Correction to the April 2, 2008 minutes to read: Executive Committee Report, Ad Hoc Evaluation Committee, third paragraph: Michael Root from Science is a member of that committee, not Michael Ruse.

I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Susan Slavik

III. APPROVAL OF April 2, 2008 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PRESIDENT REPORT

VI. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VII. COMMITTEE REPORTS

Charmaine Tomczyk, Chair, Ad Hoc Task Force to Review and Revise the Faculty Manual will give a report. (Pages 11-26)

COMMITTEE ANNUAL REPORTS

1. Sallie Clarkson, Chair, University Promotion & Tenure Committee Annual Report for AY 2007/08 (Page 26)
2. Dennis Edwards, Chair of Building and Grounds Annual Report for AY 07/08 (Page 27-28)
3. Pamela Martin, Chair, Core Curriculum Committee Annual Report 2007-2008 (Pages 28-80) and motion regarding Core Curriculum (Pages 80-81).
4. Brett K. Simpson, Chair, Library Advisory Committee (Pages 81-82)

VIII. PENDING BUSINESS

IX. NEW BUSINESS

Sharon Gilmon, Student Retention & Assessment Committee
Proposal for a University Student Retention Committee
This committee and the University Assessment Committee already in existence would replace the Senate Student Retention and Assessment Committee.

Membership:
One faculty member from each College and the Library. These people would serve staggered 3 year terms.

One representative from:
Faculty senate (who could also represent his/her College or one of the following committees).
Academic Affairs Committee
Core Curriculum Committee

One representative from:
Office of Student Affairs
Institutional Research
First Year Advising
Associate Provost for Assessment
Vice President of Enrollment Services
Office of Alumni Relations

One Student Representative

Purpose:
This Committee will provide oversight for retention programs that are in operation on the campus and will advocate appropriate strategies and initiatives. The Committee will collect and disseminate retention data; will explore best practices that have been used in other institutions and may have applicability on our campus; and will forward data and best practices to the campus units that have responsibility for implementing programs

Patti Edwards, Academic Affairs presents the following for senate review/approval:

College of Education

1. Request for changes in an undergraduate course: HPRO 350, Professional and Program Development in Health Promotion and Education. Request change in Prerequisite(s) from Admission to the Health Promotion Program, Health Education 121 and 201 TO Admission to the Health Promotion Program, Health Education 121 and 201, and Junior standing, change in course title from Professional and Program Development in Health Promotion and Education TO Community Health Promotion Strategies. Justification: During a recent site visit by SABPAC, the national Health Promotion baccalaureate program approval committee, the committee recommended changing the name of the course to better align with the course content. Prerequisites: This course serves as a prerequisite for the senior block of courses for the Health Promotion major. Therefore, students are anxious to enroll once prerequisites are met. This often results in more students wanting to take the course than there is capacity. Therefore, placing an addition prerequisite of Junior status will help to eliminate some of that enrollment
burden allowing those that have critical need for enrolling an opportunity to do so without being locked out. This is a writing intensive course and space is limited.

2. **Request for changes in undergraduate course**: HRPO 491, Needs Assessment and Evaluation of Health Programs. Request change in title of course from Needs Assessment and Evaluation of Health Programs TO Needs Assessment, Planning and Evaluation Methods in Health Promotion. **Justification**: During a recent site visit by SABPAC, the National Health Promotion baccalaureate program approval committee, the committee recommended changing the name of the course to better align with the course content.

College of Humanities:

3. **Proposal for a new undergraduate course**: PORT 110, Introductory Portuguese. (3) F, S. Fundamentals of the language through aural comprehension, speaking, reading, and writing. **Justification**: Portuguese is the world’s third most widely-spoken European language after English and Spanish. It is one of the official languages of the European Union. The fact that Portuguese-speaking countries are located in Europe, South America, and Africa opens up learning and travel opportunities for students from all majors. Brazil, for instance, is the United States’ second most important trade partner in Latin America, and a major market and destination for multinationals, NGOs, and the travel industry. Inclusion of Portuguese at CCU represents curricular growth that expands academic and professional opportunities for students at a time of marked increase in Brazilian immigration to CCU’s area of influence.

College of Science

4. **Request for change in undergraduate course**: CSCI 140, Introduction to Algorithmic Design I. Proposed Catalog description to read: CSCI 140, Introduction to Algorithmic Design I. (3) (Computer Usage) (Students are required to have a personal notebook computer for this course) (Prereq: Grade of C or above in Computer Science 130 and 130L) (Coreq: Computer Science 140L) An introduction to problem solving and algorithmic design methodology using a high-level programming language. Topics include problem solving techniques; subprograms and modularity; fundamental data types and structures; flow of control statements; and file input/output. Three lecture hours per week. F, S, SU. **Justification**: Our assessment of the course, along with the new requirements of CSCI 130, has resulted in the need for small changes in the course topics.

5. **Request for changes in undergraduate course**: CSCI 150, Introduction to Algorithmic Design II. Proposed Catalog description to read: CSCI 150, Introduction to Algorithmic Design II. (3) (Computer Usage) (Students are required to have a personal notebook computer for this course) (Prereq: Grade of C or above in Computer Science 140 and 140L) (Coreq: Computer Science 150L) A continuation of Computer Science 140. Continued development of discipline in program design, style and expression, debugging and testing. Topics include object oriented programming and algorithm
6. **Request for changes in undergraduate course:** CSCI 203, Web Development Using PHP. Request change in the title from Web Development Using PHP TO Introduction to Web Application Development. Proposed Catalog description to read: CSCI 203, Introduction to Web Application Development. (3) (Prereq: Grade of C or above in Computer Science 150 and 150L) A thorough introduction to development and deployment of web-based applications. Topics include middleware programming concepts, client server architecture, and database access. Students will write a number of web applications. S. **Justification:** After assessment of the course and of our IS track in preparation for future accreditation, this course will now be a required course. The new description and title are slightly more generic and allow the specific languages and architectures used in the course to change as the field evolves.

7. **Request for change in undergraduate course:** CSCI 330, Software Engineering I. Request change in prerequisites from C or above in CSCI 220 TO C or above in both CSCI 150 and 150L. Change in title from Software Engineering I TO Systems Analysis & Software Engineering. Proposed Catalog description to read: CSCI 330, Systems Analysis & Software Engineering. (3) (Prereq: Grade of C or better in Computer Science 150 and 150L) A thorough introduction to requirements management, and best practices in eliciting, documenting, and verifying requirements for programming systems. Topics include writing effective use cases, constructing UML-compliant models (including class, state, and activity diagrams), specification of user interface and data layers, testing, and integration. S. **Justification:** This course is required in both our Information Systems and Theoretical Computer Science programs. After assessment of the course and of our IS track in preparation for future accreditation, we decided that the course title, description, and prerequisites require changes to meet accreditation requirements for both programs. The proposed course changes satisfy these needs.

8. **Request for change in undergraduate course:** CSCI 385, Introduction to Information Systems Security. Request change in prerequisite from Grade of C or above in CSCI 220 TO Grade of C or above in both CSCI 150 and 150L. Proposed Catalog description to read: CSCI 385, Introduction to Information Systems Security. (3) (Prereq: Grade of C or better in Computer Science 150 and 150L) Comprehensive survey of security policies, models and mechanisms for confidentiality, integrity, management and legal and ethical issues. S. **Justification:** After assessment of the course and of our IS track in preparation for future accreditation, we have decided that the CSCI 220 course is no longer required and should no longer be a prerequisite for CSCI 385. The new prerequisite is sufficient and will accommodate students in both the Information Systems program (as a required course) and the Theoretical program (as an elective). Additionally, the course will now be taught in the Spring instead of the Fall.
9. **Request for change in undergraduate course**: CSCI 409, Middleware and E-Commerce.

   Request change in prerequisite from Grade of or above in CSCI 220 TO Grade of C or above in CSCI 203. Request change in title from Middleware and E-Commerce TO Advanced Web Application Development. Proposed Catalog description to read: CSCI 409, Advanced Web Application Development. (3) (Prereq: Grade of C or better in Computer Science 203) Advanced topics in the development and deployment of web-based applications. Topics include advanced middleware programming concepts and development of dynamic websites. Students will write a full-scale web application as their final project. **F. Justification:** After assessment of the course and of our IS track in preparation for future accreditation, we have decided that the CSCI 220 course is no longer required and should no longer be a prerequisite for CSCI 409. The new prerequisite is now a required course for Information Systems majors. The new description and title are slightly more generic and allow the specific language and architectures used in the course to change as the field evolves.

10. **Request for change in undergraduate course**: CSCI 415, UNIX Systems Administration and Systems Programming. Request change in prerequisites from Grade of C or above in CSCI 220 TO Grade of C or above in CSCI 203 or 220. Request change in title from UNIX Systems Administration and Systems Programming TO Systems Administration. Proposed Catalog description to read: CSCI 415, Systems Administration. (3) (Prereq: Grade of C or better in Computer Science 203 or 220) Topics in system administration include application server management, deployment of websites, domain name service, web services, security, backup and recovery, and email management. **F. Justification:** After assessment of the course and of our IS track in preparation for future accreditation, this course will now be a required course. The new description and title are slightly more generic and allow the specific operating systems and architectures used in the course to change as the field evolves. The course will be taught in the Fall instead of the Spring.

11. **Request for change in undergraduate course**: CSCI 425, Database Systems Design. Request change in prerequisites from Grade of C or above in CSCI 220 TO Grade of C or above in CSCI 203 or 220. Proposed Catalog description to read: CSCI 425, Database Systems Design. (3) (Prereq: Grade of C or above in Computer Science 203 or 220) An introduction to the theory and methodology for database design and implementation, the relational model, relational algebra, relational calculus, and E/R modeling are introduced, as well as concepts of normalization, data independence, and database languages. Design encompasses issues from the conceptual model to the physical model. **F. Justification:** After assessment of the course of our IS track in preparation for future accreditation, we have decided that the CSCI 220 course is no longer required and should no longer be a prerequisite for CSCI 425. The new prerequisite is sufficient and will accommodate students in both the Information Systems program and the Theoretical program.

12. **Request for changes in undergraduate course**: MATH 161, Calculus II. Change in prerequisites from MATH 160 TO Grade of C or above in MATH 160. **Justification:**
This course requires a higher mastery of the material in MATH 160 than a grade of D will ensure.

13. **Request for change in undergraduate program**: Psychology, BA. Requested change in other: Require 3 credits of math for BA students (in addition to core requirement). Excludes Math 139, 201, 202, 203. (This requirement has been in effect for over 10 years but with the change in core requirements it was inadvertently dropped from the Catalog.)

14. **Request for change in undergraduate program**: Sociology, BA. Request change in other: Require 3 credits of math for BA students (in addition to core requirement). Excludes Math 139, 201, 202, 203 (This requirement has been in effect for over 10 years but with the change in core requirements it was inadvertently dropped from the Catalog).

Administration:

15. In support of the Honors Program’s mission to provide a “**challenging and well-structured Honors curriculum**” the Honors Program recommends the following Academic Affairs and Senate actions to change the Honors Program policy articulated in the University Catalogue from: To maintain eligibility to continue in the Honors Program, students are expected to maintain a minimum 3.0 GPA TO To maintain eligibility to continue in the Honors Program, students are expected to maintain a minimum 3.25 GPA. **Justification**: The minimum GPA numbers for similarly situated institutions average around 3.3, hence the change will conform to Southern Regional and National Collegiate Honors Program practices.

   Current CCU Honors Students (from figures derived by Institutional Research in the fall of 2007) maintain an average GPA of 3.76. Only three students fell below a 3.5 and none below a 3.25.

   Any Honors Students with a GPA of below a 3.25 after a one (1) semester probationary period should cede the opportunity to a more deserving student.

   Honors Program students and members of the Honors Program Council have expressed support for this change.

Academic Affairs Committee:

16. The following changes to the current description have been made and will be sent to the Faculty Manual Ad-Hoc Committee to be placed in the faculty manual revision.

   Membership: Nine Faculty (two elected from each College, *one of whom must be a tenured faculty member*, and one elected from the Library); two students (non-voting); Ex-Officio: *Provost Designee*, Vice-President of Enrollment Management, And Registrar.
The term of service will be three years. The chair will be elected from among the voting members who are in their third year of consecutive service.

Purpose: This committee considers and recommends to the Senate actions on requests for additions, deletions or changes in undergraduate courses or programs of the University. The committee also considers and notifies the Senate of minor changes in courses, such as course titles, descriptions, or credit hours. These minor changes do not need Senate approval, but are submitted to the Senate for notification only. When considering additions, deletions, or changes to courses, special attention will be given by the committee to avoid duplication or obsolescence. The committee will also evaluate educational policies, admission standards and new programs of instruction.

