
ABSENT: Emory Helms

APPROVAL OF MINUTES: A motion was made by Gary Stegall to accept the April 2, 2003, minutes with the following corrections: Under EXECUTIVE COMMITTEE REPORT, Second paragraph: Olcay Akman recommended that “medium and frequency of answers” should read “median and frequency of answers.” Under ANNOUNCEMENTS, (Bill corrected to Philip) Whalen announced that the preparations and promotions for the Celebration of Inquiry 2004 are underway. The motion passed.

PROVOST AND OTHER ADMINISTRATIVE REPORTS:

Graduate Council:

HIST 501: World History for Secondary Instruction. (3) Overview of current World History curriculum and pedagogy for secondary school instruction. This graduate course in history was approved by the Graduate Council on Friday, April 11, 2003.


Linda Vereen, Faculty Athletics Representative, handed out a summary report to senators, and announced that she would send copies of the handouts to anyone who e-mailed her. The titles of the reports Linda Vereen gave to members of Faculty Senate are as follows: 1) CCU Average Grade Point Average Fall 2002; 2) CCU Fall 2002 Athletic Academic Fact Sheet; and, 3) Coastal Carolina’s 2002-2003 Athletic Accomplishments. These three reports are an official part of the record.

Vereen said, “It is an exciting time to be involved with athletics here at Coastal Carolina University. The big topic is that we play our first football game on September 2, 2003, against Newberry. The construction on the stadium is going well.” Linda Vereen added, “We gave 13 and one-half football scholarships this year; all of those young men red-shirted. We had 91 on our squad this year. That means 75 additional walk-ons. They seem to be adjusting well to college life and David Bennett is really pleased.”

“Out of our 16 sports,” Vereen continued, “we have Big-South Championships in women's cross country, softball and hopefully baseball. Seven of our teams were runners up for their championships. We have 16 sports and 10 Big-South players of the year. We have three Big-South coaches of the year and six Big-South Scholar Athletes of the Year. We have three Freshmen of the Year, and countless numbers of the All-South Academic Teams and Athletic Teams. Recently at the Honor's Convocation, not only was the academic excellence award presented to Kara Koppel, one of the members of our cross-country team, but six out of the departmental awards were given to athletes. We are extremely excited about the types of athletes our coaches are recruiting. Four of our teams have been recognized nationally for academic excellence in baseball, and men's soccer has been ranked nationally.” Vereen added, “Part of my responsibilities is to do exit interviews with all the seniors, and those that have used up their eligibility. When I do those interviews, athletes tell me a lot not only about athletics, but about their academics here at Coastal Carolina. Almost without exception, they praise their professors, they are pleased with the degrees they are getting, they appreciate the fact that professors work with them when they have to miss so much class, and the other thing is that they are really excited when faculty come to their ballgames or
competitions.” Vereen asked that the senators take the report back to the departments they represent, and to pass this information on. “There are a lot of neat things happening in athletes,” Vereen concluded.

COMMITTEE REPORTS:

Annual Reports:

Buildings and Grounds Committee, Steve Hamelman, Chair.

Faculty Welfare and Development Committee, Michael Ruse.

Chair Ruse reported that next year the Academic Enhancement Grant Program has been expanded to offer another type of grant. It will be on the same application form, but it has a slightly different purpose. These are called Research Enhancement Grants. The overall budget was increased by $25,000. Next year the committee is going to begin deliberations and an investigation of the problem of salary compression. Please apply for Scholarly Reassignment for Spring 2004. They are due to the Chairs on August 1, 2003. There are still a few of these available.

OLD BUSINESS:

Ad Hoc Task Force to Review the Core Curriculum Report, Greg Krippel.

A motion was made by Dave Evans, seconded by Bob Burney, to examine the Goals individually. The motion passed.

A motion was made by Michael Ruse, seconded by Dave Evans, to accept the three principles of the report.

1. All educated persons should have certain areas of knowledge and abilities in common. The latter apply across all disciplines and include thinking critically, doing research, writing, reading, listening, and speaking.

2. Because knowledge in all disciplines is expanding and changing, as is the technology to gain access to that knowledge, all people should value the importance of knowing how to learn.

3. As the framework for undergraduate education, the core curriculum introduces people to the sciences and liberal arts.

The motion passed.

The goals are listed in the order in which they were discussed.

ITEM 1.

Goal 2: A motion was made by Teresa Burns, seconded by Dennis Wiserman, to accept this goal as written.

