COASTAL CAROLINA UNIVERSITY
AY 2005-2006
FACULTY SENATE AGENDA
April 5, 2006
Wall Building, Room 317
4:15 PM

PLEASE NOTE:  Regular agenda is on pages 1 – 8
Attachments for UNIV 110 are on pages 9-25

I.  CALL TO ORDER – Dave Evans

II.  ROLL CALL – Steve Sheel

III.  APPROVAL OF March 1, 2006 Minutes

IV.  PRESIDENT’S REPORT

V.  EXECUTIVE COMMITTEE REPORT

VI.  PROVOST AND OTHER ADMINISTRATIVE REPORTS

VII.  COMMITTEE REPORTS

Graduate Council (Page 2)
Academic Affairs (Pages 2 – 7)
Student Life (Pages 7 – 8)

VIII.  PENDING BUSINESS

IX.  NEW BUSINESS

X.  ANNOUNCEMENTS

XI.  GOOD OF THE ORDER

XII.  ADJOURNMENT
Graduate Council

Dennis Wiseman presented the following item that was reviewed and approved by the Graduate Council at the Graduate Council meeting held March 1, 2006.

College of Natural and Applied Sciences, recommendation for course description change:

Current Description:

PSYC 582. Advanced General Psychology. (3) Contemporary trends in approaches and behavior theories.

Recommended Description:

PSYC 582 Advanced General Psychology. (3) A graduate-level overview of the scientific study of behavior. The theme of basic research will be followed through the study of personality, learning and memory, cognition, human development, social behavior, abnormal behavior, and the biological bases of behavior, in addition to some other selected topics.

Rationale: The recommended description describes the content addressed in the course more completely.

Academic Affairs

Micheline Westfall, Academic Affairs presented the following items for Senate information. No action required.

1. Request for Change in Undergraduate Course: ECON 335, Request for change in pre-requisite for non-majors. Justification: For clarification purposes. Economics 335 is not intended to be taken by economics majors. The pre-requisite change clarifies that students may take either ECON 101 or both ECON 201 and 202.

2. Request for Changes in Undergraduate Course: CBAD 458, Request for change in pre-requisites and catalog description. Justification: The intent of pre-requisites is to require completion of CBAD 351 and 357 before taking CBAD 458. There is a grade requirement of a C average in the 15 hours of marketing selectives (351, 357, 458, plus two 3 hour selectives).

3. Request for Changes in Undergraduate Course: ECON 326, Request for change in pre-requisites and catalog description. Justification: Majors are required to take ECON 302 which covers the same topics in greater depth. ECON 326 is no longer a selective in the management major and will not be offered regularly. It is therefore of interest only to students minoring in economics, many of whom come from outside the College of Business and who do not have the pre-requisites as stated in the current catalog. These students need to study introductory economics before taking this course.
4. **Request for Changes in Undergraduate Course**: ECON 302, Request for change in pre-requisites and catalog description. **Justification**: Previous pre-requisite required that students take ECON 301 before ECON 302. Students often need to be permitted to take ECON 301 and 302 in any order depending on scheduling needs.

5. **Request for Change in Undergraduate Course**: ECON 450, Request for change in pre-requisites. **Justification**: Clarifies the pre-requisites to ensure that students take both intermediate economics courses before enrolling.

6. **Request for Change in Undergraduate Course**: ECON 460, Request for change in pre-requisites. **Justification**: Clarifies the pre-requisites to ensure that students take both intermediate economics courses before enrolling.

7. **Request for Change in Undergraduate Course**: ECON 490, Request for change in pre-requisites. **Justification**: Clarifies the pre-requisites to ensure that students take both intermediate economics courses before enrolling.

8. **Request for Change in Undergraduate Course**: ECON 495, Request for change in pre-requisites. **Justification**: Clarifies the pre-requisites to ensure that students take both intermediate economics courses before enrolling.

9. **Request for Change in Undergraduate Course**: CBAD 472, Request for change in pre-requisites. **Justification**: Inclusion of CBAD 327 was intended to assure that CBAD 472 was taken during the 2nd semester of junior year or during the senior year. The College requires that students have 84 credit hours to take 400 level courses. Therefore, the inclusion of CBAD 372 is not needed in the pre-requisites.

10. **Request for Change in Undergraduate Course**: CBAD 471, Request for change in pre-requisites. **Justification**: Inclusion of CBAD 327 was intended to assure that CBAD 471 as taken during the 2nd semester of junior year or during the senior year. The College requires that students have 84 credit hours to take 400 level courses. Therefore, the inclusion of CBAD 372 is not needed in the pre-requisites.

11. **Request for Change in Undergraduate Course**: CBAD 402, Request for change in pre-requisites. **Justification**: Inclusion of CBAD 327 was intended to assure that CBAD 40 was taken during the 2nd semester of junior year or during the senior year. The College requires that students have 84 credit hours to take 400 level courses. Therefore, the inclusion of CBAD 372 is not needed in the pre-requisites.

12. **Request for Change in Undergraduate Course**: CHEM 101, Change in co-requisites and catalog description. **Justification**: Chemistry 101L is a co-requisite for Chemistry 101 and the catalog needs to reflect this.

13. **Request for Change in Undergraduate Course**: CHEM 111, Change in co-requisites and catalog description. **Justification**: Chemistry 111L is a co-requisite for Chemistry 111 and the catalog needs to reflect this.
14. Request for Change in Undergraduate Course: CHEM 112, Change in co-requisites and catalog description. **Justification:** Chemistry 112L is a co-requisite for Chemistry 112 and the catalog needs to reflect this.

15. Request for Change in Undergraduate Course: CHEM 331, Change in co-requisites and catalog description. **Justification:** Chemistry 331L is a co-requisite for Chemistry 331 and the catalog needs to reflect this.