MOTIONS:

“FAMILY FRIENDLY” POLICIES
Proposed by Renée Smith, Senator, Assistant Professor of Philosophy,
On behalf of all interested faculty

JUSTIFICATION

Universities have certain obligations in a free society. One function of the university is to be a role model for the community, a leader, setting the best possible example for all other institutions to emulate. The university has been at the forefront of confronting racism, defending free speech, providing access to education, and ending discrimination. Our university has come very far in its 50 years, but there is still far to go. We should aspire to do more than the bare minimum required by law.

We should provide the most supportive and fair policies we can. No person should have to choose between the duties of an academic life and the responsibilities of a family. Coastal Carolina University, in becoming a competitive comprehensive university, and wanting to attract and keep the best possible faculty, ought to step ahead of many of its peer and aspirant institutions and adopt the very best “family friendly” policies and practices.

MOTIONS

Motion 1: On behalf of interested faculty, I would like to move that the university adopt the following general policies.

The university will support its faculty who choose to balance work and family responsibilities by implementing “family friendly” programs and policies as an integral part of the university’s endeavors. These may include the following:

1. A commitment to provide university-sponsored childcare for faculty, staff and students, and a timeline for its implementation.
2. The identification of an administrative office to assist faculty with work-family issues.

3. Flexibility with respect to scheduling courses and service duties in light of faculty’s family responsibilities.

4. A timetable for specifying a procedure for arranging maternity and family leave, including terms for covering new mothers’ courses and/or teaching loads.

5. A plan to develop terms for remunerating faculty burdened with extra teaching duties due to a colleague’s leave (of any sort).

6. Allow flexibility when, due to lack of childcare or conflicts with their children’s school schedule (e.g., holidays or closures), some faculty have limited availability for teaching or service.

Motion 2: On behalf of interested faculty, I would like to move that the university adopt the following specific policies.

1. Tenure clock

Any faculty person taking leave (1) to care for a family member, (2) for the birth or adoption of a child for which he or she will be primary care-giver, or (3) for personal illness or disability may request that the tenure clock be stopped for one year.

2. Paid Maternity leave

Female faculty will be entitled to three weeks paid maternity leave, distinct from sick leave or disability leave, to recuperate from childbirth.

3. Modified duties

New parents may elect to have modified duties (release from teaching) for a semester within the first year of having or adopting a child at full pay or for two semesters at half pay.

4. Benefits for Domestic Partners (regardless of sex)

The university will not discriminate on the basis of sex or sexual orientation in its allocation of benefits, including family leave policies and health and other benefits.

5. Flex-time after tenure

Any faculty person with tenure may choose a 50% teaching load for 50% reduction in pay during a period of extenuating circumstances such as having a young child, caring for an elderly parent, or becoming moderately disabled.
CURRENT PRACTICES AND PROBLEMS

Current Leave Policy for Pregnancy/birth/new child:

1. Faculty are entitled to take any accrued **sick leave** to care for a new child (by birth or adoption). (?)
2. Female faculty are permitted by law to take additional **disability leave** for the birth of a child. (?)
3. Parents are entitled by law to share up to 12 weeks of additional unpaid leave for the birth or adoption of a child. (Decreased by the amount of sick leave taken).

Problems with the current policy:

1. Information about the current policy is difficult to obtain and faculty have been misinformed of their rights and responsibilities.
2. There is currently no university-wide policy for handling course coverage for a faculty person on leave (of any sort).
   a. The administration seems willing to assist with course coverage for faculty out on sick or disability leave.
   b. The administration does not consistently assist women with course coverage when they take leave to give birth.
   c. Since only women can give birth, there is the opportunity for compromised equal opportunity and discrimination against pregnant women.
3. There is no provision for the remuneration for faculty who take on additional teaching and service responsibilities to cover for a faculty person on leave.
4. The federally mandated leave is 12 weeks (unpaid); however, semesters are 16 weeks long.
5. New mothers are not sick. They should not be required to use their sick leave to recover from a pregnancy/birth. Moreover, new faculty may not have accrued very much sick leave during the time when they might need it.
6. New parents of infants are capable of making a continued contribution to the university, but they may require flexible scheduling. For example, they may be able to continue to advise students and perform some university service, but they may not be able to meet the demands of a rigid teaching schedule.

Allison Faix, Kimble Library, presents the following resolution:

Resolution in Support of PASCAL (Partnership Among South Carolina Academic Libraries) Funding
Whereas, PASCAL funding provided by the State Legislature is used to pay the license fees for 33 online databases that provide access to scholarly resources such as peer-reviewed journal articles for the students, faculty, and staff of Coastal Carolina University and 57 other South Carolina institutions of higher education; and

Whereas, the cost of the license fees for these 33 databases through PASCAL’s group license was 1.43 million dollars this year but if PASCAL did not exist and all member institutions were forced to subscribe to these same databases independently the cost would have totaled over 33 million dollars; and

Whereas, PASCAL funding is also used to pay for the PASCAL Delivers program, which makes more than 9 million books owned by South Carolina’s academic libraries accessible to all of the students, faculty, and staff of Coastal Carolina University as well as all other participating South Carolina academic libraries through a courier system that is able to deliver books to the requestor within three days; and

Whereas, both PASCAL Delivers and PASCAL’s group database licensing save the State of South Carolina the equivalent of $7 for every $1 it spends on these programs each year by negotiating group license discounts and eliminating unnecessary duplication of resources among libraries; and

Whereas, PASCAL programs also ensure that all students, faculty, and staff at every institution of higher learning in South Carolina no matter how large or small have equal access to the high-quality library resources necessary for teaching, learning, research, and other scholarly pursuits and essential for accreditation purposes; now, therefore be it

Resolved, that the Faculty Senate of Coastal Carolina University respectfully recommend to the Honorable Hugh K. Leatherman Sr, chair of the S.C. Senate Finance Committee, that the Senate Finance Committee fully fund the 2 million dollars in recurring funds asked for by PASCAL.

X. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XII. ADJOURNMENT
Charmaine Tomczyk, Report on Faculty Manual Revisions

This is the webpage for the your reference; www.coastal.edu/facsenate/adhoc, please bring your 2007/2008 Faculty Manual (FM) notebooks. The following Faculty Manual section items to be reviewed:

I. Introduction (FM pgs 5-6)
II. Board and Commissions (FM pg 8)
IV. Faculty Organization (FM pgs 14 - 20)
   A. Membership (to be distributed at Senate)
   D. Faculty Senate
VI. F. Post-Tenure Review (FM pgs 75-79)

Attached are the documents listed above.

I. INTRODUCTION

   A. Purpose of the Faculty Manual <replaces Preamble about CCU history>

The faculty and administration of Coastal Carolina University are dedicated to the cooperative achievement of the mission of Coastal Carolina University, to the betterment of the institution, our students, and community. To this end, the university has established the Coastal Carolina University Faculty Manual which

- Is the campus-wide source of definitions, policies and procedures relevant to faculty roles, rights, responsibilities, and expectations in achieving the academic mission of the university
- Serves as a set of guidelines providing direction and broadly defining processes of faculty and university administrators for the effective conduct of academic roles and responsibilities within the University. It is not an employment contract.
- Defines the academic, legislative, and consultative roles and processes of faculty within the university in the change or modification of academic practices and policies.
- Is a source of information to direct faculty and administrators to more specific policies and procedures on campus regarding specific subjects, issues or questions.
- Does not supplant current or future policies that may be enacted by Federal or State law, legal interpretations of courts, or actions by the Board of Trustees of Coastal Carolina University; the contents of the Faculty Manual being superseded by changes from these legal bodies.

The University Policies and Procedures Manual is available to faculty at www.coastal.edu/hreo/workplace.
B. Mission Statement (2008 revision approved by CHE)

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master’s programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services.

Proposed Faculty Manual Revisions by Ad Hoc Task Force, 3-26-08
See Current Faculty Manual pg 8

II. BOARD AND COMMISSIONS (changes to section C only)

A. Board of Trustees

Coastal Carolina University was created as a separate and distinct institution of higher learning in the State of South Carolina by the South Carolina General Assembly in 1993. The University is a body corporate and politic, in deed and in law under the name of Coastal Carolina University.

The governing body of Coastal Carolina University is the Board of Trustees, which by statute is responsible for overseeing the effective governance of the University.

B. Horry County Commission on Higher Education

The Horry County Higher Education Commission was created by Legislative Act on April 9, 1959, as the political entity to administer the funds provided by a special tax levy imposed on the citizens of Horry County for the purpose of supporting higher education.
C. Coastal Educational Foundation

The Coastal Educational Foundation is a charitable organization that is incorporated under the South Carolina Nonprofit Corporation Act and chartered by the Secretary of State of South Carolina. While the primary purpose of the Foundation is to promote and provide financial support to Coastal Carolina University, the Foundation has no designated powers that would allow it to intervene in University policies and procedures. Conversely, the University has no authority, statutory or otherwise, to become involved in the business of the Foundation.

Proposed Faculty Manual Revisions by Ad Hoc Task Force, 3-26-08; Endorsed by the Senate Executive Committee 3/08. See current Faculty Manual pages 15-20.

IV. FACULTY ORGANIZATION

IV. FACULTY ORGANIZATION (draft of sections A – C; two membership categories and academic titles and ranks added, 4/28/08) Faculty Manual, 2007/2008 pgs 14 and 15

A. Membership

1. Faculty

Members of the Faculty, including administrators with faculty rank, have the right to present motions and vote in general faculty meetings. A person will be considered a member of the Faculty who has a full-time appointment at the academic ranks of:

Professor
Librarian
Associate Professor
Associate Librarian
Assistant Professor
Assistant Librarian
Senior Instructor
Instructor*
Senior Teaching Lecturer**

Joint Appointments: A faculty member may hold only one probationary or permanent tenure appointment at a professorial rank at a time. This appointment may be held in a single department or by joint appointment in an additional department where a fixed tenure rank may apply. The initial appointment will designate the unit/department of base appointment where responsibility for processing personnel actions that affect the appointment will be made.

[* Note: the university will no longer be hiring at the rank of Instructor.]
[**Note: To be eligible for the title of Senior Lecturer, the individual must hold a full-time appointment and the title of Lecturer at the University for a minimum of six years. Initial appointment may not be made at this title; appointment must be by promotion from the title of Lecturer on recommendation of the Dean to the Provost. This title is not considered for future appointment at an Instructor or higher rank. This position is an annually renewable teaching appointment; not eligible for tenure. Individuals holding this rank will have faculty governance responsibility.]

2. Associated Faculty

This Faculty Manual pertains to this group as it relates to academic freedom and grievance procedures only, as authorized in Section V.B.1 and Section V.C. respectively.

A person will be considered a member of the Associated Faculty who has the title of:

- Teaching Lecturer*
- Teaching Associate
- Adjunct Assistant Professor
- Adjunct Associate Professor
- Adjunct Professor
- Visiting Assistant Professor
- Visiting Associate Professor
- Visiting Professor
- Research Assistant Professor
- Research Associate Professor
- Research Professor
- Post-Doctoral Fellow
- Research Associate
- Graduate Assistant

[* Note: To be eligible for the title of Teaching Lecturer, the individual must hold at least a master's degree with 18 hours in the specific teaching discipline. Lecturer is an annual teaching appointment that may be renewed based on enrollment needs. This title is not considered for future appointment at an Instructor or higher rank and is not eligible for tenure. This title may be expanded as appropriate to include artist-in-residence, writer-in-residence, or executive-in-residence. Individuals holding this title do not have faculty governance responsibility until it is determined that promotion to Senior Teaching Lecturer will be pursued.]

3. Faculty Titles Conferred at Retirement or On Leave

a. Distinguished Professor/Librarian: A title that will be awarded in the final year of service at the University to tenured members of the faculty who have earned the rank of tenured full Professor/Librarian. Upon retirement this title will change to Distinguished Professor Emeritus or Distinguished Librarian Emeritus.
b. Distinguished Professor/Librarian Emeritus: A title conferred on tenured faculty who at the time of their retirement hold the rank of Professor/Librarian. Recognition of the recipient is presented at the Spring Commencement.

c. Emeritus Professor/Librarian: A title that is normally conferred on any tenured member of the Faculty who at the time of retirement holds the title of Assistant or Associate Professor/Librarian. Recognition of the recipient is presented at the Spring Commencement.

4. University/Center Affiliates

This title is normally conferred on individuals who volunteer their time and expertise toward the good of the University and the students it serves.