An Ability to Use Information Technology. Information technology structures the approaches taken to cognitive tasks. An educated person should be able to use technology to locate, acquire and communicate information to solve problems and conduct research. The motion passed.

FINAL VERSION OF GOAL 2:

An Ability to Use Information Technology. Information technology structures the approaches taken to cognitive tasks. An educated person should be able to use technology to locate, acquire and communicate information to solve problems and conduct research.

ITEM 2.
Goal 3: A motion was made by Michael Ruse, seconded by Claudia McCollough, to accept this goal as written.

An Ability to Analyze and Evaluate Information. The availability of all information continues to increase as knowledge in all disciplines expands. An educated person should be able to organize, analyze, and evaluate information.

An amendment was offered by Margaret Fain, seconded by Linda Kuykendall, to add the word "access" as follows: an educated person should be able to access, organize, analyze, and evaluate information. The amendment passed. The motion, as amended, passed.

FINAL VERSION OF GOAL 3:

An Ability to Analyze and Evaluate Information. The availability of all information continues to increase as knowledge in all disciplines expands. An educated person should be able to access, organize, analyze, and evaluate information.

ITEM 3:

Goal 4: A motion was made by Philip Schneider, seconded by Claudia McCollough, to accept this goal as written.

An Ability to Reason and Engage in Logical Thought. Cognitive abilities of logical thought are important for critical thinking, decision-making, and problem solving. An educated person should be able to engage in logical and abstract thought and reasoning. The motion passed.

FINAL VERSION OF GOAL 4:

An Ability to Reason and Engage in Logical Thought. Cognitive abilities of logical thought are important for critical thinking, decision-making, and problem solving. An educated person should be able to engage in logical and abstract thought and reasoning.

ITEM 4:

Goal 5: A motion was made by Michael Ruse, seconded by Jill Sessoms, to accept this goal as written.

Knowledge of Mathematical Concepts. An educated person should have the ability to solve numerical problems, understand and apply mathematical and statistical concepts, develop quantitative skills, and communicate with numbers. An understanding of these concepts is fundamental for living in a complex society.

An amendment was offered by Michael Ruse to replace the words “communicate with” to “communicate using” numbers. The motion, as amended, passed.

FINAL VERSION OF GOAL 5:

An educated person should have the ability to solve numerical problems, understand and apply mathematical and statistical concepts, develop quantitative skills, and communicate using numbers. An understanding of these concepts is fundamental for living in a complex society.

ITEM 5:

Goal 6: A motion was made by Teresa Burns, seconded by Darla Domke-Damonte, to accept this goal as written.
Knowledge of Scientific Concepts. An educated person should have the ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science to the natural world. These abilities provide a basis for understanding scientific concepts and the dynamic processes that shape and maintain the universe. The motion passed.

FINAL VERSION OF GOAL 6:

Knowledge of Scientific Concepts. An educated person should have the ability to identify, collect, interpret and evaluate scientific evidence and apply the basic laws of science to the natural world. These abilities provide a basis for understanding scientific concepts and the dynamic processes that shape and maintain the universe.

ITEM 6.

Goal 7: A motion was made by Dennis Wiseman, seconded by Philip Schneider, to accept the goal as written.

Knowledge of Humanistic Concepts. An educated person should gain the ability to recognize, interpret and evaluate humanistic thought and expression from a variety of viewpoints. This leads to an understanding of the philosophical, religious, literary, ethical, cultural, or other humanistic concepts through which human beings interpret and judge themselves and their world.

An amendment was made by Claudia McCollough, seconded by Jose Sanjines, that on the third line, to change “or other humanistic concepts” to “and other humanistic concepts.” The amendment to change the wording passed. The motion, as amended, passed.

FINAL VERSION OF GOAL 7:

Knowledge of Humanistic Concepts. An educated person should gain the ability to recognize, interpret and evaluate humanistic thought and expression from a variety of viewpoints. This leads to an understanding of the philosophical, religious, literary, ethical, cultural, and other humanistic concepts through which human beings interpret and judge themselves and their world.

ITEM 7.

Goal 9: A motion was made by Frank McCusker, seconded by Linda Schwartz, to accept the goal as written.

Knowledge of the Structure and Development of the United States. An educated person should become knowledgeable of the cultural and political heritage of the United States and its importance in contemporary events. An understanding of the basic frameworks of our society is crucial to civic responsibility and the responsibility/role of each individual within a diverse society. The motion passed.