16. Request for Change in Undergraduate Course: CHEM 332, Change in co-requisites and catalog description. **Justification:** Chemistry 332L is a co-requisite for Chemistry 332 and the catalog needs to reflect this.

17. Request for Change in Undergraduate Course: CHEM 351, Change in co-requisites and catalog description. **Justification:** Chemistry 351L is a co-requisite for Chemistry 351 and the catalog needs to reflect this. Chemistry 351 is now offered every Fall semester instead of on demand.

18. Request for Change in Undergraduate Course: CHEM 352, Change in co-requisites and catalog description. **Justification:** Chemistry 352L is a co-requisite for Chemistry 352 and the catalog needs to reflect this. Chemistry 352 is now offered every Spring semester instead of on demand.

19. Request for Change in Undergraduate Course: CHEM 422, Change in co-requisites and catalog description. **Justification:** Chemistry 422L is a co-requisite for Chemistry 422 and the catalog needs to reflect this.

20. Request for Change in Undergraduate Course: CHEM 299, Change in pre-requisites and catalog description. **Justification:** Chemistry 112L is a pre-requisite course for Chemistry 299 and the catalog needs to reflect this.

21. Request for Change in Undergraduate Course: CHEM 321, Change in pre-requisites and catalog description. **Justification:** Chemistry 112L is a pre-requisite for Chemistry 321 and the catalog needs to reflect this.

22. Request for Change in Undergraduate Course: CHEM 422L, Change in catalog description and number of lab hours per week. **Justification:** The number of hours for Chemistry 422L is six hours and the catalog needs to reflect this.

23. Request for Change in Undergraduate Course: BIOL 121, Change in pre-requisites. **Justification:** Data collected using BIOL 121 grades and math placement, a C or better in MATH 130 and placement into MATH 131, suggest that this change is appropriate.
24. **Request for Deletion of Undergraduate Course.** Introduction to Landscape Design, PGMP 114. **Justification:** The course is not needed for the Professional Golf Association (PGA) certification program.

25. **Request for Deletion of Undergraduate Course.** Introduction to Landscape Design Lab, PGMP 114L. **Justification:** Course is not needed for the Professional Golf Association (PGA) certification process.

Micheline Westfall, Academic Affairs presented the following items for Senate approval.

1. **Request for Changes in Undergraduate Degree Program: Business, BSBA.** Requested change in catalog description and GPA required for admission to Wall College of Business. Delete the 2.25 GPA in the first 54 hours requirement for admission to the Wall College of Business. New catalog description: Admission to Degree Candidacy To be formally accepted as a candidate for the Bachelor of Science in Business Administration degree, a student must complete at least 54 semester hours including the following: A. Mathematics 130 (or 130I) and 132 with a grade of C or above in each course. B. English 101 and 102 with a grade of C or above in each course. C. Computer Science 110 with a grade of C or above. D. Economics 201 and 202 with a grade of C or above in each course. E. Business Administration 201, 202, 291, and 292 with a grade of C or above in each course. **Justification:** The 2.25 GPA requirement was approved under the old, grade point deficit suspension system. Given the new probation and suspension policy based on GPA, the 2.25 GPA requirement is not needed to monitor academic progress of business students. The new probation and suspension system is a better monitor of academic progress.

2. **Request for Changes in Undergraduate Degree Program: Accounting CMA/CFM Track BSBA, Accounting.** Requested change in number of credits and reduction in number of electives. Number of credits reduced from 128 to 120 and Electives will be reduced from 12 hours to 4 hours. **Justification:** The number of required hours for the CMA/CFM track is reduced to bring it into conformity with the CPA track. All accounting majors will be able to graduate with 120 (instead of 128) hours.

3. **Request for changes in Undergraduate Degree Program: Economics Minor.** Requested change in number of credits and catalog description. **Proposed Catalog Description:** ECONOMICS MINOR Courses Required Credits Economics 101 or 201 and 202 …. 3-6 Economics 335 or 301 and 302 …. 3-6 Economics electives at the 300 level (Choose 3-4) …. 9-12 TOTAL CREDITS REQUIRED 18-21 A grade of C or above is required in each course to be applied toward the minor. **Justification:** At least 18 hours are required by all minors. The economics minor was originally listed as a 15-hour minor. As a result, 3 hours have been added. The faculty wishes to clarify that students may take ECON 101 or both ECON 201 and 202; that they may take ECON 335 or both ECON 301 and 302; and that ECON 301 and 302 are not to be taken as economics electives at the 300 level.
4. **Request for Changes in Undergraduate Degree Program**: Finance major, BSBA. Request for adding course to list of selectives and change in catalog description. CBAD 467/RTMA 467 Real Estate Finance and Investment is to be added to the selective courses among which finance majors may choose to complete the major. Proposed catalog description: p. 116 C. Finance . . . 18 Business Administration 460, 461, 462, 468, 469 . . .15 Business Administration 463, 464, 464, or 467 (choose one) . . . 3  
   **Justification**: This course will be added as a selective in the finance major in answer to student demand and in recognition of real estate investments in finance.

   **Justification**: These courses are not required by the Professional Golf Association for its certification process.

6. **Request for Changes in Undergraduate Degree Program**: Chemistry. Request for change in catalog description, change in major requirements (total credits and courses), change in electives (total credits and catalog description). Change catalog description to Professional (classical); Major Requirements (38-41 Credits); Add CHEM 399 as a Major Requirement for the Chemistry major; Add CHEM 422L as a Major Requirement for the Chemistry major; Reduce the electives to 11-21 Credits; Add to the Electives: At least two courses must be writing intensive.  
   **Justifications**: This specialization is actually called Professional (not Traditional), so the change is necessary to properly connect to the description under Area of Study; The Major Requirements change is required so that the catalog properly reflects the number of credit hours for the Major Requirements; Chemistry 399 is an important component to preparation of our students in the field of Chemistry and therefore is deemed necessary for the Major Requirements; Chemistry 399 will be a requirement for the Chemistry major and the catalog description of the major needs to reflect this; Chemistry 422 has a lab component (Chemistry 422L) that is part of the listed 4 credit hour requirement; Reduction in number of credit hours for Electives is necessary to properly reflect the number of required elective credits and writing intensive courses for the major.