B. Functions of the Faculty

The faculty, subject to limitations stated below, has legislative authority on

1. standards of admission;
2. registration and student orientation;
3. requirements for and the granting of degrees;
4. curriculum and instruction;
5. extra-curricular activities;
6. discipline of students;
7. educational policies;
8. educational standards;
9. research;
10. graduation exercises;
11. promotion and tenure;
12. faculty recruitment;
13. academic calendar; and
14. all other matters pertaining to faculty.

Proposals resulting from the exercise of this authority are subject to the review and approval of the President and the Board of Trustees.

The faculty will be consulted on any election or appointment to the offices of President, Provost, and other senior 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.

In the event that faculty participation in a full search committee is not possible, 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 Faculty to meet with the President.
C. Meetings

The Provost will call two general faculty meetings annually, one each regular semester. At these meetings the Faculty may recommend specific actions to the Faculty Senate, take action referred by the Faculty Senate, or reverse decisions made by the Faculty Senate under the guidelines set herein and according to parliamentary procedures.

Meetings require a quorum to conduct business. A quorum will be a simple majority (one-half plus one) of the Faculty membership. Without a quorum, other non-business agenda items can be presented, but no action or votes taken. Motions before the Faculty will require a simple majority vote for passage.

The President or the Provost may call extraordinary meetings of the faculty as are necessary. The Provost, after consultation with the President, determines and convenes the order of business for these meetings. A special meeting of the Faculty may also be called by a majority vote of the Faculty Senate, by the Executive Committee of the Senate, or by a written petition signed by ten percent (10%) of the Faculty and submitted to the Provost.

Ad Hoc Task Force, 3-26-08, Rev. 04/28/08

D. Faculty Senate Bylaws

The powers of decision and recommendation are vested in the Faculty of Coastal Carolina University by the Board of Trustees and manifested through the actions of the Faculty at its meetings. These powers are vested in the Faculty Senate for their routine execution of these powers. The Faculty Senate will have legislative authority on all matters set forth in Section IV. B. (Faculty Organization Functions), except for changes in promotion and tenure regulations which must be made by a vote of the Faculty in a general session and by subsequent approval of the Board of Trustees.

Amendments to these Faculty Senate Bylaws will be operative upon approval by three-fourths (3/4ths) vote of the membership of the Faculty Senate.

1. Membership, Representation and Terms

Each College and the Library will elect from their Faculty a number of Faculty senators equal to fifteen percent (15%) of their Faculty. The College/Library will count administrators with faculty rank in the determination of Senate representation. Regardless of its size, each College and the Library is entitled to at least two senators. The non-academic administration will be represented by one senator who need not hold faculty rank and will be appointed by the President.

The number of Faculty in each College/Library will be assessed by the Executive Committee of the Faculty Senate at the start of each semester to verify the number of senators representing each College/Library. Should a new College be formed, it should
elect its senators to serve in staggered terms. If a College/Library is entitled to fewer than three senators, then its senators will be elected for the longest term. If a College loses a senator because of a decrease in its number of faculty members, the senator in that College/Library with the shortest term remaining to be served will stand down.

In assessing College/Library representation, the Executive Committee of the Senate and the Dean of the College/Executive Director of the Library should disregard fractions less than 0.5 and carry fractions 0.5 or higher to the next whole number (round up).

Senators are elected for three year terms. Every spring semester each College/Library will elect a sufficient number of new senators to fill anticipated vacancies for the upcoming fall semester. Regularly elected senate terms start at the beginning of the first senate meeting of the new academic year in the fall and end at the same time three years later.

For special elections to replace a senator who is leaving the Senate before the end of his/her term, the new senator’s term will begin the first meeting after the election is held and the former senator resigns his/her term. Such terms will end when the former senator’s term ends.

For special elections of additional senators, the new senate term will begin the meeting after the election is held and the reapportionment becomes official. Such terms will last the remainder of the academic year in which they are elected plus two years. These terms will begin at the first meeting of the senate in the subsequent academic year.

2. Executive Committee of the Senate: Membership, Elections, and Duties

The Chair, the Vice Chair, and the Secretary of the Faculty Senate are the officers who make up the Executive Committee. Officers are nominated from among the tenured Senate membership for two-year terms and are elected by the entire Senate membership. Administrators, except for department chairs, may not be elected to or serve on the Executive Committee. No officer may serve more than two consecutive terms in the same office. Nominees will make a brief presentation before the Senate regarding their qualifications and interest. The Parliamentarian and the Recorder of the Faculty Senate provide services to and work with the Executive Committee but are not part of the Executive Committee membership.

The Executive Committee prepares the agenda for each meeting, determines the time and place of each meeting, verifies the Colleges’/Library’s representation on the Senate, makes specific committee appointments to ad hoc committees and in the membership of regular (standing) faculty committees, and oversees the annual administrator evaluation process. Senate Executive Committee members will not serve as Chairs of regular (standing) Senate Committees. The Executive Committee is responsible for implementing any changes to the membership of the Senate and its committees that result from changes to Faculty Senate Bylaws.
a. Duties of the Chair
   1. Presides over the meetings of the Faculty Senate,
   2. Monitors and coordinates Senator Committee progress and reporting (See #7 Committee Reports in this Section),
   3. Forwards Senate recommendations and resolutions to the appropriate administrative office and notifies Senators of all administrative actions taken on Senate recommendations and resolutions,
   4. Represents the Faculty, and as such may not serve on any standing faculty senate committees or college promotion and tenure committees,
   5. Serves as an honorary, non-voting member of the Board of Trustees.

b. Duties of the Vice Chair
   1. Manages the updating and contents of Faculty Senate WebPages,
   2. Presides over meeting of the Senate in the absence of the Chair,
   3. Succeeds the Chair and completes the term if the Chair for any reason is unable to complete the term of office. In such a case a new Vice Chair will be elected.

c. Duties of the Secretary
   1. Takes roll call at each Senate meeting and verifies a quorum,
   2. Beginning with the third absence, reports multiple absences of senators to the Executive Committee,
   3. Approves the transcribed minutes of Senate meetings for distribution to all senators, Deans, and the Provost within fourteen (14) calendar days after the meeting,
   4. Distributes notice of special meetings (as specified below under 3.b. Special Meetings).

The Parliamentarian is appointed by the Chair of the Faculty Senate and has the following duties:
   1. Familiarity with Robert’s Rules of Order and the Faculty Manual,
   2. Assists the Chair in insuring that parliamentary procedure is followed at Senate meetings,
   3. Meets with the Executive Committee.

The Recorder is appointed by the Provost’s Office and has the following duties:
   1. Tapes and transcribes the minutes of the Senate meetings and the general faculty meetings for the Secretary’s approvals,
   2. Distributes the approved Senate minutes and other Senate-related materials at the direction of the Chair,
   3. Upon the approval of the Provost, distributes the minutes of the general Faculty meetings and appropriate attachments to all faculty.

3. Meetings

   a. Regular meetings
   The Faculty Senate meets on the first Wednesday of each month during the academic year from September to December and February to May, and once in the summer. The time and place of each meeting will be determined by the Executive
Committee of the Senate. Each meeting will not exceed one and one-half hours unless extended by vote of the Senate. The attendance of half of the Senate membership plus one (simple majority) will constitute a quorum. Every faculty member has the right to attend these meetings and address the Senate; however, issues before the Senate will be decided by vote restricted to members of the Senate. Except where noted, all motions before the Senate require a simple majority vote for passage.

b. Special meetings
Special meetings of the Senate may be called by the Chair of the Senate in consultation with the Executive Committee of the Senate, or by the Chair of the Senate upon written request of ten percent (10%) of the members of the Senate, or by the Chair of the Senate upon written request of ten percent (10%) of the Faculty.

The Chair will direct the Secretary to give notice of a special meeting via electronic means and/or mail to all senators two full business days prior to the meeting date. The notice will contain all necessary information available on the subject to be discussed. Only the business mentioned in the call of a special meeting can be transacted at the meeting.

If it becomes urgent to take action on a subject for which no notice was given, that action can only become effective if it is ratified by the Senate at a regular meeting. If the matter is of such urgency that immediate ratification is deemed necessary, then a motion to adjourn and reconvene another special meeting immediately after adjournment can be passed by a two-thirds majority of the senators present at the meeting.

4. Attendance

Senators who cannot attend are responsible for arranging for a substitute from the College/Library which they represent, who will have the rights and privileges of the Senator they are representing. Senators who fail to attend in person for fifty percent (50%) or more Senate meetings in an academic year without good cause will forfeit their seats on Senate. Good cause is determined by the Executive Committee of the Senate to whom appeals are made.

5. Agenda

The Faculty will be solicited each month for agenda items. Members of the Associated Faculty may submit items through a Senator or a member of the Faculty. Agenda items must be submitted no later than two weeks prior to a Senate meeting. The Senate agenda will be distributed to all Senators, Faculty, and Associated Faculty at least seven (7) calendar days prior to the next Senate meeting.

6. Executive and Other Committee Reports
After approval of the minutes, the Chair will present an Executive Committee report that will include an announcement of any Administrative Actions passed or returned to the Senate with stipulations. The synopsis of the Senate Action that led to the Administrative Action will be outlined in that report.

Other Committee reports that require no Senate action will be in written form and submitted as part of the agenda. Committee reports that require oral presentation in addition to the written submission will be limited to five (5) minutes excluding questions and feedback from the floor. If a presentation will require more than five minutes, then the representative of the committee must seek special permission when the request to add the agenda item is submitted to the Executive Committee.

Progress reports from each regular (standing) faculty committee may be brought to the Senate by the committee Chair or designee as requested by the Senate Chair. Annual reports from each regular faculty committee must be submitted to the Senate Chair by the May Senate meeting and must include the committee’s past accomplishments, unfinished business, and recommendations for future business. All Senate agendas, minutes with attachments, including committee annual and progress reports, and Senate audio recordings will be housed in Kimbel Library.

Regarding ad hoc committee reports, before an ad hoc committee disbands, a written report of its actions and recommendations must be presented to the Senate.

7. Protocol

Senate meetings will be conducted according to parliamentary procedure as set forth in Robert’s Rules of Order. While the Parliamentarian advises the Chair on proper procedures, it is the Chair who has final judgment on application of all rulings.

Ad Hoc Task Force, Revised 3/26/08, 4/23/08

Proposed Faculty Manual Revisions by Ad Hoc Task Force, 4-17-08
See Current Faculty Manual pages 75-79

VI. APPOINTMENTS, PROMOTION, AND TENURE

F. Post-Tenure Review

Pursuant to SC Code of Laws Title 59-103-30 Coastal Carolina University maintains a system of Post-Tenure Review. The purpose of Post-Tenure Review is to ensure continued satisfactory performance of tenured Faculty, and to reward exceptional performance among Professor and Librarian rank Faculty. It is not meant to impinge upon academic freedom either within the classroom or in research, publication, creative performance, or creative production in the arts.
1. Assistant and Associate Professors/Librarians

All Tenured Faculty (except for the Executive Director of the Library) holding the rank of Assistant or Associate Professor/Librarian will undergo Post-Tenure Review during the sixth year subsequent to the awarding of Tenure, Promotion, or Post-Tenure Review, subject to the following conditions:

   a. The Faculty member is not applying for promotion at the time they are eligible for Post-Tenure Review.

   b. The Faculty member (excluding librarians) has taught 36 credit hours during the period since the previous successful application for Tenure, Promotion, or Post-Tenure Review.

The evaluation of the candidate will be based on the six years of past performance beginning with the academic year of the most recent successful application for Tenure, Promotion, or Post-Tenure Review, and ending at the close of the academic year prior to the year of application for Post-Tenure Review.

   a. Ratings:

      i. Favorable: The evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member as stated in the Faculty Manual. For Assistant/Associate Professors, a favorable rating will be based on some evidence of scholarly/creative production, quality teaching, and average service activity; it should also indicate reasonable expectations of continued development and contributions. For Assistant/Associate Librarians, a favorable rating will be based on some evidence of quality service as a librarian and some evidence of scholarly activity.

      ii. Conditional: For Assistant/Associate Professors, a conditional rating indicates below average performance through the lack of evidence of scholarly/creative activity and/or evidence of substandard teaching. For Assistant/Associate Librarians, a conditional rating indicates below average performance through the lack of evidence of quality service as a librarian and/or a lack of scholarly activity.

      iii. Unfavorable: This rating indicates failure to make reasonable progress in achieving stated professional goals after a conditional rating.

   b. The Evaluation Process

   The deadline for submission of Post-Tenure Review files will be determined by the Provost in consultation with the Chair of the University Promotion and Tenure Committee no later than the last Friday of April of the academic year prior to
submission of the files. All eligible Faculty will be notified that they must apply for Post-Tenure Review no later than the first Friday of that May. The College Deans and the Executive Director of Library and Instructional Services (hereafter Executive Director) will determine the internal College/Library deadlines such that the completed files can be submitted to the Provost no later than the second Friday in February. The appropriate College/Library Promotion and Tenure Committee will be informed of the internal deadlines no later than the first Friday of September.

