

APPROVAL OF MINUTES: Dr. Evans reported two editorial changes to the April 6, 2005 minutes. First, John Mortimer was not present until the very end of the meeting and will be considered absent. Second, on page 7, under New Business, the first sentence should read, Evans distributed a memo from the Student Life Committee not Student Li live Committee . A motion was then made by Jonathan Bernick, seconded by Philip Schneider to accept the minutes as corrected. The motion passed.

EXECUTIVE COMMITTEE REPORT: Evans reminded the Senate that the Administrator Evaluations are now on-line and will remain active until Monday, May 9, 2005. As of this afternoon, only 33 have completed the evaluation, leaving slightly less than 200 to participate. Evans asked faculty to please take the time to complete these evaluations.

Evans announced the summer Senate meeting will be on Wednesday, July 13, beginning at 2:30 PM in Wall 317.

PROVOST AND OTHER ADMINISTRATIVE REPORTS: None

COMMITTEE REPORTS:

(1) A motion was made by Richard Dame, seconded by Philip Schneider to accept the recommendation from the Intercollegiate Athletic Committee concerning the elected membership of the Intercollegiate Athletic Committee. They recommend that the membership be determine following the new committee membership format regarding one elected member from each College and Library with a staggered time cycle. The motion passed.

(2) Sharon Gilman, Chair, of the University Student Retention and Assessment Committee submitted the annual report for the committee including recommendations for improving
student retention at the University. The annual report was accepted requiring no Senate action.

During the 2004-2005 academic year, the University Student Retention and Assessment Committee (SRAC) reviewed current literature on national best practices for achieving acceptable levels of student retention at universities. The list of Long-Term Goals below summarizes these and is adapted from a 2004 ACT Report, “The Role of Academic and Non-Academic Factors in Improving College Retention.” The committee recommends that this list be adopted as overall goals for Coastal Carolina University.

In order to organize our efforts for achieving these goals at Coastal, the SRAC developed a list of primary faculty and staff responsibilities in the academic, social, and administrative areas. They are listed below. There are more actions that we can take to improve student retention but, in the short term, our recommendations are effective and manageable.

Finally, the Committee requests that the Administration, through Faculty Senate, provide an assessment report on what has been done to address the recommendations listed below before the first fall 2005 meeting of the University Student Retention and Assessment Committee.

I. Recommendations

A. Academic Area

1. Improve freshman class attendance.
   a. Enforce CCU’s attendance policy.
   b. Use the “Helping Students Succeed” program as an early warning system for poor attendance.
   c. Provide mid-term grades (A-F) for freshmen in their first semester to increase awareness of their academic performance.

2. Develop a freshman support/advising center.
   a. Coordinate academic support services for new students and provide academic advising for all first semester freshmen.
   b. Explore a freshman year college concept that connects academic advising, special interest housing/learning communities, co-enrollment, the Big Read, success seminars, etc.

3. Support and enhance the Freshman Success Seminar program.
   a. Make the seminar mandatory for all freshmen and/or new transfer students.
   b. Involve more faculty in leading first-year success programs/seminars by providing appropriate incentives.
   c. Ensure that each student has a complete academic plan.

4. Administer an academic advisor evaluation form to students with the student course evaluation form.
B. Social Support Area
   1. Increase faculty/staff involvement in co-curricular programs.
   2. Establish an alcohol coalition of faculty, staff, and students that reviews issues of concern and recommends proactive and reactive measures to improve campus climate.
   3. Develop an interactive website that provides students with helpful responses to adjustment issues (e.g., self-evaluation programs for alcohol/drug use, concerns about homesickness, depression, relationships).
   4. Expand and update existing recreation facilities for the general student population.
   5. Develop short-term plans for Student Center renovations that begin to address the needs of a growing campus.

C. Administrative Area
   1. Hire a coordinator of campus-wide student retention programs.
      a. Develop goals and benchmarks for student retention and graduation.
      b. Develop a structure/mechanism for reviewing/implementing/coordinating recommendations that are directed at freshmen.
   2. Provide information, professional development programs, and appropriate incentives for faculty and staff who engage in freshman support efforts.
   3. Revise student employment practices in order to increase the availability of on-campus jobs for new students.
   4. Increase awareness of retention issues among faculty.