7. **Request for New Undergraduate Courses**: Plant Form and Function, BIOL 321 (3). This course will be an elective. Proposed catalog description: (Pre-requisites BIOL 121/121L, and BIOL 122/122L; Co-requisite: BIOL 321L) Anatomy, diversity, life cycles, and functional morphology of plants. Three lecture hours per week.  
   **Justification**: Satisfies the need for a general plant course in the biology curriculum. At present, no upper level general botany course is offered even though all majors are required to take one plant course. The content in this course is also heavily covered in the GRE and MCAT tests.

8. **Request for New Undergraduate Course**: Plant Form and Function Lab, BIOL 321L (1). This course will be an elective. Proposed catalog description: (Pre-requisites
BIOL 121/121L and BIOL 122/122L; Co-requisite: BIOL 321. Laboratory exercises to accompany BIOL 321. Three hours per week. S.


First Year Experience, UNIV 110 (3). This course will be required for graduation. Course restrictions: Successful completion (grade C or higher) of UNIV 110 is a graduation requirement for all new degree-seeking students entering Coastal Carolina University in 2006 (except first semester students over 21 years of age or who have completed 12 or more transfer credit hours). It must be taken upon entry; and if it is not successfully completed the 1st semester, it must be repeated the 2nd semester. If it is not successfully completed after the 2nd semester, the student must withdraw from the university and re-apply for admission. Proposed catalog description: UNIV 110 is designed to enhance the satisfaction and success of first year students. The course focuses on developing critical and creative thinking, information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the Coastal community.

**Justification:** Student success at college is largely determined by experiences during the first year. As a result, beginning with the University of South Carolina in 1974, colleges and universities around the country have instituted programs, curricula, and services designed to enhance first year student success and satisfaction. Coastal Carolina University has begun a series of initiatives to enhance our first year student satisfaction and success rate. They include increased collaboration among the four campus colleges, administration, student affairs, and residence life. For the first time, all Coastal Carolina University first year students will share in a common academic experience.

**Student Life Committee**
Dr. Mike Gilbert, Student Life Committee, presents the following for Senate approval:

At its most recent meeting (February 16th), the Student Life Committee approved the following resolution and related recommendation for consideration by the Senate:

1) The Committee approved the addition of the following wording to the **CCU Student Handbook**:

   “Coastal Carolina University promotes a respectful and tolerant environment that welcomes all students regardless of gender, race, religion, sexual orientation or other personal characteristics or beliefs.”

2) Further, the Committee recommends that the Senate endorse and approve the addition of the same wording to the appropriate section of the **CCU Faculty Manual**.
The above is the product of a long series of discussions extending back to last Spring when the SGA forwarded to the Committee a resolution initiated by the PRIDE student organization which called for the addition of explicit wording regarding sexual orientation to the University’s affirmative action statement. The Committee unanimously endorsed the spirit of that resolution but decided to forward it to Dr. Chesson for further study over the summer.

This past fall the Committee took up the SGA resolution again after hearing from Dr. Chesson and looking at comparative information from other state-supported institutions in South Carolina. In November the Committee decided that the best way to proceed at this time is to recommend the addition of the statement proposed above to both the Student Handbook and Faculty Manual, to underscore the significance of this matter for the University community as a whole.

Therefore, in consideration of the Committee’s charge, the Student Life Committee is proposing the addition of this statement to the Student Handbook and recommending that the Senate endorse and approve the addition of it to the Faculty Manual as well. The wording as it appears above received the unanimous endorsement of the SGA at its meeting of February 27, 2006 in response to the action taken by the Committee.
Course Name: Submitted by: College of Credit Hours Prerequisites Course Restrictions

PROPOSAL FOR A NEW UNDERGRADUATE COURSE (FORM C) Course Name: UNIV Course Number (including Rubric): 110

Include Course Rubric whenever course # is requested

Please note that the library needs 2 weeks advance notice to complete the Library Assessment Form.

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<tr>
<th>Course</th>
<th>Course Number</th>
<th>Date Submitted</th>
<th>Department of</th>
<th>CIP (IPED):</th>
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<tbody>
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<td>UNIV</td>
<td>110</td>
<td>02/15/06</td>
<td>Provost</td>
<td>309999</td>
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<td>Co-requisites</td>
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Successful completion (grade C or higher) of UNIV 110 is a graduation requirement for all new degree-seeking students entering Coastal Carolina University in 2006 (except first-semester students over 21 years of age or who have completed 12 or more transfer credit hours). It must be taken upon entry and if it is not successfully completed the 1st semester, it must be repeated the 2nd semester. If it is not successfully completed after the 2nd semester, the student must withdraw from the university and re-apply for admission.

☐ Required for a major ☐ Required for a minor ☐ Elective ☐ Cognate

Requested for Core approval ☐ Requested for Writing Intensive

Proposed Catalog Description:

UNIV 110 is designed to enhance the satisfaction and success of first year students. The course focuses on developing critical and creative thinking, information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the Coastal community.

Justification (for example: industry trends or socio-cultural trends, demands from students, accrediting needs, etc.)