The process of Post-Tenure Review begins with the submission of a cover letter, the College/Library and departmental performance criteria, a current vita, and the six annual reports filed since the most recent successful application for Tenure, Promotion, or Post-Tenure Review.

Additional materials included in the file will be according to College/Library policies so as to ensure adequate evidence of satisfactory performance in each of the performance areas cited in section a. above.

i. Based on the materials in the file, the departmental chair/supervisor will prepare a letter of evaluation and include it in the file for submission as per College/Library policies and procedures.

ii. The Dean/Executive Director will convene the College/Library Promotion and Tenure Committee and submit the file to the committee.

iii. The committee evaluates the file and prepares a letter that reflects the criteria applied by the committee and the rating assigned to the candidate. The vote will be by simple majority.

iv. The letter is placed in the file and is submitted to the Dean/Executive Director by the internal deadline. The vote tally will be submitted to the Dean/Executive Director under separate cover.

v. The Dean/Executive Director reviews the file and prepares a letter of evaluation which includes her/his rating of the candidate and includes the letter in the file.

vi. The Dean/Executive Director then meets with the candidate to review the file and discuss the evaluation. A copy of each of the evaluation letters will be supplied to the candidate.

vii. After this meeting, the complete file is submitted to the Provost who will evaluate the file. If the Provost agrees with the recommendations of the College Promotion and Tenure Committee and the Dean/Executive Director, she/he will compose a letter assigning that rating to the candidate and add it to the candidate’s personnel file. If the Dean/Executive Director and the college committee have conflicting recommendations, the Provost will meet with the Dean/Executive Director and the Chair of the college committee to discuss these differences. Subsequent to this meeting, the Provost will make the final decision, compose the letter assigning that rating to the candidate and add it to the personnel file. If the Provost does not agree with the recommendation of the Dean/Executive Director and the college committee,
she/he composes a letter recommending an alternative rating, includes it in the file and forwards the complete file to the President. The President will meet with the Provost, Dean/Executive Director, and the Chair of the college committee to discuss these differences. Subsequent to that meeting the President will make the final decision. The President assigns the rating and a letter reflecting the rating is added to the personnel file by the Provost.

viii. At the conclusion of the process, the candidate will be notified by the Provost of the results of the review and asked to retrieve the file from the Provost’s Office.

2. Professors and Librarians

All of the dates, procedures, and ratings stated in section 1 above pertain to Professors and Librarians with the exception of one additional rating and the attendant procedures cited below.

a. Ratings:

i. Favorable: The evaluation will be based on satisfactory performance in all areas reflected in the criteria for the position and rank of the faculty member as stated in the Faculty Manual.

ii. Exceptional: For Professors/Librarians, a rating of exceptional indicates outstanding, sustained contributions to the discipline through research/scholarship/creative activity. Evidence of strong, effective, dedicated teaching is also required, as is proof of substantial service. For Librarians, a rating of exceptional indicates outstanding service as a librarian and strong, effective scholarly activity.

b. The Evaluation Process for Exceptional Ratings: Professors or Librarians who believes that they merit a rating of exceptional must ensure that adequate evidence of performance at that high level is contained in the file submitted to the College/Library Promotion and Tenure Committee as per College/Library policies.

Additionally, based on evidence provided by the candidate, either the College/Library Promotion and Tenure Committee or the Dean/Executive Director can recommend that any candidate pursue an exceptional rating through the process described below. Candidates cannot pursue an exceptional rating without recommendation from one or both of these parties. Candidates recommended to pursue an exceptional rating from the College/Library Promotion and Tenure Committee and/or the Dean/Executive Director have two options:

i. Candidates can choose at this time to not pursue an exceptional rating at the University level, in which case the process defined in section 1. b above for the favorable rating will be followed, or

ii. Candidates who choose to pursue the exceptional rating will have the opportunity to augment the materials contained in the file.
c. The Procedure for Application for an Exceptional Rating:

i. The candidate will submit a list of at least three, but not more than five, possible referees in the candidate’s discipline from outside the University along with contact information for each referee on the list to the Dean/Executive Director. The Dean/Executive Director will meet with the Chair/Supervisor from the candidate’s area to discuss appropriate referees for the file. At that meeting additional referees will be considered in addition to those supplied by the candidate as per College/Library policies and procedures. Three referees will be chosen, with at least two coming from the list supplied by the candidate. If an insufficient number of the outside referees from the candidate’s list are available, the candidate will be asked to submit additional names until two referees proposed by the candidate agree to review the file.

ii. The Dean/Executive Director will handle all communication with these external referees and will be responsible for the timely submission of their reports. The cover letter sent to the referees will indicate the performance criteria under which the candidate will be evaluated as well as the normative teaching and service responsibilities of our faculty. Within this context the referees will evaluate the research/scholarship/creative production/creative performance and professional contribution aspects of the file only. The reports will be general assessments, in the same manner that professional scholars referee grant applications and manuscripts.

iii. The file containing the three college evaluation letters and any new materials added by the candidate must be submitted to the Provost’s Office no later than the last Friday in February. The review letters of the referees will be added to the file no later than the third Friday in March. The Provost and the University Promotion and Tenure Committee will consider the applicant’s file and the opinions of the referees to determine whether or not to validate the Exceptional Rating. Regardless of the outcome, whether positive, negative, or split, the President will be informed of the result of this process and will make the final determination.

iv. If the exceptional rating is not awarded, the individual receives a favorable rating. Once the process is completed the candidate will be notified by the Provost of the results of the review and asked to retrieve the file from the Provost’s Office. The names of the external referees will be removed from the file.

3. Consequences of Evaluation

Faculty members receiving ratings of favorable, conditional, or unfavorable will be notified by the Provost of the results of Post-Tenure Review no later than the last
Friday in March. Those being considered for the rating of exceptional will be notified by the Provost of the results no later than the last Friday in April.

a. Exceptional: A faculty member given an exceptional rating will receive a salary increase of $5,000.00 added to the base pay which will be in addition to any other salary adjustments earned in that academic year. A subsequent review will take place according to the schedule in section 1. b. above.

b. Favorable: A faculty member given a favorable rating will receive a salary increase of $1,500.00 added to the base pay which will be in addition to any other salary adjustments earned in that academic year. A subsequent review will take place according to the schedule in section 1. b. above.

c. Conditional: A faculty member given a conditional rating must present a one-year professional plan to the Chair/supervisor and the Dean/Executive Director for approval no later than the second Friday in May of the academic year in which the conditional rating was received. The plan will outline specific measures that the faculty member will take to address the professional deficiencies outlined in the evaluation letters. The faculty member must undergo an additional Post-Tenure Review in the academic year following the completion of the one-year plan. The evaluation will be based on the criteria cited in section 1. a. above.

d. Unfavorable: A faculty member receiving a conditional rating who fails to achieve a favorable rating in the second Post-Tenure Review will receive the rating of unfavorable. A faculty member given an unfavorable rating will meet with the Chair/supervisor and Dean/Executive Director to initiate a one-year mentoring/monitoring plan that will state the goals to be achieved and the means by which success can be measured. It may include, but not be limited to, such elements as peer review of classroom performance, the opportunity to collaborate on research/creative projects, and attendance at off-campus faculty development seminars and professional meetings. The faculty member must undergo an additional Post-Tenure Review in the academic year following the completion of the one-year mentoring/monitoring plan. The evaluation will be based on the criteria cited in section 1. a. above. If a rating below favorable has been earned based on the lack of reasonable progress toward the performance goals, the faculty member will be subject to revocation of tenure for habitual neglect of duty.

4. Appeals

Post-Tenure Review can be appealed through the faculty grievance procedure only in cases of discrimination as defined by federal and state protected categories, procedural errors not caused by the grievant, or failure of notice of opportunity to be heard. The termination of employment of a tenured faculty member cannot be grieved. (cross-referenced to Grievance section)
COMMITTEE ANNUAL REPORTS

Sallie Clarkson, Chair, University Promotion & Tenure Committee Annual Report, AY 2007/08

During the 2007-2008 academic year, the UPTC met 7 times to consider all applications for promotion and/or tenure and for applications submitted for the post-tenure review rating of ‘exceptional’. In all, the committee reviewed a total of 23 applications for promotion and/or tenure or the rating of ‘exceptional’. UPTC recommendations for each applicant were forwarded to Provost Sheehan.

- Twelve faculty members seeking promotion in rank from Assistant Professor/Librarian to Associate Professor/Librarian with tenure;
- One faculty member seeking tenure only, as specified by his letter of hire;
- Six faculty members seeking promotion in rank from Associate Professor/Librarian to Professor/Librarian;
- Four faculty members recommended by the Dean and College Peer Review Committee for the rating of ‘exceptional’ for post-tenure review.

I would like to thank the members of the UPTC for their service and the prudent and careful review of each of these files. Each committee member was diligent in his/her work and attentive to the University and College criteria and the required processes of review, evaluation and confidentiality.

UPTC 2007/08 members were:

**College of Business**
Bob Nale
Dennis Rauch

**College of Natural & Applied Science**
Sara Brallier
John Goodwin

**College of Humanities & Fine Arts**
Philip Whalen
Jill Sessoms

**College of Education**
Don Rockey
Joe Winslow

**Kimbel Library**
Sallie Clarkson, Chair
Dennis Edwards, Chair, Building and Grounds Committee Annual Report AY 2007-2008

I. Committee Membership

Dr. Dennis S. Edwards (Chair and Wall College representative)
Dr. Dan Abel (ex-officio and Campus Sustainability representative)
Mr. Sean Clemmensen (student representative)
Ms. Lisa Hartman (Kimbel Library representative)
Dr. Susan Libes (ex-officio and Stormwater Management representative)
Mr. Rein Mungo (ex-officio and Facilities, Director—Univ. Projects and Planning)
Dr. John Navin (Edwards College representative)
Dr. Brett Simpson (Cathcart College representative)
Ms. Sandy Williams (ex-officio and Director of Facilities)
Dr. John Yannessa (Spadoni College representative)

II. General Information

The committee met four times during the last academic year. The following issues were discussed:
- new bicycle racks for students
- the new arena
- campus stormwater project
- campus memorials
- traffic and parking issues

The full committee met with University President David DeCenzo during the Fall 2007 semester regarding landscaping and the new arena. With the dissolution of the first arena contract, B and G should make an additional effort in consultation over any new contract.

There is currently a moratorium on campus memorials. President DeCenzo has spoken of the possibility of hiring a landscaper for the university. The moratorium is because of space limitations from individuals planting or erecting memorials independently. The process needs to be centralized and perhaps a main memorial could be constructed.

The committee’s list of projects for the next academic year will likely be as follows:
- Dr. Libes will organize a committee with staggered student representation regarding the implementation of various storm water projects. This may include requesting assistance from the faculty in the form of small donations, fund-raisers, and gardening abilities.
- Campus memorials are dependent upon the potential hiring of a new landscaper.
- New, more secure bike racks should be purchased for Colleges through Facilities.
- B and G’s committee charge is not to change. Therefore, an agreement needs to be reached between the committee and the Provost’s new Facilities Management Council regarding various duties.

III. Future Membership of the Committee
The following members are due to rotate off the committee this summer:
--Dr. Dennis Edwards (Business)
--Dr. John Navin (Humanities)
--Dr. Brett Simpson (Science)

Therefore, elections will need to be held in each College for new representation.

Additionally, a new chairperson will be elected at the first committee meeting of the Fall 2008 semester.

The committee also needs to secure representation from Public Safety.

Respectfully submitted,

Dr. Dennis S. Edwards
Chair, Building and Grounds Committee

Pamela Martin, Chair, Core Curriculum Committee Annual Report 2007-2008

Committee Members: Menassie Ephraim, Margaret Fain, Andy Hendrick, Pamela Martin (Chair), Paul Richardson, Renée Smith, Sophia Tan, Andrew Weinbach, John Yannessa, Dr. Robert Sheehan (Provost and ex-officio member)

This year, the committee accomplished the following objectives:
1. Implementation of the New Core Curriculum
2. Review of student waiver petitions from the previous Core Curricula and the current Core Curriculum
3. Re-organization of the Committee to better reflect institutional and Core Curriculum Changes
4. Approval of the revision of Goals 1 and 8 in the Core Curriculum
5. Approval of the addition of ECON 150 to Goal 5 in the Core Curriculum
6. Assessment of the Core Curriculum and recommendations to the Provost’s office for 2008-09 Assessment of the Core Curriculum
7. Recommendation for the creation of a new position: Director of General Education
8. Addition of one member from the University Academic Center as an ex-officio and non-voting member of the committee

In the Appendix below, the Recommendations for Core Assessment and the Re-organization of the committee are provided.