II. Long-Term Goals

   1. Determine student characteristics and needs, set priorities among these areas of need, identify available resources, evaluate a variety of successful programs, and implement a formal comprehensive retention program that best meets Coastal’s needs.
   2. Take an integrated approach in retention efforts that incorporate both academic and non-academic factors into the design and development of programs to create a socially inclusive supportive academic environment that addresses the social, emotional, and academic needs of students.
   3. Implement an early alert, assessment, and monitoring system based on HSGPA, SAT/ACT scores, course placement tests, first semester college
GPA, socioeconomic information, attendance records, and non-academic information derived from formal college surveys and college student inventories to identify and build comprehensive profiles of students at risk of dropping out.

4. Determine the economic impact of college retention programs and student time to degree completion rates through a cost-benefit analysis of student dropout, persistence, assessment procedures, and intervention strategies to enable informed decision-making with respect to types of interventions required, academic and non-academic, including remediation and financial support.

(3) A motion was made by John Mortimer, seconded by Philip Schneider to accept the recommendation from the Faculty Welfare and Development Committee as follows:

As per our charge from the faculty senate, the FWDC in consultation with the Office of Academic Affairs submits the following motion for consideration. We move that the Faculty Manual, Section IV.B, pg 14, be revised as per the text below:

<table>
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<td>“The faculty will be consulted on any election or appointment to the Office of President, Provost, and other administrative positions reporting directly to the President or the Provost. Through an appropriate committee, the faculty will then communicate its views to the President and the Board of Trustees.”</td>
<td>“In the event that faculty participation in a full search committee is not possible, the Faculty Senate or the full Faculty will be directly consulted prior to any election or appointment to the Office of President, Provost, Executive Vice President, Vice President for Student Affairs, Vice President for University Advancement, or Vice President for Organizational Development and Human Resources. The President will inform the Chair of Faculty Senate, who, in consultation with the President and the Executive Committee, will arrange an appropriate time for the Senate or the full Faculty to meet with the President, if such a meeting is possible. Through an appropriate committee, the Faculty will then communicate its views to the President and the Board of Trustees.”</td>
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The motion passed.

(4) A motion was made by Philip Whalen, seconded by Joan Piroch to accept the recommendations from the Student Life Committee as follows:
Last spring, the Faculty Senate approved a recommendation from the Student Life Committee to look into the development of an “academic manual,” to include a more detailed discussion of plagiarism and other information related to academic integrity. The Student Life Committee has discussed this project during the 2004-05 academic year and concluded for several reasons that the project is an important one for our campus as a whole.

First, national campus reports continue to describe increasing incidences of academic dishonesty and there is no data to suggest that our campus is isolated from this national phenomenon. Second, while some areas on campus have developed academic integrity statements, the Committee feels that the campus would benefit from a single document that applies to all students, regardless of major or program affiliation.

Therefore, the Student Life Committee recommends that the Faculty Senate create a special committee, to include representatives from the faculty, administration, and student body, for the purpose of developing:

1) a statement of core values for the University as they apply to academic integrity;
2) an expanded text on plagiarism and cheating; and
3) a predictable and effective process for educating students about these matters (e.g., an academic manual, a new section in the Student Handbook, a Website, etc.).

In addition, the committee may wish to develop other recommendations that foster a campus culture that support high standards of academic conduct. The motion passed.

(5) Dennis Wiseman, Graduate Council, present the following items for Senate information:

**Proposed Course Prefix and Title Changes:**

**Current Courses**

- EDET 700  Principles of Instructional Design
- EDET 704  Technology in Curricula
- EDET 710  Educational Technology Tools
- EDET 720  Psychology of Educational Technology
- EDET 730  Educational Videography
- EDET 740  Design and Development I
- EDET 750  Design and Development II
- EDET 760  Educational Technology Leadership
- EDET 770  Field Experiences in Educational Technology
- EDET 780  Seminar in Educational Technology
- EDET 790  Technology and Society