Student success at college is largely determined by experiences during the first year. As a result, beginning with the University of South Carolina in 1974, colleges and universities around the country have instituted programs, curricula, and services designed to enhance first year student success and satisfaction. Coastal Carolina University has begun a series
of initiatives to enhance our first year student satisfaction and success rate. They include increased collaboration among the four campus colleges, administration, student affairs, and residence life. For the first time, all Coastal Carolina University first year students will share in a common academic experience.

Describe impact on existing academic programs

<table>
<thead>
<tr>
<th>Proposed Instructor/Title</th>
<th>Alternate</th>
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</thead>
<tbody>
<tr>
<td>Selected tenured/tenure track faculty and selected staff, and administration</td>
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</tbody>
</table>

Are there other departments/schools with expertise in the areas covered by this course? (If yes, which departments/schools? Are any of these departments/schools to be directly involved in teaching this new course?)

| Estimated 1600 Prior enrollment in 0 enrollment course (if applicable) Proposed starting |
|------------------------------------------|-----------------------------------------|
| Fall, 2006 |

Semester(s) offered: Fall/ Spring  
Method of Delivery: 

- Classroom  
- Lab  
- Distance Learning  
- Other (Explain)  

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<thead>
<tr>
<th>Crosslisting</th>
<th>circle one: currently has cross-listing, to add cross-listing, or to delete cross-listing (For Cross-listings, the Chair of all affected department(s) must sign this form indicating notification and/or agreement)</th>
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<tr>
<th>Course Name/Number</th>
<th>Current</th>
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Rationale

RESOURCES ASSESSMENT FOR NEW COURSE PROPOSAL

can be attached as an Addendum Assessment

Prepared by Nelljean Rice
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<thead>
<tr>
<th></th>
<th>On-going &amp; Reallocated</th>
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<tbody>
<tr>
<td>Full-time faculty</td>
<td># 20</td>
<td># 0</td>
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<tr>
<td>Part-time faculty</td>
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<td>Lab Resources</td>
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<td>Library Resources</td>
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<td>Contract Services</td>
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<td>Goods &amp; Services</td>
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<tr>
<td>Other</td>
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Are any of the new resources needed for Accreditation purposes? ☐Yes ☐No
If so, explain:

*Library Assessment Form also needs completed and attached. Please give the library 2 weeks to prepare.

**Proper authorization signatures must be obtained before this form can be submitted to the Academic Affairs Committee.**

*One copy of the complete syllabus which includes student-specific learning objectives also must be submitted.*

*Submit original (with all appropriate signatures) and 14 copies of this form and all accompanying documents to the Chair of the Academic Affairs Committee.*
Coastal Carolina University First-Year Experience Seminar  (Sample Syllabus)

**Purpose of the Course**
The Freshman Year Experience is designed to be a community of learners. This seminar will enable first-year students to develop creative and critical thinking skills, information literacy, and the personal and social skills needed to facilitate a successful transition from high school to university. This purpose will be attained by: *developing creative and critical thinking strategies which will increase the ability to implement solutions to the complex and diverse issues of a global society *fostering a commitment among students, faculty, staff and administration to a collaborative academic community dedicated to inquiry and productive student learning *identifying the resources available and the habits and skills necessary for the student to make a successful transition from a high school to a university academic, social, and work environment *fostering a commitment among students, faculty, staff, and administration to community service

**Academic Expectations**
To begin, we at Coastal would like to welcome you in joining our academic community. Achieving your maximum intellectual potential will require hard work, dedication, and diligence. The coastal community has been designed to assist its students in many capacities, but the primary responsibility for learning is yours.

**Description of the course**
This course focuses on developing creative and critical thinking skills, information literacy skills, improving written and oral communication skills, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and become contributing members of the Coastal community. UNIV 110 is designed to help each student: *attain a basic level of expertise in critical inquiry which broadens experience and increases understanding *become a co-operative, yet independent, learner with a competency in information delivery systems and technology *understand his/her role as a contributing member and agent for change of the university community *Develop a comprehensive academic and career development plan leading to graduation

**Academic Integrity & Plagiarism Statement**
Violations of the Student Code of Conduct will not be tolerated. Any such violations will be dealt with in strict accordance to Coastal Carolina University guidelines. The student will be responsible for familiarizing himself/herself with this policy which is located in the CCU Student Handbook under the Code of Student Conduct Section.

**Attendance**
Regular class attendance will be expected throughout the semester. If at any point a student misses over 25% of class meetings he/she will receive an F as their final grade. This includes both excused and unexcused absences from class. If there are any more questions pertaining to the attendance policy please review page 45 of the Student’s Handbook.
Students with Disabilities
As a higher education institution, Coastal Carolina University wants to see each student become successful and be given equal opportunity to achieve his/ her fullest potential. Keeping this in mind, any student who needs further assistance due to a disability- physical, learning or mental- will be provided with the means necessary to achieve his/ her goals. For further information, please contact Counseling Services at 349-2305.

Textbooks
FYE Textbook Big Read Book Discipline Specific Textbook

E-mail Policy
Due to the WebCt component of this course, all e-mail pertaining to this class will be sent to your official CCU e-mail address. All e-mail sent to your professor should be sent from your official CCU e-mail address. You should make a habit of checking your CCU e-mail daily for class updates and information.

