COASTAL CAROLINA UNIVERSITY  
AY 2005-2006  
FACULTY SENATE AGENDA  
September 6, 2006  
Wall Building, Room 317  
4:15 PM  

I. CALL TO ORDER – Dave Evans  
II. ROLL CALL – Steve Sheel  
III. APPROVAL OF July 12, 2006 Minutes  
IV. EXECUTIVE COMMITTEE REPORT  
V. PROVOST AND OTHER ADMINISTRATIVE REPORTS  
VI. COMMITTEE REPORTS  
VII. PENDING BUSINESS  
VIII. NEW BUSINESS  

Proposal from the ad hoc Core Curriculum Committee (Pages 2 - 7)  
IX. ANNOUNCEMENTS  
X. GOOD OF THE ORDER  
XI. ADJOURNMENT
Introduction

Coastal Carolina University’s core curriculum is based on three principles:

- that there are common areas of knowledge which all persons should possess;
- that the courses comprising the curriculum are the best means for obtaining the skills of critical thinking, research, writing, listening, and speaking; and
- that the knowledge and skills are applicable across disciplines.

As the framework for undergraduate education, the core curriculum introduces the student to the disciplines, which provide a background in the liberal arts and sciences. These courses are assigned 1) to provide a basic level of experience that broadens awareness and increases understanding and 2) to include independent and cooperative learning opportunities through the appropriate use of technology.

Goals

Upon completion of the core curriculum, students should possess the following:

1. **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. (6 credit hours)

   ENGL 111 Composition and Editing. (3)
   ENGL 112 Composition and Research. (3)

2. **Ability to Use Information Technology:** Information technology structures the approaches taken in cognitive tasks. An educated person should be able to use technology to locate, acquire and communicate information to solve problems and conduct research. (Goal #2 is addressed by study in course work required in Goal #1 and Goal #10) (removed by Joint Committee because explanatory information)
3. **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. (Goal #3 is addressed by study in course work required in Goal #6 and Goal #9) (removed by Joint Committee because explanatory information)

4. **Ability to 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. (Goal #4 is addressed by study in course work required in Goal #5 and Goal #6) (removed by Joint Committee because explanatory information)

5. **Knowledge of Mathematical Concepts**:
   - **Proposed**: 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. (3-4 credit hours)
   - **Approved**: An educated person should have the ability to solve numerical problems, understand and apply mathematical or statistical concepts, develop quantitative skills, and communicate using numbers. An understanding of these concepts is fundamental for living in a complex society. (3-4 credit hours)

   **Option I**: Choose 3-4 credits from the following:

   - MATH 103 Basic Concepts of Contemporary Mathematics. (3)
   - STAT 201/201L. Elementary Statistics. (4)
   - *CBAD 291 Business Statistics. (3)
   - *PSYC 225/225L Psychological Statistics. (4)

   **Option II**: Successful completion of the math core concepts test and choose 3-4 credits from the following:

   - ECON 110 Personal Economics and Financial Planning. (3)
   - *MATH 130 College Algebra. (3)
   - *MATH 130I Intensive Study Algebra. (3)
   - *MATH 131 Trigonometry. (3)
   - MATH 132 Calculus for Business and Social Science. (3)
   - MATH 160 Calculus I. (4)
   - PHIL 110 Introduction to Logic and Critical Thinking. (3)

   *(Courses added by the Core Curriculum Development Committee)*

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. (4 credit hours)

ASTR 101/101L Descriptive Astronomy (4)

(Pending discrepancy of numbering is resolved between Department (& College), Academic Affairs Committee, and the Registrar’s Office.)

BIOL 101/101L The Science of Life. (4)
BIOL 121/121L Introductory Biology I. (4)
BIOL 232/232L Human Anatomy and Physiology I. (4)
CHEM 101/101L Introductory Chemistry. (4)
CHEM 111/111L General Chemistry I. (4)
GEOL 102/102L Environmental Geology. (4)
GEOL 111/111L Physical Geology. (4)
MSCI 101/101L The Sea. (4)
MSCI 102/102L Environmental Geology. (4)
MSCI 111/111L Introduction to Marine Science. (4)
PHYS 103/103L The Science of the Physical World. (4)
PHYS 201/201L General Physics I. (4)
PHYS 211/211L Essentials of Physics I. (4)

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. (3 credit hours)

ENGL 200 Literature and Culture. (3)

(Pending discrepancy of numbering is resolved between Department (& College), Academic Affairs Committee, and the Registrar’s Office.)