APPENDIX

Core Curriculum Assessment Plan Recommendations
April 4, 2008
Core Curriculum Committee Members:

Menassie Ephraim, Margaret Fain, Andy Hendrick, Pamela Martin (Chair), Paul Richardson, Reneé Smith, Sophia Tan, Andrew Weinbach, John Yannessa

**Summary of the Process**

The Core Curriculum Committee (CCC) met one to two times per month, in addition to numerous e-mail exchanges with regard to Assessment of the Core Curriculum at Coastal Carolina University. First, the committee reviewed the Core Curriculum and its mission statement to determine the areas of Assessment and the departments on campus that are involved in teaching within the Core Curriculum. The committee then discussed the best methods of assessment after reviewing “best practices” of assessment within each of the Goal areas. Each CCC member studied a Goal area and reported back to the committee by late November. After careful review and consideration, the Committee recommended to Provost Sheehan a “grassroots” approach to assessing the Core. Therefore, we devised a set of Guidelines for each Goal area and encouraged all faculty that teach within that Goal area to jointly devise an Assessment Plan that best suited the needs of their course and discipline areas, reflecting the Student Learning Outcomes (SLOs) of each Goal Area.

During January through March, 2008, faculty member groups within each Goal area met, discussed, and reflected upon Assessment within their respective Goal areas. This process was quite multi-disciplinary and required faculty cohorts from across the various university disciplines to jointly decide how best to assess the SLOs of each Goal area. Members of the CCC lead the process. In addition, Dr. Barbara Buckner, Associate Provost of Assessment and Accreditation, provided three Assessment seminars for faculty members and individual group assessment meetings to help faculty members better understand the process of assessment and to craft efficient assessment tools. This process not only provided invaluable information to faculty members, but it encouraged open dialog throughout campus on the topic of Assessment and exactly what the Core Curriculum should be providing our students. As the assessment process is in part a reflective process, these beginning discussions and analyses provided such reflection among faculty groups who might not have otherwise discussed these issues.

As you review the individual group reports below (which have not been edited to best reflect the desires of these faculty members), you will note that various Goal areas have chosen distinct assessment methods. For examples, faculty members from Goal numbers 1, 3, 4, and 8 have chosen to assess student work with common rubrics. Faculty members from Goal numbers 5 A&B, 6, and 7 have chosen to add indirect and direct assessment questions to the MAPP test. Finally, faculty members from Goal 2, Mathematical Concepts, have decided to assess their SLOs with the current form of the MAPP test and have conducted a curriculum alignment study within their proposal below.

With regard to funding for this process, various faculty groups have requested moderate budgets to cover the extenuating expenses of this process. These budgets are included with justifications
below. Faculty members from Goal numbers 1, 2, 3, and 4 have requested funding for the implementation and evaluation of their assessment plans. These are further detailed below.

Finally, as a positive outcome of this process, Goal 1 has been revised to better meet the SLOs and Goal 8 faculty members have proposed SLO revisions (to be considered in late April). These revisions illustrate the reflective process of assessment and the joint collaboration of faculty toward improved student learning.

Assessment and Scoring Tool Proposal for ENGL 101

1. Goal 1A: Knowledge of Effective Communication

2. Names of faculty members who worked on this goal: Ellen Arnold, Ryan Shelley, and Shannon Stewart, Department of English

3. Learning outcomes as stated in the catalog:
   1. Demonstrate the ability to comprehend and analyze language.
   2. Demonstrate the ability to express oneself clearly and effectively.
   3. Demonstrate the ability to comprehend, analyze and critically evaluate information.

4. Examples of assessment description:
   Assessment of ENGL 101 will be based on a written research project that is completed during the second half of the course. Samples will be randomly chosen from all sections of ENGL 101 so that we score projects from at least 10-15% of ENGL 101 students. Examples:
   - Written research project (sample assignment attached)
   - Annotated bibliography, with a written explanation (sample assignment attached).

5. Scoring tool (rubric) explanation
   The rubric is based on our understanding of the Student Learning Outcomes as outlined below. Projects will be given a score for each aspect of each Learning Outcome on a scale of 1-4 (see attached scoring tool).
   
   1. To **demonstrate the ability to comprehend and analyze language**, a student must show that s/he can read with a purpose. This learning outcome may be supported by any of the following:
      - Accurate summary / paraphrase of sources
      - Appropriate integration of quotations
      - Intelligent discussion of source materials
      - Synthesis of multiple source materials

   2. To **demonstrate the ability to express oneself clearly and effectively**, a student must fulfill most of the following expectations for successful writing:
      - Establish a main point, a focus, or an argument
      - Provide supporting reasons or evidence
      - Organize and structure the project logically
3. To **demonstrate the ability to comprehend, analyze, and critically evaluate information**, a student must use critical thinking in any of the following ways:

- Choosing appropriate, reliable written sources
- Responding to and commenting on written sources
- Critiquing written sources

6. The English Department is the only department that will use this assessment. ENGL 101 is the only course.

7. Cost: We request a stipend for faculty members who agree to score the written projects. ENGL 101 will need to be assessed through written examples. Training faculty, reading and scoring the projects, and recording and analyzing the data will mean a significant investment of time, for which faculty should be compensated. We are basing our cost estimate on what we will need to pay five faculty members to assess the projects of 15% of students enrolled in ENGL 101 during 2008-09, an estimated 240 written projects. The amount requested is based on the amount readers are paid to grade AP exams ($300/day).

   - 5 faculty members
   - 3 days
   - $300 / day
   - $4500 estimated cost

8. Plan for evaluating the assessment evidence:

   Assessment data derived from this activity will be reviewed at annual faculty composition workshops. The conclusions reached at these sessions will be used to refine ENGL 101 syllabi and organize departmental composition faculty development programs.

9. Ancillary Materials (attached):

   - Sample research paper assignment
   - Sample annotated bibliography assignment
   - Scoring tool form

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**Annotated Bibliography Guidelines**

**Purpose:**

After our lengthy discussion on Wednesday, the uses of an annotated bibliography should be abundantly clear to you. In addition to reaping the generic benefits of crafting an annotated bibliography like this one, though, you should find completing this one particularly useful as you begin to work on the presentation of your prospectus material for the class. (Think of this as a warm up!)

**Topic:**
The focus for this annotated bibliography is the David Sedaris piece called “Jesus Shaves” that we will discuss in class on Friday, October 5. To successfully complete this assignment, you should find materials that directly relate to something Sedaris mentions in his piece or that will give a reader unfamiliar with the concepts he discusses a framework in which to contextualize them.

Details:
Due on Monday, October 8, 2007

Your bibliography should include a minimum of four entries. Be sure that all of your sources are solid and reputable pieces, and aim for a mixture of journal articles, books or book chapters, personal interviews, scholarly websites, and so on. Follow MLA formatting and documentation guidelines.

Remember:
Begin your annotated bibliography with a paragraph or two that explains it. Rather than simply starting with a list of sources, tell us why you are using the sources that follow, what they have in common, and anything else that we may find useful as we read your bibliography.

Questions:
If you have questions about this assignment, please email me at sstewart@coastal.edu or stop by during my office hours (M&W 2:30-4:30 and by appointment).

Additional information and resources:
In addition to the annotated bibliographies we looked at in class, several other examples of annotated bibliographies are available online—as are guides to creating successful annotated bibliographies. You may find some of the following sites useful as you complete this assignment:

How to Prepare an Annotated Bibliography
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

Annotated Bibliographies
http://owl.english.purdue.edu/handouts/general/gl_annotatedbib.html

An Annotated Bibliography on Aphra Behn’s Oroonoko
http://andromeda.rutgers.edu/~jlynch/Biblio/behn.html

Annotated Bibliography of Children's Literature Focusing on Latino People, History, and Culture: Fiction and Non-Fiction, with additional resources for teachers and librarians
http://clnet.ucla.edu/Latino_Bibliography.html

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English 101
Fall 2007
Dr. Arnold

Paper 4: Researched Argument on Global Warming
For your final paper, you will build on what you discovered using the Ecological Footprint Quiz about the impact that you, your community, and your culture have on the environment. Paper 4 will be an argument that proposes change or action based on research.

Your audience for this paper is the entire university community. In fact, you may have the opportunity to present your research at the Celebration of Inquiry in February 2008. Keeping in mind who your audience is, you’ll want to write a paper that fills in background information that they will need to know, anticipates arguments some readers may have against your position, and develops support for your argument that will appeal to and perhaps convince members of this audience.

First, decide on an argument that you wish to make. Look back at the Eco Footprint Quiz results: which areas of impact are you most interested in exploring, researching, and perhaps changing? Then formulate an argument for a specific change or action. Some successful papers in the past have been based on the following arguments:

- Students at Coastal should avoid wasting so much food in the cafeteria and should eat foods that are more environmentally friendly.
- The CCU community should limit driving on campus to reduce greenhouse emissions.
- Coastal should continue and expand the current Sustainability Initiative on campus.
- To reduce the amount of waste that goes into landfills, Coastal should recycle paper, plastic, and metal across campus.

Remember this test for an arguable statement: if you can imagine someone arguing against you, you have an argument. Use the advice in Strategies 219-22 to help you narrow your topic and shape it into an argument, and bring a preliminary statement of your argument to class on Friday, Oct. 26. If you like, fill in the blank to create a working thesis:

The Coastal Carolina community should (or should not)_____.

On Friday, Oct. 26, attend the library orientation. This will be a very helpful session geared specifically to our assignment, so be sure to attend and be ready to do preliminary research on your topic.

Guidelines:

- Your final paper should be between 5 and 7 pages long.
- Use at least five outside sources but no more than two Internet sources. Turn in copies of all of your sources with your final paper.
- Use MLA documentation format.
- Follow the schedule of assignments below. Not turning in a part of your paper when it is due will lower your final paper grade by one letter grade.

Fri. 10/26 Library Orientation: Meet in the library classroom
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Mon. 10/29</td>
<td>Researching Online (presentation)</td>
<td>Library worksheet due</td>
</tr>
<tr>
<td>Wed. 10/31</td>
<td>MLA Documentation</td>
<td>Extra credit opportunity: Bring your MLA guide (Schwartz) to class!</td>
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<td>Preparing Your Bibliography (Schwartz 75-85, 86-235)</td>
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<tr>
<td>Fri. 11/2</td>
<td>Using quotations, paraphrasing, summarizing (Schwartz 248-84)</td>
<td>Preliminary Works Cited page due</td>
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<td></td>
<td>Avoiding Plagiarism (Schwartz 285-86)</td>
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<tr>
<td>Mon. 11/5</td>
<td>Parenthetical Citations (Schwartz 236-45)</td>
<td>Homework on using quotations, paraphrasing, summarizing due</td>
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<td></td>
<td>Sample research paper (Strategies 406-20)</td>
<td>Bring copies of all sources and notes to use in class.</td>
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<tr>
<td>Wed. 11/7</td>
<td>Writing an Argument (Strategies 219-34)</td>
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<tr>
<td>Fri. 11/9</td>
<td>Quotations, paraphrasing, summarizing review</td>
<td>Paper 4 Thesis and Outline due</td>
</tr>
<tr>
<td>Mon. 11/12</td>
<td>Peer-reading workshop</td>
<td>Draft of Paper 4 (Argument) due for Peer Reading</td>
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<tr>
<td>Wed. 11/14</td>
<td>Revision workshop</td>
<td>Bring draft of Paper 4 for Self-critique</td>
</tr>
<tr>
<td>Fri. 11/16</td>
<td></td>
<td>Paper 4 (Argument) due</td>
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<tr>
<td>Learning Outcome 1: Demonstrate the ability to comprehend and analyze language.</td>
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</tr>
<tr>
<td>A. integrates quotations</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. summarizes / paraphrases material from sources</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>C. analyzes source materials</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>D. synthesizes multiple source materials</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

| Learning Outcome 2: Demonstrate the ability to express oneself clearly and effectively. |
|---|---|---|---|
| A. establishes a main point, a focus, or an argument | 4 | 3 | 2 | 1 |
| B. supports the main point with reasons or evidence | 4 | 3 | 2 | 1 |
| C. organizes and structures the project logically | 4 | 3 | 2 | 1 |
| D. employs varied sentence structure, effective diction, engaging style | 4 | 3 | 2 | 1 |
| E. conforms to conventional mechanics, spelling, grammar | 4 | 3 | 2 | 1 |

| Learning Outcome 3: Demonstrate the ability to comprehend, analyze and critically evaluate information. |
|---|---|---|---|
| A. chooses appropriate, reliable written sources | 4 | 3 | 2 | 1 |
| B. responds to and comments on written sources in a knowledgeable way | 4 | 3 | 2 | 1 |
| C. uses sound reasoning to critique written sources | 4 | 3 | 2 | 1 |
Library Assessment Plans and Scoring Tools for Core Curriculum

1. Goal: Mission statement and Goal 1 A and B

   2. Names of faculty members who worked on this goal and their respective departments and applicable courses.

   Margaret Fain, Head of Public Services, Kimbel Library
   Jamie Ligas Graham  Assistant Head of Instruction

   Instructional sessions in English 101, English 102 and Communication courses.