Weekly Syllabus
Orientation II: Pre-class BIG READ session, group activity, and cohort development

Weeks 1-3: Creative and Critical Thinking I: Topics/activities tied to BIG READ text; Academic Interest and Expectations
Assignment #1 related to BIG READ text: individual or group

Weeks 4-5: Academic Preparedness and Information Literacy (Searchpath): Active vs. Passive learning; Self-assessment of learning styles; Strategic Reading;
Assignments #2-3 related to above: combination of individual and group

Assignment #4: individual

Assignment #5: Class activity

Weeks 11-12: Doing What We Love; Loving What We Do: DISCOVER! Your Vocation: majors and career planning. Speakers (Academic Advisors and Career Planning Counselors.) Group Activity.
Assignment #6: individual matriculation and career path plan

Weeks 13-15: How to Succeed at Your Chosen Vocation: Discipline-specific Creative and Critical Thinking. Information Literacy II.
Assignments #7, 8, 9 combination of individual and group
This course syllabus may have minor changes due to discipline specific topics and assignments 
(see attached for examples)

SAMPLES

**FYE Education Assignment 1**

Objectives: SWBAT

- Explain several current controversies in the field of education
- Evaluate the arguments on each side of these issues
- Articulate and give support for their own views on these issues

Procedures: In groups of four, students will select a controversial issue in the field of education, conduct preliminary research on the topic, and formulate a debatable resolution. One pair of students will take the affirmative position, and the other pair of students will take the negative position, and they will continue to research the topic, gathering arguments for their sides. Debates will be held, with one member of each side stating their position and giving support from the literature they have read, and the other member taking the responsibility for the rebuttal. The rest of the class will decide which side has been more convincing, and will be able to ask questions and discuss the topics following the debate. Students may choose from the issues listed below or have an alternative topic approved by the instructor:

1. Alternative certification vs. traditional teacher preparation programs
2. Single sex classrooms vs. heterogeneous grouping
3. Tracking by ability level vs. heterogeneous grouping
4. Content knowledge vs. pedagogical skills in defining “highly qualified” teachers
5. Mandating Physical Education (as an antidote to the obesity problem) vs. increasing requirements for “academic” core courses rather than electives

6. Curriculum issues:
   a. Teaching intelligent design vs. evolution
   b. Sex education, abstinence only—or information about a variety of contraceptives

7. Pedagogical issues:
   a. Homework expectations
   b. Teacher directed vs. student-centered instruction
   c. Teaching skills in isolation vs. developmentally appropriate contextual instruction

8. Structural issues
   a. Scheduling alternatives: block vs. traditional, year-long vs. traditional, etc.
   b. Time on task and activity levels

9. Use of standardized testing for high-stakes decisions: validity, reliability, desirability?
10. Celebrating holidays in school vs. diversity of student population
11. Vending machines and corporate funding of education vs. educating and supporting students in making wise nutritional choices

Assessment: Debate Performance Discussion Reflective Writing

FYE Education Assignment 2

Objectives: SWBAT:
• Identify the traits of effective teachers
• Analyze teacher performance
• Plan and conduct training sessions

Procedures:
1. Students write a short reflection describing the most effective teacher and the least effective teacher they have had, highlighting the characteristics of each. (No names allowed.)
2. Students get in small groups of 3-5, sharing their reflections. From this discussion of what makes a teacher effective, the group will come to a consensus about the 10 top traits a “highly qualified” teacher must have.
3. Groups will present their top ten lists to the class. Each group will then be assigned an organization/education resource that has also “defined” the attributes of good teachers. (Examples: NCATE, ADEPT, Content-specific SPAs, Dewey, etc.) Each group will be directed to the appropriate resources and report on the various qualities that professional organizations and/or theorists have identified, and the class as a whole will compare these findings with the qualities that were identified by the students.
4. The class will speculate about how these qualities can be developed in prospective teachers and how these skills, once developed, can be measured or assessed.
5. Students will then view videos of teachers in action and evaluate their performances, identifying speech, attitudes, body language, and behaviors that enhance or inhibit learning.
6. Groups will then create training sessions for prospective teachers, focusing on the development of one important skill or trait that will help them become more effective in the classroom. They will conduct this training session with the rest of the class.

Assessment: Lists and presentations Research reports Discussion Written analysis of videotaped performances Workshop (preparation, performance, and handouts)

FYE Education Assignment 3

Objectives: SWBAT
• Distinguish between popular representations of the teaching profession and the more realistic issues facing those who enter this field
• Analyze print and non-print resources
• Conduct interviews
• Conduct primary and secondary research and synthesize information
• Explain current concerns about teacher quality and retention (and the demographics of those entering the profession)

Procedures:
Students will study popular representations of teachers (through episodes of television shows such as “Boston Public,” movies such as Stand and Deliver, Coach Carter, To Sir With Love, Dangerous Minds, Dead Poet’s Society, and passages from novels and short stories). Teacher-directed analyses of these works will pave the way for individualized viewing and writing about these media images.

Once the class formulates a concept of the popular image of teachers advanced in the media, students will begin examining the “real world” of teaching through looking at the facts, the demographics and statistics about educators. Then students will conduct surveys and interviews of current teachers to determine more about their backgrounds, their feelings about teaching, and their concerns. (To prevent overwhelming area teachers and putting too much of a burden on our students, we could conduct these interviews/surveys online with a group of teachers from nearby districts who agree to be part of this process.)

Finally, students will examine non-fiction (newspaper and journal articles, current books about the field of education, etc.) and contrast these accounts of teachers with the popular images from film, television, and literature. They will then determine how these two contrasting images of educators are reflected in the results of their primary research through surveys and interviews with practicing teachers.

Assessments:
Written analyses of print and non-print texts (television programs, movies, novels, documentaries, articles, non-fiction books)

Discussion
Transcripts of their participation in online interviews

FYE Education Assignment 4

Objectives: SWBAT
• Describe the cultural influences that are shaping today’s youth
• Anticipate some of the attitudes and behaviors that students will exhibit in the classroom
• Discover ways of making connections between students’ lived experiences and curriculum content

Procedures:
In this assignment, first-year students will examine the cultural influences that are shaping the generation of students they will be teaching in the future. Groups will
investigate contemporary children’s television programming, literature, and games; adolescent television programming, literature, games, magazines, recreational activities; and other factors that may shape their future students’ views. Once these groups have reported on their discoveries, the class will discuss the effect these influences may have on the students’ attitudes toward education and their behavior in the classroom. We will begin discussing ways of using this knowledge of the lives of our students to help us connect with them and make them see how the content of our classes is relevant to them.