FINAL VERSION OF GOAL 9:

Knowledge of the Structure and Development of the United States. An educated person should become knowledgeable of the cultural and political heritage of the United States and its importance in contemporary events. An understanding of the basic framework of our society is crucial to civic responsibility and the responsibility/role of each individual within a diverse society.

ITEM 8.

Goal 10: A motion was made by Michael Ruse, seconded by Linda Schwartz, to accept the goal as written.

Knowledge of Human Health and Behavior. An educated person should gain a basic knowledge and understanding of human health and behavior to facilitate quality of life and improve community and societal environments. The motion passed.
FINAL VERSION OF GOAL 10:

Knowledge of Human Health and Behavior. An educated person should gain a basic knowledge and understanding of human health and behavior to facilitate quality of life and improve community and societal environments.

ITEM 9.

Goal 11: A motion was made by Claudia McCollough, seconded by Linda Schwartz, to accept the goal as written.

Knowledge of Creative Expression. An educated person should have opportunities to experience and appreciate accomplishments in the fine arts. Fine arts are tangible results of a culture’s highest aspirations.

An amendment was made by Joanne Morgan, seconded by Darla Dornke-Damonte, to change the word “appreciate” accomplishments to “understand” accomplishments. The amendment passed.

An amendment was made by Gary Stegall, seconded by Bill Hamilton, to change “accomplishments in the fine arts” to “accomplishments in the arts,” and to change the beginning of the last sentence from “fine arts” to “the arts.” The amendment passed.

After some discussion about the distinction between “fine” arts and “performing” arts, Gary Stegall offered a subsidiary amendment, seconded by Bill Hamilton, to change “fine arts” to “visual and performing arts,” and to change the beginning of the last sentence from “fine arts” to “the arts.” The amendment did not pass.

An amendment was then made by Peter LeCoures, seconded by Linda Schwartz, to add the word “literary” to visual and performing” to make it “the literary, visual, and performing” arts, and change the beginning of the last sentence from “fine arts” to “the arts.” The amendment did not pass.

After much discussion, goal 11, as amended, passed.

FINAL VERSION OF GOAL 11:

Knowledge of Creative Expression. An educated person should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture’s highest aspirations.

ITEM 10.

Goal 1: A motion was made by Jill Sessions, seconded by Philip Schneider, to accept this goal as written.

An Ability to Communicate Effectively. The ability to comprehend and analyze oral and written language and to express oneself clearly and effectively is fundamental to other types of development. An educated person should be skilled in reading, writing, listening, and speaking.

An amendment was made by Michael Ruse, seconded by Dave Evans, to change the wording of the last sentence as follows: An educated person should be skilled in reading, writing, listening, and speaking in English and one other natural language. The amendment passed.

After much discussion, Michael Ruse withdrew his amendment and the goal as originally written passed.

FINAL VERSION OF GOAL 1:

An Ability to Communicate Effectively. The ability to comprehend and analyze oral and written language and to express oneself clearly and effectively is fundamental to other types of development. An educated person should be skilled in reading, writing, listening, and speaking.
ITEM 11.

Goal 8: A motion was made by Michael Ruse, seconded by Claudia McCollough, to accept the goal as written.

Knowledge of the Cultures of Other Countries of the World. An educated person should gain a basic knowledge of the world and the ability to learn from other cultures. This leads to an awareness and understanding of other world cultures or languages, which fosters diversity and helps promote global citizenship.

An amendment was offered by Phil Schneider, seconded by Claudia McCollough, to add “and Languages” in the title, and in the sentence, “This leads to an awareness and understanding of other world cultures,” to change “cultures or languages” to “cultures and languages,” which foster diversity and help promote global citizenship. The amendment passed.

A motion was made by Darla Domke-Damonte to extend the meeting 10 minutes. The motion passed.

An amendment was offered by Darla Domke-Damonte, seconded by Bob Burney, to add “and Social Structures” to the title “Knowledge of the Cultures and Languages of Other Countries of the World” so that the title will read “Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World.” The amendment passed.

FINAL VERSION OF GOAL 8:

Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World. An educated person should gain a basic knowledge of the world and the ability to learn from the practice of other languages and cultures. This leads to an awareness and understanding of other world cultures and languages, which foster diversity and help promote global citizenship.

ANNOUNCEMENTS: The remaining agenda will carry-over to the July meeting. The date and time of that summer meeting will be announced.

ADJOURNMENT: The meeting adjourned at 5:45 PM.

Respectfully submitted,

Approved by Peter Lecouras
Faculty Senate Secretary on (June 18, 2003)

Janet Straub
Faculty Senate Recorder