**Proposed Changes**

- EDIT 700  Principles of Instructional Design
- EDIT 704  Technology in Curricula
EDIT 710 Instructional Technology Tools
EDIT 720 Psychology of Instructional Technology
EDIT 730 Instructional Videography
EDIT 740 Design and Development I
EDIT 750 Design and Development II
EDIT 760 Instructional Technology Leadership
EDIT 770 Field Experiences in Instructional Technology
EDIT 780 Seminar in Instructional Technology
EDIT 790 Technology and Society

Rationale: During the 2003-2004 academic year the M.Ed. in Educational Technology was changed to the M.S. in Instructional Technology. To establish consistency with the new program name, certain course titles should be changed to reflect Instructional as opposed to Educational and course prefixes should be changed from EDET to EDIT. The total credit hours and numbers of courses required for degree completion have not changed.

(6) Dan Ennis, Academic Affairs, presented the following recommendations:

A. Core Curriculum Committee Recommendations:

A motion was made by Lee Bollinger, seconded by Joan Piroch to accept the recommendation from Core Curriculum as follows (Item 1):

1. Proposal for a new undergraduate course: MATH 135, Pre-Calculus. (4) (Prereq: Math placement). Proposed Catalog description: Properties of functions, techniques of graphing polynomial and rational functions, systems of equations, and properties and applications of exponential and logarithmic functions. Right triangle and circular trigonometry, graphs of trigonometric and inverse trigonometric functions, trigonometric identities, solving trigonometric equations, vectors, complex numbers, and their applications. Justification: This class is for science majors who need a refresher of algebra and trigonometry before taking calculus. The motion passed.

A motion was made Patti Edwards, seconded by Michael Ruse to accept the recommendations from Core Curriculum as follows (Item 1.a.)

1.a. This item was omitted from the May agenda and was presented verbally at the May meeting.

Change the following from:

2. Mathematics/Statistics (6-8 credits)
Choose one of the following options:
OPTION I
Choose a set of the following:
Mathematics 101 - 102 Basic Concepts of Contemporary Mathematics I-II
Mathematics 130 - 131 College Algebra; Trigonometry and or Analytic Geometry
Mathematics 130I - 131 Intensive Study of College Algebra; Trigonometry and Analytic Geometry
Mathematics 130 - 132 College Algebra; Calculus for Business and or Social Science
Mathematics 130I - 132 Intensive Study of College Algebra; Calculus for Business and Social Science
*Mathematics 130 - 160 College Algebra; Calculus I
OR
*Mathematics 130I - 160 Intensive Study of College Algebra; Calculus I
*Note: Trigonometry (Math 131) is necessary for Math 160.
Mathematics 131 - 160 Trigonometry and Analytic Geometry; Calculus I
Mathematics 160 - 161 Calculus I-II
*Mathematics 201 - 202 Mathematics for Early Childhood and Elementary Education Majors I-II
*Elementary and Early Childhood Education majors only

OPTION II
Choose one:
Mathematics 130 College Algebra
Mathematics 130I Intensive Study of College Algebra
Mathematics 131 Trigonometry and Analytic Geometry
Mathematics 132 Calculus for Business and Social Science
Mathematics 160 Calculus I
Mathematics 161 Calculus II
AND
Choose one:
Statistics 201/201L Elementary Statistics
Psychology 225 Psychological Statistics
Business Administration 291 Business Statistics

To:

2 Mathematics/Statistics (6-8 credits)
Choose any two courses in mathematics or statistics (Statistics 201/201L, Psychology 225, Business Administration 291) subject to the following restrictions. All students should consult their major program as many require a specific sequence of courses.

Restrictions:
• Students who earn a grade of “C” or better in MATH 130, 131, 135 or any MATH class above 160 may not take MATH 101 to satisfy the core.
• Students may take only one of the following statistics courses to satisfy the core: Statistics 201/201L, Psychology 225, Business Administration 291. The motion passed.