Assessment:
Individual reports
Participation in discussion

**FYE Science Content Workshop Demo.**
Karen Aguirre, 2.17.06 Please see related files: Powerpoint support and the slides used for the memory experiment, and also the excel spreadsheet and graphs.
Title: Doing Science
Goal: To stimulate interest in Natural Science and how to design, perform and analyze a scientific experiment. To demonstrate how science can be used and mis-used. To stimulate creative thinking and problem-solving.

Method: A mixture of Socratic-method-type questioning, brainstorming, hands-on experimentation, and research.

Assessment: Ideas? I’ve always just relied on my assessment of student enthusiasm, which is usually pretty high, but obviously this is not formal quantitation and needs work

The workshop:

1) Ask: What do George Bush, a head of lettuce, Jennifer Lopez, a black widow spider, Karen Aguirre (me) and a chimpanzee all have in common?

Answer I’m looking for: We (and our cells, and our organs) are all legitimate items of interest to a Biologist. The subject matter of Biology is living things, or organisms

2) Have students brainstorm: Characteristics of living things:

Possess a genetic program (DNA or RNA)
Reproduce
Growth
Metabolize (take in nutrients/process for energy/excrete wastes)
Respond to Stimuli
Move
Others???

3) Just for Fun …
Largest (honey fungus, about 1200 football fields) and smallest (viruses, smaller than \( \frac{1}{1,000,000} \) of a meter).

Oldest. A 12,000 year old creosote bush

4) What makes Biology a Science? Not the subject matter, but the approach of study, called: The Scientific Method. Note: Almost all students can come up with the steps of the Scientific Method. They just need to remind each other. Have them do so.

The Scientific Method.

1. What is a legitimate science question? Not cosmological questions, not esthetic judgments, not moral valuations. Just the facts, ma'am. Things that can be quantitated or measured meaningfully. Solicit several examples of legitimate and not-so-legitimate avenues of scientific inquiry.

2. Once a legitimate scientific question or problem has been identified, gather and evaluate currently available information (the work of others before you). Then, based on this information, formulate a hypothesis, a sort of “educated guess”.

3. Test the hypothesis. Scientists try not to prove hypotheses, but to disprove, or falsify them. Hypotheses are tested by experimentation. At the root of any science, and biology is no different, is Experimentation.

4. Gather data (generated by your tests). Analyze and decide if your hypothesis is supported, or if it needs revision.

5. Communicate your results clearly and fairly.

   a) Let’s do an experiment:

   The brain can be divided into two interconnected cerebral hemispheres, the left and right brain. Left brain is involved with language and words. The right brain is more visually and spatially-oriented. Many people believe that most males rely more on right brain type activities to understand and navigate in the world, and that most females rely more on words, language, talking things out. Do you agree?

We set up the following experiment:
Students look at a projected field of 10 different images at once, for 15 seconds. Then they write down as many of the items as they can remember.

Next, students look at a projected field of 10 different typed words at once, for 30 seconds. Then they write down as many of the items as they could remember.

Students predict what they think the outcome will be, and why they think that.

   b) We go ahead and perform the experiment right there and then, with help of slides.
We tabulate the number of correct visual cue responses and the number of correct verbal cue responses, as a function of gender.

6 We discuss ways to graph the data. We discussed means and variation. We discussed control groups and ways to improve the experiment. Finally, we talked about how differential handling of the data could skew the meaning of the results for an unwary reader. (see excel sheets)

7 Students form groups tasked with either of the following projects for next time:

   a) Find examples in magazines, newspapers, etc. of agenda-driven skewing of data. Students have found some really heinous graphing crimes perpetrated by MADD, pharmaceutical companies, the National Federation of Teachers. Once I taught this section using examples from the book “The Bell Curve”, and that went pretty well, but I think its even better when the students have a week to go out prospecting for bad or misleading data presentations.

   or

   b) Look for the background literature for this experiment, i.e., search for background information or studies indicating gender differences in cognition, processing etc. AND, the fun part … design at least one experiment that you think is better than my memory game, that supports a hypothesis that you form about gender, and visual vs. verbal cognitive acuity.

8 The students come back the next week with these assignments prepared. A few times, the experiments proposed for part b were so good we went ahead and did them. For example, male students vs. female students and back-parking, with visual or verbal help from a by-stander.

   1 This leads beautifully into discussion of ethics.

   2 Note: Care must be taken to see that these sessions are kept respectful and civil, without derogatory statements made about either sex. That is to say, the discussion should be kept goodnatured. I have not found this at all difficult to do. This also leads nicely into discussions about civility, etc.

   MBTI-related Essay

   Goal: Completing this essay successfully will afford you a number of unique opportunities to
   • discover something new about yourself and share that discovery
   • combine objective and subjective approaches to planning and writing an essay (you will combine outside information with personal information)
   • relate work you have been doing for other aspects of your FYE class (notably, discovering your Myers-Briggs type) to a more straightforwardly academic
assignment

• learn about primary research and secondary research as you work to discover your MBTI type, as well as what has been written about your type and about different types and their approaches to writing

• continue to develop skills essential to successful writing (including planning, drafting, revising, editing, and proofreading)

Length: approximately four pages in proper MLA format

If you are unsure about MLA guidelines, you can find out information about them in your class notes, any basic writing handbook, or online (http://owl.english.purdue.edu/handouts/research/r_mla.html).

