors. For visual arts students, this change will promote better sequencing through the program. **Financial costs associated with this request:** None. The course will continue to be offered as it has been in the past and by the same personnel. The course number change is to benefit students by offering a greater degree of transparency into

the specialization of and/or requirements of the course prior to registration. **Semesters offered:** All **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Humanities and Fine Arts – Office of the Dean

HFA 391 Press Project Workshop

Proposed changes: **Change in number of credits from: 1 to: 1-3** This course is repeatable for credit. This course may be repeated up to 9 credits. **Proposed catalog description:** HFA 391 Press Project Workshop (1-3). This course introduces students to and involves them in the hands-on work of a university press. Students will help to develop press projects and will work on a variety of print and digital components. Participants will learn and practice various steps in the publication process and the production of multimedia content. Activities and themes will change based on current press projects. This course may be repeated for up to 9 credit hours. **Justification:** When the Athenaeum Press course was first developed, we had anticipated students would use the course as a meeting space for work done with independent studies or external courses. We have since discovered that our current model requires a stand-alone course that provides project coordination, in-depth production skills, and critical and media-based inquiry across the disciplines, based on the needs of the project at hand. We would like to add a variable credit to allow the flexibility of both models in our various projects. **Impact on existing academic programs:** We do not anticipate having a significant impact on existing academic programs. Students are still able to focus on particular disciplinary forms of inquiry in their respective departments as it relates to Press projects, but this course will focus on providing a forum for cross-disciplinary dialogue, alongside hands-on publication skills. **Financial costs associated with this request:** As the proposed instructor of record (myself) is a staff member with a contractual agreement to teach this course, there are no anticipated staff financial costs. The Athenaeum Press departmental budget funds its own expenses and equipment costs. No change has affected teaching loads or departmental budgets, and there is no change to the type or amount of work that students are completing as part of this course. **Semesters offered:** Spring **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Science – Department of Marine Science

MSCI 477 Ecology of Coral Reefs

Proposed changes: Course change: **Change in course description.** **Proposed course description:** MSCI 477 Ecology of Coral Reefs. (3) (Prereq: permission of the instructor) Principles of organization, structure, productivity and biological diversity of coral reef ecosystem, with emphasis on their sensitivity and stability. Three-week Maymester field experience on a tropical coral reef plus preparatory meetings, assignments, and lectures during the previous spring semester. Su. **Justification:** None. Course has not changed - simply correcting a long-standing error in the course description. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. Course has not changed - simply correcting a long-standing error in the course description. **Semesters offered:** Maymester **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

IV. New Business – Proposals for New Undergraduate Courses

College of Education – Department of EC/EL/Literacy

EDLL 300 Teaching English Language Learners

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** Pre-service teachers in the professional program. This course may be used as an elective. **Proposed catalog description:** This course prepares candidates to teach and assess English Language Learners (ELLs) using differentiated strategies and sheltered instruction that address ELLs' language proficiency levels and instructional needs. The candidates plan and teach Sheltered Instruction Observation Protocol (SIOP) lessons. **Justification:** English Language Learners (ELLs) are a growing US school population at the national, state, and local levels (NCELA, 2011). Currently, there are 5.3 million ELLs in US public schools, in other words, one in nine students in US public schools is an ELL (Flores, Batalova & Fix, 2012). Currently, Spadoni College of Education at Coastal Carolina University does not provide undergraduate classes that train teachers to teach ELLs. This proposed class follows the TESOL/NCATE/CAEP standards for ESOL teacher education and the newly adopted South Carolina Read to Succeed Act and its competencies for PreK elementary teachers. The class is targeted to undergraduate students in the professional program who want to have the knowledge and skills to teach ELLs. The local school district, Horry County Public Schools, currently has 3,475 ELLs enrolled (Horry County ESOL district coordinator, personal communication), which evidences that the ELL population is growing as compared to previous years. Georgetown, another local school district, currently serves 300 ELLs (Georgetown School District website). Additionally, a needs assessment from 2012 administered by Coastal Carolina University evidenced that teachers from Horry, Georgetown, and Dillon school districts are interest in an ESOL add-on certification (CCU Needs Assessment, 2012). **Method of delivery:** Classroom, Distance Learning, Hybrid **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Education – Department of SPED/PE/Middle

EDPE 496 Physical Education Internship Seminar

Committee action: Approved pending changes to the current prerequisites listed. The current prerequisite listed cannot be programmed into Datatel as written. The proposed catalog description should reflect this change. In addition, several typographical errors were made in the proposed course description that was asked to be corrected. Once this change has been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

College of Humanities and Fine Arts – Department of History

HIST 351 The Ottoman Empire, 1281-1923

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective or cognate. **Proposed catalog description:** HIST 351The