3. Learning outcomes as stated in the catalog.

   Demonstrate the ability to comprehend, analyze and critically evaluate information.

4. Examples of assessment description (project) per course. Assessments, assignments, projects, etc. will differ according to course and instructor. However, the scoring tool for such assessments must remain constant within each goal.

   Library Skills Pre/Post Test (formerly used with English 101/102, now used with UNIV 110)
   SAILS (Standardized Assessment of Information Literacy Skills) (now used with English 101/102)

5. Scoring tool (rubric) explanation

   Rubric (attached) for information literacy skills is based on Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. The standards detail the set of abilities a student needs to develop to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”.

6. Departments, faculty members, and courses that will use this assessment

   Selected English 101/102 and Communication Core classes.

7. Cost of implementation

   Library Skills Test (local, $.05 a test)
   SAILS (outside, $3.50 a test)
8. Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

Results are used on an annual basis to revise focus of instructional sessions and methods of delivery. Data will be shared with participating faculty, so they can make adjustments to projects involving research and/or timing of delivery of information session.

The Library assesses these elements of the Core during the students’ first and second year. As part of the overall assessment plan of the Library, information seeking skills are assessed again, using the SAILS test, during the junior or senior year.

9. Ancillary Materials: Please attach to this proposal a copy of your assessment (description of project) and the scoring tool (rubric) that you will use to analyze student learning outcomes

**Goal 2: Knowledge of Mathematical Concepts.** Educated persons should have the ability to solve numerical problems, understand and apply mathematical concepts, and develop quantitative skills. An understanding of these concepts is fundamental for living in a complex society.

1. Names of faculty members who worked on this goal and their respective department's and applicable courses:

   Contact person: Chair of the department.
   Primary faculty advisor: Dr. Bart Snapp. He has presently volunteered to do the initial work. The department will soon decide who will be working on this assignment.

2. Learning outcomes as stated in the catalog:

   **Student Learning Outcomes**
   1. Demonstrate knowledge of fundamental mathematical concepts.
   2. Demonstrate the ability to use quantitative skills to solve problems.
   3. Demonstrate the ability to understand and apply mathematical concepts.
   4. Demonstrate the ability to use logical and abstract thought and reasoning for problem solving.

3. Assessment description:

   We will be using the math portion of the MAPP as our assessment.

4. Scoring explanation:

   The mathematics section of the MAPP is broken into 3 Levels. For a complete description of the 3 levels, see the ancillary materials. The student's performance may be evaluated separately at each distinct level. We propose to evaluate our four student learning outcomes as follows:
We will use the students' performance on Level 1 to evaluate Student Learning Outcome 1. Level 1 of the math portion of the MAPP concerns itself with solving basic equations, basic word problems, number sense, basic function sense, and graph reading skills. At the heart of each of these types of problems is a fundamental mathematical concept, hence this describes Student Learning Outcome 1.

We will use the students' performance on Level 2 to evaluate Student Learning Outcome 2. Level 2 consists of questions concerning word problems, simplification of algebraic expressions, interpretations of graphs, and questions involving sets. Learning Outcome 2 deals with using quantitative problem solving skills. Each of the topics of the Level 2 question use quantitative problem solving skills. Hence Level 2 and Student Learning Outcome 2 align.

We will use the students' performance on Level 3 to evaluate Student Learning Outcome 4. The demands of Student Learning Outcome 4 involve the use of logic and abstract thought to solve problems. Level 3 questions concern themselves with questions that require algebraic reasoning and logical deduction. Being of a more abstract nature, they seem to align with Student Learning Outcome 4.

Finally, we will use the average of the students' performance on Levels 1, 2, and 3, to evaluate Student Learning Outcome 3. Since this outcome deals with mathematical concepts in general, it is reasonable to view it in light of the other three Student Learning Outcomes.

5. Departments, faculty members, and courses that will use this assessment:

Mathematics and Statistics will use this assessment.

6. Cost of implementation:

The cost of implementation is inherent in the cost of the MAPP. We request a stipend for the faculty member who agrees to analyzing the data from the MAPP. This will require time, for which faculty member should be compensated. We suggest an amount of $300 per day.

3 days
$300 / day
$900 estimated cost

7. Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

We will assess the assessment by comparing our students' performance on the MAPP to our peer's students' performance on the MAPP. Here we are working under the assumption that our peers' student learning outcomes are similar in nature to our own. With this data, we will be able to benchmark how well we are meeting our goals.

If we find that the alignment between the Levels of the MAPP and the Student Learning Outcomes are somehow unsatisfactory, we can either add questions to the MAPP or modify our Student Learning Outcomes to better dichotomize the goals of a core mathematics curriculum.
8. Ancillary Materials:

We have attached descriptions of the different levels of mathematics questions found on the MAPP:
Taken from the website: http://www.ets.org/portal/site/ets/

Level I

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multi-step if the steps are repeated rather than embedded.
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)
- solve problems requiring a general understanding of square roots and the squares of numbers
- solve a simple equation or substitute numbers into an algebraic expression
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level II

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
- interpret a trend represented in a graph, or choose a graph that reflects a trend
- solve problems involving sets; problems have numeric answer choices

Level III

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and percent of increase or decrease
- generalize about numbers, (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning
Core Curriculum Assessment Plan for Goal #3

**Goal#3. Knowledge of Scientific Concepts.** Educated persons 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)

Submitted by The College of Natural and Applied Sciences
Sharon Gilman
Paul Richardson
Erin Wolfe

**Student Learning Outcomes for Goal#3**
1. Demonstrate knowledge of the basic laws of science.
2. Demonstrate the ability to identify scientific evidence.
3. Demonstrate the ability to collect scientific evidence.
4. Demonstrate the ability to interpret scientific evidence.
5. Demonstrate the ability to evaluate scientific evidence.

**General outline of assessment**
1) Two quizzes will be given in labs that will assess the student learning objectives.
   a) The quizzes should count for something
   b) Students cannot work together, but must do the quiz by themselves
   c) The quizzes should be given near the end of the semester.
   d) The instructors will grade the quizzes using the answer key provided. These quizzes will count as some part of the grade for the class (to be determined by each instructor). These quizzes will then be passed to the assessment coordinator to be assessed using the rubrics.
   e) Quizzes will not be more than 30 minutes. It will not take up a whole lab period.
2) One of the quizzes will be over basic principles of science
3) The second quiz will look over a relevant, scientific experiment within the scope of the course and their analysis of this experiment.
4) All lab sections of the class covered by goal#3 has to give and grade the quizzes, but not all quizzes will be assessed. A random sample will be chosen by the assessment coordinator and those quizzes will be assessed and that data turned into the provost office.
5) The quizzes will be constructed by a committee from the college of natural and applied science, and does not have to be made by the instructor.
6) These quizzes will be assessed by an independent person/group using the rubric and those results reported to the assessment coordinator.

**Timeline for Proposal**
**Present – Summer 2008**
Develop the two quizzes that will be used for assessment.

**Fall 2008 - Spring 2009**
Give these quizzes during the lap portion of the class. Have instructors
collect assessment material and pass them along to the assessment coordinator.

**Summer 2009**

Have an independent person select a random sample of students. (This number of random samples should be around 1/5 of the total students that took the assessment). This person should then grade the selected assessments and report those results to the assessment coordinator.

**Class that satisfies Goal#3**

**Department of Biology**
- BIOL 101/101L The Science of Life (4)
- BIOL 121/121L Introductory Biology I (4)
- BIOL 232/232L Human Anatomy and Physiology (4)

**Department of Chemistry and Physics**
- ASTR 101/101L Descriptive Astronomy (4)
- CHEM 101/101L Introductory Chemistry (4)
- CHEM 111/111L General Chemistry (4)
- PHYS 103/103L The Science of the Physical World (4)
- PHYS 201/201L General Physics (4)
- PHYS 211/211L Essentials of Physics I (4)

**Department of Marine Science**
- 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)

**Projected Budget**

**BUDGET FOR ASSESSMENT**

**Generating the Assessment Quizzes**

Realistically, rather than trying to tailor an assignment to fit the rubric, it might make more sense to develop quizzes, as we propose. It would be difficult to make these multiple choice quizzes, but that would make grading very much simpler and less costly. In this case, the instructors could grade the quizzes, since in scanning, bias does not come into play, and they would not need to be trained in Live Text. One person or a small committee could then collect the results and do the interpretation. In this case, the cost comes at the outset when the quiz writers, again specific to each discipline, convene to come up with their quizzes. This would also require 6 people working at a workshop, but this would be a one-time cost, not something that would have to go on every year.

6 quiz writers @ $500/day for the workshop = $3,000

**Assessment of Quizzes**

We also need to pay the person(s) doing the assessment. The instructor will grade the quizzes, but someone needs to assess the random sample of students that will be selected. We have an estimated 2000 students in a year take courses in Goal#3 and that would require some one to randomly select 400 students (1/5 of the total sample size) and use the rubric to assess the students. We estimate
that we will need four people working two days to assess and evaluate the data to pass onto Chris Mee’s office.

Four people * $300 day * 2 days = $2,400 a year

Core Curriculum Assessment Rubric

Goal 3: Knowledge of Scientific Concepts

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Level I Proficiency</th>
<th>Level II Proficiency</th>
<th>Level III Proficiency</th>
<th>Level IV Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the basic laws of science.</td>
<td>Inability to fulfill any of the requirements of full proficiency: a) Define what a “law” of science is. b) Name 4 or more basic laws of science. c) Recognize situations where various laws of science apply. d) Explain how a scientific law is different from what is considered a “law” in common speech. e) Describe evidence supporting scientific laws</td>
<td>Ability to fulfill 1 or 2 of the 5 requirements of full proficiency: a) Define what a “law” of science is. b) Name 4 or more basic laws of science. c) Recognize situations where various laws of science apply. d) Explain how a scientific law is different from what is considered a “law” in common speech. e) Describe evidence supporting scientific laws</td>
<td>Ability to fulfill 3 or 4 of the 5 requirements of full proficiency: a) Define what a “law” of science is. b) Name 4 or more basic laws of science. c) Recognize situations where various laws of science apply. d) Explain how a scientific law is different from what is considered a “law” in common speech. e) Describe evidence supporting scientific laws</td>
<td>Ability to fulfill all of the following requirements: a) Define what a “law” of science is. b) Name 4 or more basic laws of science. c) Recognize situations where various laws of science apply. d) Explain how a scientific law is different from what is considered a “law” in common speech. e) Describe evidence supporting scientific laws</td>
</tr>
<tr>
<td>2. Demonstrate the ability to identify scientific evidence.</td>
<td>Ability to fulfill 1 or 2 of the 7 requirements of full proficiency: a) Distinguish between a testable and untestable</td>
<td>Ability to fulfill 3 or 4 of the 7 requirements of full proficiency: a) Distinguish between a testable and untestable</td>
<td>Ability to fulfill 5 or 6 of the 7 requirements of full proficiency: a) Distinguish between a testable and untestable</td>
<td>Ability to fulfill all of the following requirements: a) Distinguish between a testable and untestable</td>
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<td>3. Establish the ability to collect scientific evidence.</td>
<td>Ability to fulfill 0-2 of the 9 requirements of full proficiency:</td>
<td>Ability to fulfill 3-5 of the 9 requirements of full proficiency:</td>
<td>Ability to fulfill 6-8 of the 9 requirements of full proficiency:</td>
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<td>a) State a scientific question in the form of a testable hypothesis</td>
<td>a) State a scientific question in the form of a testable hypothesis</td>
<td>a) State a scientific question in the form of a testable hypothesis</td>
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<td>b) Explain the general process of a scientific investigation</td>
<td>b) Explain the general process of a scientific investigation</td>
<td>b) Explain the general process of a scientific investigation</td>
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<td>c) Identify and give examples of appropriate experimental</td>
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<td>controls</td>
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<td>experimental controls</td>
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<td>d) Identify test conditions and variables</td>
<td>d) Identify test conditions and variables</td>
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<td>d) Identify test conditions and variables</td>
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<td>e) Design a valid experiment</td>
<td>e) Design a valid experiment</td>
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<td>e) Design a valid experiment</td>
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<td>f) Collect data</td>
<td>f) Collect data</td>
<td>f) Collect data</td>
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<td>g) Understand why it is important to repeat experiments</td>
<td>g) Understand why it is important to repeat experiments</td>
<td>g) Understand why it is important to repeat experiments</td>
<td>g) Understand why it is important to repeat experiments</td>
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<tr>
<td>h) Distinguish dependent from independent variables</td>
<td>h) Distinguish dependent from independent variables</td>
<td>h) Distinguish dependent from independent variables</td>
<td>h) Distinguish dependent from independent variables</td>
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<tr>
<td>i) Identify assumptions</td>
<td>i) Identify assumptions</td>
<td>i) Identify assumptions</td>
<td>i) Identify assumptions</td>
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</tr>
</tbody>
</table>