Topic: This assignment asks you to examine how your MBTI type influences your life as a writer.

Process: While you may approach this essay in any number of ways, if you are having difficulty, you may find the following process suggestion helpful.

• Make sure that you have correctly identified your MBTI type. If you are not sure of your type, take another online quiz and read about the various types so that you know for sure what type you are. (Two different ones are available at http://www.advisorteam.com/temperament_sorter/register.asp?partid=1 and http://www.humanmetrics.com/cgi-win/JTypes1.htm.)

• Make sure that you understand what each of the four letters that describes your type means. You should know what each letter means in isolation and what the four mean in combination. (You can find this information all over the place—online, in books, etc.)

• Find information about your type as a writer. (A simple google.com search for my type, ISFJ, and “writer” yielded almost one thousand hits! The most promising ones seemed to be these two: http://www.ranshawconsulting.com/thewrite.htm and http://www.writingcenter.villanova.edu/personality_types/Sixteen%20Types.htm.)

• Move beyond thinking in terms of “I like to write” or “I hate to write.” Think, instead, about all that is involved in writing. True, your personality can influence your general attitude toward writing, but it can also influence whether or not you write quickly or slowly; whether you make detailed outlines or just start writing a draft; whether you get right to your point or ramble around it, adding in lots of extra information; whether your writing tends to be very structured or almost conversational; whether you pay attention to details like spelling and mechanics or skip over them; etc.

• Plan your essay. Do whatever pre-writing strategy works best for you (see HH, pages 30-33) and establish a working thesis (see HH, pages 35-37). We will spend time in class working on developing a thesis, focusing on how to direct your essay so that you have not just a topic (a “what”) but also a point (a “so what” about that topic).

• Determine the shape your essay should take (see HH, pages 43-46). Please do NOT organize your paper by starting with an introduction, devoting one paragraph to each of the four letters, and then adding a conclusion on at the end. At this stage in your academic career, you should be able to write something that is a bit more sophisticated than a slightly modified version of the standard 5-paragraph paper.

• Write the essay, being sure to use specific examples and details (probably from your past experience as a writer) as support. If you use information from the exercise we did in class, be sure to cite the Baron text. If you use information from one of the
websites you visited, be sure to cite it. Information on using citations is available in your class notes, in HH (pages 137-205), in P (pages 97-154), and throughout the MLA guide.

• Revise, edit, and proofread. We will talk about how to do all three of these in class, so you should have relevant information in your notes. You may also want to consult HH (pages 48-73).

Remember: Establish a thesis and stick to it. Proofread. Seek help if you need it.

**Business Ethics Assignment**

Goals:
1) To understand the importance of ethics and the impact of ethics on behavior.
2) To develop an individual statement of ethics.
3) To discuss ethical issues in the news.

Activities:

Group Discussion:
1) Fact sheet on Enron and WorldCom to read and discuss the impact leadership and ethics have on corporate culture.
2) Discuss what in the culture is leading to corporate and political scandals.
3) Discuss how individual values impact ethics and behavior.

Personal Values Assessment:

Background:

Your individual ethics reflect your personal belief system. Your moral standard of what is right and what is wrong and how that is reflected in your behavior. Ethics although held by individuals, fall into a set of behaviors that conform to socially accepted norms. Managerial ethics are the standards of behavior that managers use to guide work and behavior in the organizations. Corporations write a set code of ethics to set the ethical tone for the corporation. One approach to a corporate code of ethics is to determine core values that represent the corporation. By example Compaq Computers code of ethics focuses on the core values of “Quality, Responsibility, Compassion, Fairness and Respect”.

Individuals will face ethical dilemmas in their college careers and as professional as you enter your chosen career. The skill with which you face these dilemmas will affect your emotional well being and your satisfaction with college and your career. By thinking about ethics before you are faced with an ethical dilemma you are preparing to behave in a more ethical fashion. By formulating your own code of ethics and thinking about your internal set of values you can approach ethics from a position of strength.

Values Assessment: From the list below check the top five values that reflect your beliefs and value systems and rank them from 1 to 5 in terms of priority with 1 being your top priority. Aesthetics: contributing to truth and beauty Achievement: accomplishing important things being involved in important work Honesty: truth in words and actions Integrity: sound principles of moral character Loyalty: being loyal to family friends and coworkers Enjoyment: enjoying what you do and having fun doing it Friendship: working with people I like and being liked Family: having balance in my life between career and family Leadership: being truly influential Self-realization: doing work that is personally
challenging and will allow me to realize my full talent Wealth: making money and being financially independent Expertise: being viewed as an authority Service: contributing to my community and to the well being of others Prestige: being seen as successful and having status Independence: freedom of thought and action being able to set my own schedules, work style and priorities Trustworthy: deserving of confidence and trust Spontaneous: being able to act on a natural impulse  Unique: unparallel Strength: being strong enough to uphold my beliefs  Personal excellence: holding myself to a higher standard  

These five values can be the basis for your personal code of ethics. By having a code of ethics in place you will be more prepared to face ethical issues from cheating to helping a friend with a serious problem. A code of ethics helps you confront ethical problems directly instead of pretending they do not exist. Establish your ethical beliefs and stand by them.

**SearchPath Library Tutorial for FYE**

The Library Tutorial is arranged in six self-contained modules. Each module has its own quiz at the end and it usually takes students about 15 minutes to complete each module. Students login using their CCU id/password, this allows us to track student use and to provide reports to professors. We suggest that the modules be assigned to students outside of class time. Students can turn in copies of their quiz results as proof of completion, in addition to the reports run for the professor. We suggest linking these to the portion of the course that deals with critical thinking, information literacy and plagiarism at the beginning of the semester. Modules 1 and 2 can be assigned at the same time.