Ottoman Empire, 1281-1923 (3). This course will explore the major events and themes of the Ottoman Empire from the late 13th to the early 20th century. It will look at the empire's origins, expansion, stagnation, decline, reformation attempts, World War I, the War of Independence and the creation of the Turkish Republic, and, finally, the Ottoman legacy in the Balkans and the Middle East. **Justification:** The Ottoman Empire was the dominant force in the Middle East for nearly 500 years. Knowledge and exposure to the empire is critical to an understanding of the region's history. **Impact on existing academic programs:** None. **Financial costs associated with this request:** None. This course will be prepared and delivered by existing faculty. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Humanities and Fine Arts – Department of Visual Arts

ARTD 108 A survey of Graphic Design

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** ARTD 108 A Survey of Graphic Design. (3) A comprehensive survey of graphic design from ancient history to the present. This course will look at significant movements, figures and technological advancements. It will include a basic introduction to the language, issues, and concerns of a graphic artists and the various communication vehicles used. **Justification:** This is an introductory survey course about graphic design and will help student contextualized their own work. This is an industry standard for all graphic designers coming from accredited institutions. **Impact on existing academic programs:** None **Financial costs associated with this request:** None. This will rotate between faculty in normal course load and will use existing resources. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTH 219 Islamic Art and Architecture

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** ARTH 219 Islamic Art and Architecture. (3) This course serves an introduction to pre-modern Islamic artistic and architectural traditions in the Mediterranean, Middle East, Central Asia and India. Students will learn how Islamic beliefs have shaped these traditions and the importance of cultural exchange between the Islamic world and the rest of Africa, Asia, and Europe. **Justification:** This class supports that University's overall mission to further cultural diversity and provide a global perspective for students. It will also offer an additional cultural component to the University's Middle Eastern Studies Minor. **Impact on existing academic programs:** The addition of this course will expand the Visual Art Department's non-Western course offerings and also supplement course offerings in the Middle Eastern Studies Minor. **Financial costs associated with this request:** None. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTH 250 Concepts in Art History

Committee action: Approved pending the removal of the “Related to” information. After discussing this proposal with the representative from the College of Humanities and Fine Arts, it was discovered that the radial button was pressed when in fact, it should not have been. Once this change has been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

ARTH 266 Arts of China

Number of credits: 3 **Prerequisites:** None **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** ARTH 266 Arts of China. (3) This course serves as an introduction to the visual and intellectual richness of Chinese art and architecture from the Neolithic period to the present. Some topics covered will include Shang and Zhou ritual bronze vessels, the Terracotta Army, Buddhism in China, Landscape Painting, the Forbidden City, Porcelain Production and Chinese Contemporary Art. **Justification:** This class supports that University’s overall mission to further cultural diversity and is being proposed at a time when the University is developing relationships with Chinese academic institutions. Expanding the curriculum to include more courses on Chinese culture like this one will help to balance out existing course offerings and support the development of further cooperation with Chinese academic institutions. **Impact on existing academic programs:** The addition of this course will expand the Visual Art Department’s non-Western course offerings and also potentially supplement course offerings within Global Studies major. **Financial costs associated with this request:** None. **Method of delivery:** Classroom **Semesters offered:** All **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

ARTH 497 Art History Senior Capstone

Number of credits: 3 **Pre-requisites:** ARTH 250 **Co-requisites:** Senior Status **Course restrictions:** None. This course is required for a major. **Proposed course description:** ARTH 497 Art History Senior Capstone. (3) (Prereq: ARTH 250) The Senior Capstone in Art History exposes students to the most pervasive and important varieties of art historical interpretation and the methodologies employed by art historians through the centuries. A research thesis is required. **Justification:** This course is part of the department's application to CHE for a new major in Art History. The 3 page program proposal was approved by the CCU Board of Trustees in fall 2014; the 20 page proposal will be submitted to CHE as soon as it is approved by the various CCU committee and faculty senate. **Impact on existing academic programs:** For the new Art History major this course will be the culminating senior experience, and it will be vital to the assessment of the new major. The course itself will not have any foreseeable impact on other programs directly. **Financial costs associated with this request:** None. **Method of delivery:** Classroom **Semesters offered:** F, S **Date change is to be effective:** Fall 2015

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

College of Science – Department of Biology

BIOL 420 Neuroscience Foundations

Number of credits: 3 **Prerequisites:** BIOL 340 or BIOL 350 **Co-requisites:** BIOL 420L **Course restrictions:** None. This course can be used as an elective. **Proposed course description:**

Neuroscience Foundations. (3) (Prereq: BIOL 340 or BIOL 350) (Coreq: BIOL 420L) This course provides an introduction to neuroscience with an emphasis on the cellular, electrochemical, and molecular properties of neurons that are fundamental for further study in neuroscience. Topics include the excitable nature of neurons and ionic basis of action potentials, synaptic neurotransmission, sensory and motor systems, as well as complex brain functions such as attention, motivation and sleep. **Justification:** Neuroscience is a rapidly growing field and many biology students have expressed interest in neuroscience. **Impact on existing academic programs:** This course will augment the Biology Major. It can contribute to the Cell, Molecular Biology, and Genetics concentration required for a B.S. in Biology. **Financial costs associated with this request:** One tenure-track professor will be assigned to teach this course once a year. The lecture course will not have any direct costs associated with it. **Method of delivery:** Classroom **Semesters offered:** Spring **Method of delivery:** Classroom **Semester offered:** Spring **Date change is to be effective:** Fall 2015 **Committee action:** This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