A motion was made by Pam Martin, seconded by Arne Flaten to accept the recommendations from the Core Curriculum as follows (Item 2)

2. The Honors Program is seeking permission to add the attached course, HONR 101, to the core curriculum as a “Humanities” course, and that it be listed alongside Art History 105, Art History 106, Music 110, Philosophy 101, Philosophy 318, Religion 103 and Theater 101. Course description: A humanities-based interdisciplinary course designed to introduce students to the foundations of human thought and expression through a selection of “great books” and “great works.” Students will study artistic, literary, philosophical and historical achievements from multiple traditions in order to foster their own critical thinking, cultural awareness and civic engagement. The motion passed.

B. College of Humanities and Fine Arts:

A motion was made by Lee Bollinger, seconded by Arne Flaten to accept the following recommendations from the Department of English as follows (Items 3-9):

3. **Change(s) proposed for an undergraduate program:** English, BA. Proposed changes: Deletion of courses from program: Some courses will be rendered inactive by these changes, but will be kept in the system in case of future need. Other: Comprehensive changes in major. This revision changes neither the total hours for the degree nor the distribution of non-major hours. We have instead made internal changes to simplify the curriculum and take advantage of recent hiring decisions. Rather than “track” students we will offer them the ability to “direct” their coursework toward literature, professional writing and creative writing. This program will also enhance our ability to train teachers. **Justification:** New program better reflects the abilities and qualifications of current faculty, will streamline advising, and give students more choice in their upper-division coursework. Program can be more easily tailored to support student professional and academic aspirations.

4. **Proposal for a new undergraduate course:** ENGL 300 (with letter), Critical Conversations in English. (3) (Prereq: Completion of ENGL 275, 276, 287 or 288). Course restrictions: Required for a major. Proposed Catalog Description: A seminar designed for newly-declared English majors, this course emphasizes critical thinking, analytical writing and textual analysis as the foundations of success in the major. Texts—connected by generic, thematic or historical factors—will vary based on faculty expertise, but will be the means to introduce students to some of the research methodologies, critical “conversations” and professional factors that are central concerns in the discipline. May be repeated for credit once under a different instructor. **Justification:** Many of our peer
institutions offer similar courses for their English majors (e.g., The College of Charleston’s ENGL 401: Studies and Problems, Winthrop’s ENGL 491: Departmental Seminar and UNC-Asheville’s LIT 499: Undergraduate Research in Literature). Such courses emphasize the processes and methods of literary and language study, and do so using faculty areas of expertise as a source of working examples. This course is to be repeated under two different faculty so as to expose students to the variety of techniques and subfields in the discipline. Combining exposure to literary works in innovative configurations, demonstrations of research techniques, and a pre-professional orientation in one course, the department believes ENGL 300 is not only justified, but will become the centerpiece of our major.

5. **Proposal for a new undergraduate course:** ENGL 301, Creative Writing Workshop. (3) (Prereq: ENGL 101 and ENGL 102) Proposed Catalog Description: A course that introduces the fundamentals of composing poetry, fiction, creative nonfiction and other types of creative writing using a combination of example readings and writing workshops. **Justification:** Student requests for more creative writing offerings dovetail with the departmental need for a “feeder” course to support the already existing ENGL 462 and ENGL 468.

6. **Proposal for a new undergraduate course:** ENGL 465, Creative Nonfiction Workshop. (3) (Prereq: ENGL 301) Proposed Catalog Description: A workshop course in the writing of creative nonfiction. Students learn the craft of this “fourth genre,” developing skills in memoir, personal essay, nature writing, and/or other subgenres of creative nonfiction. **Justification:** Increased student interest in creative nonfiction, increasing publication opportunities in the field, and new faculty expertise all suggest this will be a successful addition to our creative writing program.

7. **Proposal for a new undergraduate course:** ENGL 496, Senior Thesis in English. (3) (Prereq: ENGL 300) Proposed Catalog Description: Students will design and execute an original research project with the guidance, support and oversight of the class instructor. Students are encouraged to choose a research mentor from among the full-time faculty in the Department of English, but the final evaluation of the project is the responsibility of the course instructor. Students will publicly present their projects at the conclusion of the course. **Justification:** Senior theses are standard offering across the disciplines, and the course makes particular sense for a major that emphasizes reading, writing and research.