### 4. Demonstrate the ability to interpret scientific evidence.

Inability to fulfill any of the requirements of full proficiency:
- a) Write the equivalent of a “results” section of a lab report based on own data
- b) Summarize information contained in tables/figures

Ability to fulfill one of the two requirements of full proficiency:
- a) Write the equivalent of a “results” section of a lab report based on own data
- b) Summarize information contained in tables/figures

Ability to partially fulfill both requirements of full proficiency:
- a) Write the equivalent of a “results” section of a lab report based on own data
- b) Summarize information contained in tables/figures

Ability to fulfill all of the following requirements:
- a) Write the equivalent of a “results” section of a lab report based on own data
- b) Summarize information contained in tables/figures

### 5. Demonstrate the ability to evaluate scientific evidence.

Inability to fulfill any of the requirements of full proficiency:
- a) Identify experimental controls, variables, sample size, replications,

Ability to fulfill 1 of the 3 requirements of full proficiency:
- a) Identify experimental controls, variables, sample size, replications,

Ability to fulfill 2 of the 3 requirements of full proficiency:
- a) Identify experimental controls, variables, sample size, replications,

Ability to fulfill all of the following requirements:
- a) Identify experimental controls, variables, sample size, replications,
1. Core Goal 4: Knowledge of Humanistic Concepts

Educated persons 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. Students must take one course from two of the three disciplines represented.

(6 credit hours)

2. Student Learning Outcomes

1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts through which educated people interpret and judge themselves and their world.
2. Demonstrate the ability to recognize varieties of humanistic thought and expression.
3. Demonstrate the ability to interpret varieties of humanistic thought and expression.
4. Demonstrate the ability to evaluate varieties of humanistic thought and expression.

3. Assessment Tool Description

In each of the courses satisfying this core requirement, faculty in a random sample of sections in each of the three disciplines will administer an assessment at the end of the semester that will be
graded according to a discipline-specific rubric. The assessment will be composed of a brief passage related to the content of the course chosen by the instructor of record. Students will complete an assignment pertaining to the passage. The instructor will determine whether the sort of assignment that would be appropriate for measuring the student learning outcomes being assessed. The assignment will be graded according to a common rubric for each of the three disciplines represented in this core goal.

4. Timeline for Implementation

Selected faculty teaching sections of courses in Core Goal Four will begin using assessment and rubric in their Fall 2008 courses. Initial data concerning student learning will be gathered at the end of the Fall 2008 and Spring 2009 semesters. These data will be analyzed during the summer of 2009 and recommendations will be made for modifying course content and delivery to improve student learning if necessary.

5. Departments, Faculty Members, and Courses

The following departments, faculty and courses are affected by Core Goal Four.

(i) **Department of English**  
Faculty: Saunders, Albergotti, Arnold, Hooker, Port, McCartney, Gerald, Schwartz, Millus, Hamelman, Shelley, Holton, Lecouras, Pleasant  
Courses:  
ENGL 205 Literature and Culture (3)  
ENGL 287 Major Writers of American Literature (3)  
ENGL 288 Major Writers of British Literature (3)

(ii) **Department of History**  
Faculty: Oliver, Kent, Farsolas, Nance, Price, Mayer, Townsend, Allen, Talbert, Powers  
Courses:  
HIST 101 Foundations of Western Civilization to 1648 (3)  
HIST 102 Foundations of Western Civilization 1648 to present (3)  
HIST 202 History of the United States Part II (3)

(iii) **Department of Philosophy**  
Faculty: Rauhut, Ruse, Smith, Bass, McKever-Floyd, Oxley, Earl  
Courses:  
PHIL 101 Introduction to Philosophy (3)  
PHIL 102 Introduction to Ethics (3)

Random sampling for assessment

The actual number of sections sampled will be determined by enrollment with assistance from Institutional Research. No one faculty person will be expected to access more than one section in
the first semester. Given that the content will differ among sections of the same course, we suggest a sample of sections rather than a sample of students. Those faculty who have one of their classes selected for assessment will be responsible for integrating the assessment tool into their courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Approximate number of sections taught</th>
<th>Sample of number of sections to be assessed (16%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 205</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>ENGL 287</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 288</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>HIST 101</td>
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<td>1</td>
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<tr>
<td>HIST 102</td>
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<tr>
<td>HIST 202</td>
<td>8</td>
<td>2</td>
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<tr>
<td>PHIL 101</td>
<td>9</td>
<td>2</td>
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<td>PHIL 102</td>
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<td>1</td>
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<tr>
<td></td>
<td>55</td>
<td>9</td>
</tr>
</tbody>
</table>

6. Projected Cost/Budget

Individual faculty members will score the assessment they administer in their courses. Sections of comparable enrollment will be chosen for assessment as not to impose an undue burden on faculty teaching large sections. Given that each faculty person will be responsible for grading the assignment according to a common rubric, presenting the results in a spreadsheet, and preparing a report including suggestions for improving the assessment or learning process, each faculty person should be compensated no less than $500 if his or her course is selected for assessment. If 15% of approximately 55 sections are sampled, 8 or 9 sections, then the projected budget for assessing core goal 4 should be no less than $4000.

7. Plan for evaluating the assessment evidence and making necessary changes

The data will be analyzed and returned to the faculty so that the appropriate changes to the core, student learning outcomes, goals, courses, or instruction can be made.

8. Ancillary materials

Description:

The assessment tool for this core goal will consist of a short passage relevant to the course content chosen by the instructor of record. Students will be asked to answer a common set of questions for the discipline in which the course is offered. That is, students taking any one of the three history courses will answer the same set of questions, students taking any of the English courses will be given the same set of questions, and students taking either of the philosophy courses will be given the same set of questions. A common grading rubric will be used corresponding to the discipline-specific questions. It will be left to the individual faculty members whether they require that students provide short answers to these questions, write long assignments that contain answers to these questions, or answer well-crafted objective questions. The sections below contain the discipline-specific questions for students, with each questioned framed to assess the student
learning outcomes specified in core goal four. Students’ responses will be assessed using the attached rubric.

**8.1 Assessment Tool and Grading Rubric for the English pre- and post-test**

- ENGL 205 Literature and Culture (3)
- ENGL 287 Major Writers of American Literature (3)
- ENGL 288 Major Writers of British Literature (3)

**(A) Student Questions**

1. [knowledge of humanistic concepts] Identify the literary themes, styles or strategies employed in the passage.

2. [recognize types of humanistic thought] What genre does this passage represent? What are the key characteristics of this genre?

3. [interpret humanistic thought] What is the central message, purpose or goal of this passage? What means are used to convey their?

4. [evaluate humanistic thought] Critically evaluate the passage.

**8.2 Assessment Tool and Grading Rubric for the History pre- and post-test**

- HIST 101 Foundations of Western Civilization to 1648 (3)
- HIST 102 Foundations of Western Civilization 1648 to present (3)
- HIST 202 History of the United States Part II (3)

**(A) Student Questions**

1. [knowledge of humanistic concepts] Identify the significant traditions, periods, issues, conflicts or events illustrated in the text.

2. [recognize types of humanistic thought] Characterize the central historical characteristics of the passage.

3. [interpret humanistic thought] What is the central message, purpose, goal, argument or position articulated in the passage?


**8.3 Assessment Tool and Grading Rubric for the Philosophy pre- and post-test**

- PHIL 101 Introduction to Philosophy (3)
- PHIL 102 Introduction to Ethics (3)
(A) Student Questions

1. [knowledge of humanistic concepts] Characterize the philosophical or ethical problem addressed in the text, the main questions pertaining to this problem, and the central positions held in respect to this issue.

2. [recognize types of humanistic thought] What position does the author defend?

3. [interpret humanistic thought] What is the main line of argument? What assumptions or fundamental principles underlie the author’s argument?

4. [evaluate humanistic thought] Critically evaluate this argument or philosophical position. What are its strengths and weaknesses? What objections have been or could be raised to this argument or position?


<table>
<thead>
<tr>
<th>Student learning outcome</th>
<th>Measure</th>
<th>Excellent (4)</th>
<th>Average (3)</th>
<th>Poor (2)</th>
<th>Not at all (1)</th>
</tr>
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<tbody>
<tr>
<td>PHIL 101 and 102</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts.</td>
<td>Characterize the philosophical or ethical problem addressed in the text, the main questions pertaining to this problem, and the central positions held in respect to this issue.</td>
<td>Accurately characterizes the philosophical or ethical problem addressed in the text, the main questions pertaining to this problem, and the central positions held in respect to this issue.</td>
<td>Somewhat accurately characterizes the philosophical or ethical problem addressed in the text, the main questions pertaining to this problem, and the central positions held in respect to this issue.</td>
<td>Does not accurately characterize the philosophical or ethical problem addressed in the text, the main questions pertaining to this problem, and the central positions held in respect to this issue.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate the ability to recognize varieties of humanistic thought and expression.</td>
<td>What position does the author defend?</td>
<td>Accurately identifies the position defended by the author</td>
<td>Somewhat accurately identifies the position defended by the author</td>
<td>Does not identify the position defended by the author</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the philosophical, religious, literary, cultural and other humanistic concepts.</td>
<td>Identify the significant traditions, periods, issues, conflicts or events illustrated in the text.</td>
<td>Accurately identifies the significant traditions, periods, issues, conflicts or events illustrated in the text.</td>
<td>Somewhat accurately identifies the significant traditions, periods, issues, conflicts or events illustrated in the text.</td>
<td>Does not accurately identify the significant traditions, periods, issues, conflicts or events illustrated in the text.</td>
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<tr>
<td>2. Demonstrate the ability to recognize varieties of humanistic thought and expression.</td>
<td>Characterize the central historical characteristics of the passage.</td>
<td>Accurately characterizes the central historical characteristics of the passage.</td>
<td>Somewhat accurately characterizes the central historical characteristics of the passage.</td>
<td>Does not accurately characterize the central historical characteristics of the passage.</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate the ability to interpret varieties of humanistic thought and expression.</td>
<td>What is the central message, purpose, goal, argument or position articulated in the passage?</td>
<td>Accurately identifies the central message, purpose, goal, argument or position articulated in the passage.</td>
<td>Somewhat accurately identifies the central message, purpose, goal, argument or position articulated in the passage.</td>
<td>Does not accurately identify the central message, purpose, goal, argument or position articulated in the passage.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate the ability to evaluate varieties of humanistic thought and expression.</td>
<td>Critically evaluate this argument or philosophical position. What are its strengths and weaknesses? What objections have been or could be raised to this argument or position?</td>
<td>Provides a plausible evaluation of the argument or position, identifies strengths and weaknesses, raises at least one objection.</td>
<td>Provides a less than plausible evaluation of the argument or position, alludes to strengths and weaknesses, raises at least one objection.</td>
<td>Provides an implausible evaluation of the argument or position, does not identify strengths and weaknesses, does not raise an objection.</td>
<td></td>
</tr>
</tbody>
</table>
### 1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts.