BIOL 420L Neuroscience Foundations Laboratory

Committee action: Approved pending the following additions to the proposed course description: addition of prerequisites and the semesters the course will be offered. Once this change has been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

College of Science – Department of Sociology

SOC 357 African American Communities

Committee action: Approved pending the addition of the semesters offered to the proposed course description. Once this change has been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

University College

WGST 315 Special Topics in Sexuality

Committee action: Approved pending several corrections including: the stipulations attached to allow course to be repeatable for credit; correct structure of the proposed course description so that it includes all pertinent information such as, title of course, number of credits, etc. Once these changes have been made, the proposal will be approved and submitted to the Faculty Senate for final review and approval.

V. New Business – Additional Proposals

Incomplete Grading Policy – Associate Deans Council

The following proposal was sent forward from the Associate Deans Council. It is a request to amend the wording of the Incomplete Grading Policy presently used in the University Catalog. The current wording of the Incomplete Grading Policy is as follows:

CURRENT: I, Incomplete, is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete some portion of the assigned

work in a course because of an unanticipated illness, accident, work-related responsibility, or family hardship. The grade of I is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. In those instances when the faculty member agrees to assign the grade of I, the faculty member must prepare with the student a completed Assignment of Incomplete Grade form stating specific expectations that the student must meet before the I grade is changed to a letter grade. Additional forms may be required by the department. This Assignment of Incomplete Grade form must also include a deadline for completion of the work. Students who receive an I (Incomplete) grade normally have one major semester to complete the work required. Copies of the completed form are then distributed to the student, the Office of the Registrar, the department chair or college dean, and the instructor at the time grades are reported. **Re-enrolling in the course will not make up an Incomplete.** The grade I will not affect the student's GPA during the one semester, or during the contractually agreed upon time limit. After one major semester (or the agreed upon limit), a grade of I for which work has not been completed is permanently changed to a grade of F. Work to be completed must be submitted in sufficient time for the grade to be assigned and processed prior to the conversion of the I to an F. The responsibility for completing the requirements and assuring removal of an I rests directly with the student. Suspension does not extend the time allowed to make up an Incomplete. (2014-2015 Catalog, p. 57)

After discussion, and minor changes, the following wording was proposed:

PROPOSED: I, Incomplete, is assigned at the discretion of the instructor when, in the instructor's judgment, a student is unable to complete a limited portion of the assigned work in a course because of an unanticipated illness, accident, work-related responsibility, **family hardship, or some other impediment to progress that is beyond the student's control.** The grade of I is not intended to give students additional time to complete course assignments unless there is some indication that the specified condition or event prevented the student from completing course assignments on time. In those instances when the faculty member agrees to assign the grade of I, the faculty member must prepare with the student a completed Assignment of Incomplete Grade form stating specific expectations that the student must meet before the I grade is changed to a letter grade. Additional forms may be required by the department. This Assignment of Incomplete Grade form must also include a deadline for completion of the work. Students who receive an I (Incomplete) grade have up to one major semester to complete the work required, **and this may be extended at the discretion of the instructor to one more full semester, but no longer.** Copies of the completed form are then distributed to the student, the Office of the Registrar, the department chair or college dean, and the instructor at the time grades are reported. **Re-enrolling in the course will not make up an Incomplete.** The grade I will not affect the student's GPA during the one semester, or during the contractually agreed upon time limit. After one major semester (or the agreed upon limit), a grade of I for which work has not been completed is permanently changed to a grade of F. Work to be completed must be submitted in sufficient time for the grade to be assigned and processed prior to the conversion of the I to an F. The responsibility for completing the requirements and assuring removal of an I rests directly with the student. Suspension does not extend the

time allowed to make up an Incomplete.

Committee action: This proposal was approved as written and will be submitted to Faculty Senate for the February, 2015, meeting.

University Credit Sharing Rule – Associate Deans Council

The following proposal was sent forward from the Associate Deans Council. Currently, there is no wording in the University Catalog explaining when or how course credits can, or cannot, be used across various majors, minors, concentrations, foundations, and Core requirements. Sometimes referred to as “double dipping,” this proposal is a recommendation to establish wording within the University Catalog to address the use of credit sharing.

Proposed: University course credit will count in multiple programs, including the Core Curriculum; majors; foundations for majors; minors; specializations or concentrations; and certificates unless otherwise stipulated by the program. Students can earn multiple specializations/concentrations in a major unless otherwise stipulated. No student can earn both a major and a minor under the same C.I.P. code.

Course credit-hours only count once toward the total University graduation credit-hour requirements.

Committee action: At this time, Committee members have asked that this proposal be tabled until the February 2015 meeting so that representatives may return to their colleges to discuss this proposal with their colleagues.