**Goals of Tutorial Assignment:**

1. **Ability to Use Information Technology:** to locate the tutorial, to acquire the information needed to complete the tutorial, to use the technology to communicate the results to the professor.
2. **Ability to Analyze and Evaluate Information:** to access the tutorial, to demonstrate an understanding of the basic concepts of searching, analyzing and evaluating information and information resources presented in the tutorial
3. **To provide first year students with experience with basic information processing techniques, tools and resources.**
4. **To lay foundation for further skill development in these areas as a information literate research.**

**Activity :**

**Module 1: Starting Smart**

**Outcomes:** identify a variety of information sources  
identify characteristics of information on the Web  
identify characteristics of library resources

**Module 2: Choosing a Topic**

**Outcomes:** ability to broaden or narrow a search  
Identify keywords for a topic  
Use connectors and truncation in constructing a search
Understand the difference between subject and keyword searching

Module 3: Online Catalog
Outcomes: recognize that the online catalog contains more than books find materials using keyword and subject searches identify where materials are located find journals/magazines through JournalFinder

Module 4: Finding Articles
Outcomes: distinguish between popular and scholarly periodicals Choose an article index appropriate to the information need Use the index to identify an article on the topic Use email to send the article to yourself Search JournalFinder to locate the periodicals that contains your article

Module 5: Using the Web
Outcomes: understand organization of the Internet Identify major types of websites Use search engines to search the Web Interpret and evaluate Web search results

Module 6: Citing Sources
Outcomes: Recognize elements of a citation Determine when to use a citation in your own work Basic understanding of what plagiarism is Basic understanding of what copyright is

Assessment: Individual assessment through use of module quizzes. Quizzes are structured to provide feedback on wrong answers. Pre-post tests administered at the beginning and end of the semester that measure basic information literacy skills and resource recognition. Following this self directed work, FYE classes will then need to schedule an in-library hands-on working session for the students in relation to another assignment for the FYE class. The combination of tutorial and in-library work is the best situation for giving first year students a grounding in research basics that is then built on in their subject area courses for the next four-five years.

2/10/06 Margaret Fain Head of Public Services Kimbel Library
**Non-Discipline Specific Critical Thinking Assignment**

Classroom Debate  
**Goals:** 1) Provide students an opportunity to further develop their research skills. 2) Teach students the debate process 3) To help students understand the importance of intellectual debate. 4) Provide students with a venue to discuss personal opinions. 5) Allow students an opportunity to further develop their writing skills.

**Activities**  
Students will be given an opportunity to decide the in-class debate topic. Once a topic is decided on, students will be divided in their debate teams. They will then have one week to get together with their team, decide on their debate strategy, and develop and research their argument. Each student will be required to create their own notes which they will be allowed to use during the debate.

During the designated class, students will spend the entire class debating their topic using general debate rules and procedures (see below). After a winner is decided, the class will use the rest of the time to discuss how the debate went, the importance of debate, and why it is necessary to develop these skills. Students will then be required to write a brief reaction to the debate and what could have been done to improve their performance.

**Principal Responsibilities of the Instructor**

1. To select or help participants select a subject or question for debate.
2. To insure that participants are familiar with the procedures for conducting a debate.
3. To help participants see the dimensions of the problem and develop clear logical arguments supported by evidence in support of the position they defend in the debate.
4. To help participants gain an understanding of some of the implicit values in debate such as learning to make convincing arguments from another frame of reference (as might be the case if one is debating a position that does not correspond with one's true position) which should further develop participants' abilities to understand and respect the rights of individuals to hold opinions and beliefs that are different from their own.

**Debate Procedure**

a. The chairman and the debaters are seated at the front of the audience usually with the team in favor of the resolution to the right of the chairman and the team in opposition to the resolution to the left of the chairman.

b. The chairman briefly introduces the subject and the resolution that is to be debated.

c. The chairman introduces the first speaker from the affirmative team. (Each speaker is introduced when he is given the floor.)

d. The first speaker from the affirmative team is allowed a set time to present his constructive argument. The time-keeper seated in the audience, will inform him when his time is up.

e. The first speaker from the team in opposition to the resolution is introduced and asked to give his constructive argument. (This alternating procedure is continued until each debater has given his constructive argument.)

f. The Rebuttal Arguments follow the Constructive Arguments. At this time, each debater is given the opportunity to weaken the position of his opponents by further attacking their position and by answering attacks that have been made upon his position. (No new issues may be introduced during rebuttal arguments and rebuttal arguments always begin with the team in Opposition to the resolution.)
At the end of the debate, the chairman makes a few concluding remarks and the debate is over.

Assessment
1) Student notes will be graded
2) Student reaction will paper will be graded
3) Peer evaluation

Outcomes
1) Students will have a better understanding of the debate process
2) Students will have been given an opportunity to practice their note taking skills
3) Students will have improved their research skills
4) Students will have been given an opportunity to discuss the importance of an individual's right to opinion

FRESHMAN YEAR EXPERIENCE POTENTIAL TEXTBOOKS and RESOURCE MATERIALS
FYE committee is in the process of possibly selecting one of these texts to accompany the syllabus.
Carter, Carol et. al. Keys To Success At Coastal Carolina University. 146 pages. (current text for undeclared)
Chickering and Schlossberg. Getting the Most Out of College. 2002. (text selected)
Ellis, Dave. Becoming a Master Student. 2006. 411 pages (teacher’s edition)
Nist, Sherrie L. and Jodi P. Holschuh. College Success Strategies. 303 pages.
FYE Content Texts:
For Education: To be determined
For Humanities: To be determined
For Business: To be determined

RESOURCES USED BY THE COMMITTEE:
Upcraft, Gardner and Barefoot. Challenging and Supporting the First-Year Student. 2005