ENGL 287 Major Writers of American Literature. (3)
ENGL 288 Major Writers of British Literature. (3)
HIST 101 Foundations of Western Civilization to 1648. (3)
HIST 102 Foundations of Western Civilization 1648 to Present. (3)
HIST 111 World History to 1500. (3)
HIST 112 World History from 1500. (3)
PHIL 101 Introduction to Philosophy. (3)
PHIL 102 Introduction to Ethics. (3)

(Pending discrepancy of numbering is resolved between Department (& College), Academic Affairs Committee, and the Registrar’s Office.)

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. (6 credit hours to include a minimum of 3 credit hours in
foreign language selected from 110, 120, 130 and the 210 level to be determined by the foreign language placement test

ENGL 277  Literature in Translation (with subtitle). (3)

(Proposed: Foreign Language (French, German, Italian, Japanese, Latin & Spanish) (3-6)

(Approved: Foreign Language (French, German, Italian, Japanese, Latin or Spanish) (3-6)

GEOG 121  World Regional Geography. (3)

HON 101  Honors Seminar: East meets West. (3)

POLI 101  Introduction to World Politics. (3)

RELG 103  World Religions. (3)

9. Knowledge of the Structure and Development of the U.S.: 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. (3 credit hours)

HIST 201  History of the United States Part I. (3)

HIST 202  History of the United States Part II. (3)

POLI 201  American National Government. (3)

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. (3 credit hours)

HLED 121  Personal and Community Health. (3)

PHED 122  Lifetime Fitness and Physical Activity. (3)

RSM 120  Leisure, Recreation and Wellness. (3)

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. (3 credit hours)

ARTH 105  History of Western Art I: Ancient to Medieval. (3)

ARTH 106  History of Western Art II: Renaissance to Modern. (3)

ARTS 103  Fundamentals of Art I. (3)

ARTS 104  Fundamentals of Art II. (3)

ENGL 201  Introduction to Creative Writing. (3)

MUS 110  An Introduction to Music. (3)

THEA 101  Introduction to Theater. (3)

THEA 210  World Performance Traditions. (3)

New Courses Proposed

**Pending discrepancy of numbering is resolved between Department (& College), Academic Affairs Committee, and the Registrar’s Office.**
**ASTR 101/101L Descriptive Astronomy. (4)**
ENGL 111 Composition and Editing. (3)
ENGL 112 Composition and Research. (3)
**ENGL 200 Literature and Culture. (3)**
ENGL 201 Introduction to Creative Writing. (3)
ENGL 277 Literature in Translation. (3)
**MATH 103 Basic Concepts of Contemporary Mathematics. (3)**
(Also pending approval as a New Course by the Department & College)
**PHIL 102 Introduction to Ethics. (3)**
PHYS 103/103L The Science of the Physical World. (4)
RSM 120 Leisure, Recreation and Wellness. (3)
THEA 210 World Performance Traditions. (3)

The Committee recommends that:

**Academic Matters**
During 2006-07, departments revisit and revise major requirements to ensure that credits taken to fulfill Core requirements are applicable, i.e., portable, to all majors even if the student changes major.

Each Core course clearly identifies the related Core goal and learning outcomes in the course syllabus.

An exemption exam be developed for English 111 and made available to students on a regular basis.

A math Core concepts test be developed that assesses competency of the learning outcomes identified in Goal 5. **(Removed by Joint Committee).**

**Administrative Matters**
Each Core goal requires a minimum of 800 seats per semester. To ensure the needed seats, additional faculty positions will be needed in some areas.

The full-time to part-time ratio of faculty offering Core courses compares to the overall institutional ratio. For example, if the overall institutional goal is a ratio of 70 percent full-time to 30 percent part-time faculty, the same ratio should be maintained for Core courses.

During 2006-07, a method of Core assessment according with Southern Association of Colleges and Schools (SACS) standards must be decided and implemented on a regular cycle, e.g., every year or every two years.

SACS standards
2.7.3 – The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that is (1) a
substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale.

3.4.1 – The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

3.5.1 – The institution identifies college–level competencies within the general education component and provides evidence that graduates have attained those competencies.

The *Faculty Manual* states that the Core Curriculum Committee “oversees and makes recommendations regarding all aspects of the core curriculum, including implementation, modification and evaluation. The committee’s recommendations regarding modifications to core curriculum requirements are forwarded to the Academic Affairs Committee for approval prior to requesting Senate action.” Given the complexity and the difficulty of fulfilling this demanding purpose, the Committee recommends alternative means to implement, modify, and evaluate the Core. A desirable means is to identify a Director of General Education with responsibility to ensure that these functions are addressed.