8. **Proposal for changes in an undergraduate course:** ENGL 462, Writing Workshop – Fiction. Change in prerequisite(s) from none to ENGL 301. **Justification:** Instructors of upper-division creative writing courses have requested a new course (ENGL 301) as preparation for the 400-level creative writing courses. Basic principles of creative writing will now be covered in 301, freeing the 400-level classes to focus on advanced technique and pre-professional activities.
9. **Request for change in an undergraduate course:** ENGL 468, Writing Workshop – Poetry. Change in prerequisite(s) from none to ENGL 301. **Justification:** Instructors of upper-division creative writing courses have requested a new course (ENGL 301) as preparation for the 400-level creative writing courses. Basic principles of creative writing will now be covered in 301, freeing the 400-level classes to focus on advanced technique and pre-professional activities. The motion passed.

A motion was made by Pam Martin, seconded by Patti Edwards to accept the recommendations from the Department of Visual Arts as follows (Item 10):

10. **Proposal for a new undergraduate program:** Art History minor. **Rationale/Justification:** Art History as a discipline requires fundamental research skills, good writing, an exposure to the inherent interdisciplinarity of the humanities (drama, English literature, foreign language, gender studies, music, philosophy, religion, social and economic history), and the ability to critically evaluate imagery of various types; theses are vitally important skills in this age of video and related media culture. A minor in Art History will provide a useful background for a variety of career paths and graduate school programs, including art history, arts management, curatorial and gallery work, studio art and its sister programs (including graphic design, videography, film studies, architecture, interior and landscape design, city planning), publishing, historical conservation, advertising, business marketing, anthropology, and teaching art, art education and art history at the primary and secondary levels.

Art History is emerging at CCU as an integral component to Study Abroad Programs, with recent Maymester courses in Spain and Paris (2004), and Florence and Rome (2005). Additionally, ARTH 392 takes students to major cities, including New York (2003), Paris (2004), and Mexico City (planned for 2006) to expose them to major museums, galleries and collections, and to historical sites. The motion passed.

A motion was made by John Navin, seconded by Lee Bollinger to accept the recommendation from Department of Politics and Geography as follows (Item 11):

11. **Change(s) proposed for an undergraduate program:** Latin American Studies Minor. Adding cross-listed courses: HIST/POLI 321, POLI 488. Other: Required course presently shown as History/Politics 320, should be changed to read History/Politics 320 or 321. Politics 488 should be added to the list of elective courses. **Justification:** As the foundation survey course History/Politics 320 and History/Politics 321 are offered on alternate years, it has been determined that either course may be taken to satisfy the requirement for the minor in Latin American Studies. Politics 488 was mistakenly not included in the original proposal for establishing the minor in Latin American Studies. The motion passed.
C. College of Natural and Applied Sciences

A motion was made by Steve Sheel, seconded by Andrew Incognito to accept the recommendation from the Department of Mathematics and Statistics as follows (Items 12 & 13):

12. Request for changes in an undergraduate course: MATH 220, Mathematical Proofs and Problem Solving. Change prerequisites from: MATH 161 and MATH 174 to MATH 161 and MATH 174 with a grade of C or better. Change number of credit hours from 2 to 3. Change Catalog description to read: Detailed investigation of the methods of mathematical proof: direct, indirect, induction, contradiction, case analysis and counter examples. Topics include set theory, functions, relations, cardinality, elements of number theory, elements of real analysis and elements of abstract algebra. Major emphasis placed on understanding, attacking and solving problems. Justification: To lay a better foundation for the upper division courses which are proof intensive.

13. Proposal for a new undergraduate course: MATH 330, Geometry for Middle School. (3) (Prereq: MATH 160) Proposed Catalog description: Plane and solid geometry taught from an inductive approach, using manipulatives and technology components such as Geometer’s Sketchpad. Deductive reasoning and justification are included. Justification: Required for Middle Grades Education major. The motion passed.

PENDING BUSINESS: None

NEW BUSINESS: None

ANNOUNCEMENTS: None

GOOD OF THE ORDER: None

ADJOURNMENT: The meeting adjourned at 4:55 PM.

Respectfully submitted,

Approved by Steve Sheel
Faculty Senate Secretary

Janet Straub
Faculty Senate Recorder