<table>
<thead>
<tr>
<th>ENGL 205, 287, 288</th>
<th>Excellent (4)</th>
<th>Average (3)</th>
<th>Poor (2)</th>
<th>Does not provide a plausible evaluation of the passage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the literary themes, styles or strategies employed in the passage.</td>
<td>Accurately identifies the literary themes, styles or strategies employed in the passage.</td>
<td>Somewhat accurately identifies the literary themes, styles or strategies employed in the passage.</td>
<td>Does not accurately identify the literary themes, styles or strategies employed in the passage.</td>
<td>Does not provide a plausible evaluation of the passage.</td>
</tr>
<tr>
<td>What genre does this passage represent? What are the key characteristics of this genre?</td>
<td>Accurately identifies the genre and its key characteristics.</td>
<td>Somewhat accurately identifies the genre and its key characteristics.</td>
<td>Does not accurately identify the genre or its key characteristics.</td>
<td>Does not provide a plausible evaluation of the passage.</td>
</tr>
<tr>
<td>What is the central message, purpose or goal of this passage? What means are used to convey these?</td>
<td>Accurately identifies the central message, purpose or goal of this passage as well as the means used to convey them.</td>
<td>Somewhat accurately identifies the central message, purpose or goal of this passage as well as the means used to convey them.</td>
<td>Does not accurately identify the central message, purpose or goal of the passage or the means used to convey them.</td>
<td>Does not provide a plausible evaluation of the passage.</td>
</tr>
</tbody>
</table>

### 2. Demonstrate the ability to recognize varieties of humanistic thought and expression.

<table>
<thead>
<tr>
<th>ENGL 205, 287, 288</th>
<th>Excellent (4)</th>
<th>Average (3)</th>
<th>Poor (2)</th>
<th>Does not provide a plausible evaluation of the passage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate the passage.</td>
<td>Provides a plausible evaluation of the passage.</td>
<td>Provides a less than plausible evaluation of the passage.</td>
<td>Does not provide a plausible evaluation of the passage.</td>
<td>Does not provide a plausible evaluation of the passage.</td>
</tr>
</tbody>
</table>
Goal: 5 A. Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World.
Educated persons 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. (See Part A and Part B requirements identified below; 6-9 credit hours)

Goal 5-A:
Student Learning Outcomes:
1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures.

Names of faculty members who worked on this goal and their respective departments and applicable courses.

Faculty of the Dept. of Foreign Languages (submitted: Pedro Maligo, chair)

Learning outcomes as stated in the catalog

a. Demonstrate a basic knowledge of cultures and social structures of other countries around the world;
b. Demonstrate the ability to learn from the practice of other languages;
c. Demonstrate the ability to learn from the practice of other cultures.

Examples of assessment description (project) per course. Assessments, assignments, projects, etc. will differ according to course and instructor. However, the scoring tool for such assessments must remain constant within each goal.

i. Common final exam per level: already in existence in 100 level and 210 course in French, Italian, German, Japanese, Latin, Portuguese, and Spanish 210 course.
ii. Planned common final exam for each level in Spanish: implementation scheduled to start Fall 08 with 110 and 111, with scheduled implementation F 09 for levels 120 and 130.
iii. Survey-type informal assessment of overall impact of Core Goal 5-A as questionnaire to be included in the MAPP test.

Scoring tool (rubric) explanation

Pls see below the 10-question assessment tool for MAPP test.

Departments, faculty members, and courses that will use this assessment
FLANG, all instructors of 100-level and 210 level, all 100-level and 210-level courses.

Cost of implementation

iv. Need support for development of formal assessment tools; cost to be discussed.

v. Cost of implementation of survey assessment tool: cost of the MAPP test.

Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

After the Director of the Core Curriculum issues the assessment report to the Core Curriculum Committee, this goal area will evaluate the data and consider course, goal, learning outcome, and other modifications if necessary.

Ancillary Materials: Please attach to this proposal a copy of your assessment (description of project) and the scoring tool (rubric) that you will use to analyze student learning outcomes.

Questions to be added to the MAPP test:

Proposed assessment questions:

1. What foreign language level did you reach in order to fulfill your Core Curriculum requirement Goal 5, Part A (“Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World”)?
   
   a. 120  
   b. 130  
   c. 210

2. Which foreign language did you take in order to fulfill your Core Curriculum requirement Goal 5 Part A?
   
   a. French  
   b. German  
   c. Japanese  
   d. Italian  
   e. Latin  
   f. Portuguese  
   g. Spanish

3. Did you continue studying that language beyond the level necessary to fulfill Goal 5 Part A?
   
   a. Yes  
   b. No
4. As a result of my courses in foreign languages (mark all that apply):
   a. I can answer questions about a paragraph I read
   b. I can obtain information on simple topics if the other person helps me formulate my questions
   c. I can converse about topics that involve myself and people with whom I’m familiar
   d. I can speak in simple terms about my daily life and surroundings
   e. I can obtain and give information on basic topics like weather, money, directions, and location
   f. I can talk about things I like and dislike
   g. I can write a simple text in the Present Tense about topics A through F above
   h. I can count to thousands
   i. I can only say what I have memorized
   j. I can answer questions if the other person is speaking slowly and willing to repeat what was said
   k. I can speak slowly in full sentences, but need help with vocabulary
   l. I prefer to answer questions than to keep a conversation going myself
   m. I can give information about my daily life
   n. I can express opinions about current events
   o. I can talk about events in the past
   p. I can write a simple text about past events
   q. I can talk about future plans and events
   r. I can write a simple text about future plans and events
   s. I can talk about events that should have taken place
   t. I can write a simple text describing events that should have taken place
   u. I can express preferences, wishes, uncertainties, and desires
   v. I can talk about things that must, should, or have to be done

5. As a result of my language courses, I am able to (mark all that apply)
   a. Write a short report on a TV program or movie I watched
   b. Write a short report on a text I read
   c. Write a short report on a radio program or a song I listened to

6. Contrasted to English, the language I studied has this/these features (mark all that apply)
   a. Different word order
   b. Declinations
   c. Less reliance on auxiliary verbs
   d. Different capitalization scheme
   e. More forms to address individuals

7. The main culture studied in my language courses, in general terms (mark all that apply)
   a. Is more family-oriented than U.S. culture
b. Involves touching other people more than U.S. culture  
c. Puts less emphasis on history than U.S. culture  
d. Is less formal than U.S. culture  
e. Treats the concept of time differently from U.S. culture  

8. As a result of my language courses, I can (mark all that apply)  
   a. Name contemporary popular culture icons from some of the countries studied  
   b. Name popular culture icons from all periods from some of the countries studied  
   c. Name contemporary important figures in Literature and other Arts from some of the countries studied  
   d. Name important figures in Literature and other Arts from all periods from some of the countries studied  
   e. Name important politicians and leaders from some of the countries studied  

9. As a result of my language courses, I can (mark all that apply)  
   a. Name some of the most representative cultural objects (food, dress, etc.) from some of the countries studied  
   b. Name some of the most representative cultural events (festivals, celebrations, etc.) from some of the countries studied  
   c. Name popular leisure activities (pastimes, sports, etc.) in some of the countries studied  
   d. Name “hot” issues in the media in some of the countries studied  
   e. Locate on a map and name most of the countries where the language is spoken  

10. As a result of my language courses, I can (mark all that apply)  
    a. Superficially describe the geography of some of the countries studied  
    b. Superficially describe the role of religion in some of the countries studied  
    c. Superficially explain the system of government of some of the countries studied  
    d. Superficially explain the main features of the economy of some of the countries studied  
    e. Superficially describe the relationship between some of the countries studied and the U.S.  

Goal 5 B: Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World  

Names of faculty members who worked on this goal and their respective departments and applicable courses.  

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Department</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie Ivanova</td>
<td>Department of English</td>
<td>ENGL 277 Literature in Translation (3)</td>
</tr>
<tr>
<td>Pedro Maligo</td>
<td>Department of Foreign Languages</td>
<td>Part A and ENGL 277 Literature in Translation (3)</td>
</tr>
<tr>
<td>Pam Martin</td>
<td>Department of Politics and Geography</td>
<td>POLI 101 Introduction to World Politics (3)</td>
</tr>
</tbody>
</table>
### Learning outcomes as stated in the catalog (not stated in catalog due to printing error)

1. Demonstrate a basic knowledge of cultures and social structures of other countries of the world.
2. Demonstrate the ability to learn from the practice of other languages.
3. Demonstrate the ability to learn from the practice of other cultures.

### Examples of assessment description (project) per course. Assessments, assignments, projects, etc. will differ according to course and instructor. However, the scoring tool for such assessments must remain constant within each goal.

Each course covers a different aspect of cultures, social structures, and language.

### Scoring tool (rubric) explanation

Because each course in this goal, including study abroad courses, covers a wide array of global issues, the sub-group felt that it would be most appropriate to conduct indirect assessment of student exposure to cultures, social structures, and languages. Below are examples of our questions that we suggest be included in the MAPP test.

**Departments, faculty members, and courses that will use this assessment**

All faculty members and courses that teach within Part B of Goal #5 will use the data from this assessment to evaluate this goal and our courses within it.

### Cost of implementation

The cost of the MAPP test.

### Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

After the Director of the Core Curriculum issues the assessment report to the Core Curriculum Committee, this goal area will evaluate the data and consider course, goal, learning outcome, and other modifications if necessary.
Ancillary Materials: Please attach to this proposal a copy of your assessment (description of project) and the scoring tool (rubric) that you will use to analyze student learning outcomes

Questions to be added to the MAPP Test:

1. How many hours of foreign language did you study at Coastal Carolina University?
   a. 3
   b. 6
   c. 9
   d. 12
   e. 15 or more

2. Which class did you take to fulfill the Core Curriculum Goal 5 Part B: Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World?
   a. ENGL 277 Literature in Translation (3)
   b. GEOG 121 World Regional Geography (3)
   c. HIST 111 World History to 1500 (3)
   d. HIST 112 World History from 1500 (3)
   e. HON 101 Honors Seminar: East meets West (3)
   f. POLI 101 Introduction to World Politics (3)
   g. RELG 103 World Religions (3)
   h. I participated in a study abroad program to fulfill this area.

3. What region(s) of the world do you feel most comfortable discussing?
   a. The Americas
   b. Africa
   c. Asia
   d. Europe
   e. Middle East

4. Did you participate in a Coastal Carolina University approved study abroad course?
   a. Yes
   b. No

5. If so, where did you study abroad? If applicable, you may select more than one.
   a. Costa Rica
   b. Eastern Europe
   c. Ecuador
   d. England
   e. France
   f. Germany
   g. Italy
   h. Japan
   i. Kenya
   j. Russia
6. Which choice(s) best reflect(s) what you learned from your study abroad or global course experience in this Core Goal 5 Area?
   a. How different your culture is from others
   b. How similar your culture is from others
   c. How to speak another language
   d. How to interact in new social situations
   e. It enhanced my desire for future travel
   f. It decreased my desire for future travel
   g. I plan to pursue international career plans
   h. I gained very little from this experience/course

7. How do you describe your current interest in other countries and/or cultures?
   a. Very interested
   b. Somewhat interested
   c. Neutral
   d. Somewhat uninterested
   e. Very uninterested

8. How do you describe the change of your interest in other countries and/or cultures in the past year (semester, or two years)?
   a. Increased a lot
   b. Increased somewhat
   c. Same
   d. Decreased somewhat
   e. Decreased a lot

9. My Global Studies Core Goal 5 course examined the following topic(s) and/or theme(s):
   a) cross-cultural encounters
   b) religious expansion
   c) oceanic trade and migration
   d) technological diffusion
   e) social, political, and economic institutions

10. The “Rise of the West” is often explained in terms of:
   a) industrialization
   b) capitalism
   c) representative governments
   d) the slave trade
   e) colonialism
11. Which statement best characterizes the concept of culture?
   a) A civilized pattern of behavior, including an appreciation of serious music and good food.
   b) Learned patterns of thought and behavior characteristic of a population or society
   c) An expression of the artistic qualities in a nation, such as painting and other fine arts.
   d) A combination of habits relating to the human body, including washing, eating methods and cleanliness.
   e) None of the above are related to the concept of culture.

12. The gradual reduction of regional contrasts resulting from increasing cultural, economic, political, and other types of exchanges is known as:
   a) regional disparities
   b) cores
   c) peripheries
   d) advantages
   e) globalization

Please submit your assessment and scoring tool proposals based on the guidelines below:

**Goal: #6 (Knowledge of the Structure and Development of the United States)**

Names of faculty members who worked on this goal and their respective departments and applicable courses.

   Politics: Ken Rogers and POLI 210 faculty (Paul Peterson, Jack Riley, Holley Tankersley)
   History: Wink Prince, John Navin and HIST 201 faculty

Learning outcomes as stated in the catalog.

Educated persons 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.

Examples of assessment description (project) per course. Assessments, assignments, projects, etc. will differ according to course and instructor. However, the scoring tool for such assessments must remain constant within each goal.

   A total of 7 multiple choice questions will be added to the core assessment exam to assess student knowledge in Goal #6.

Scoring tool (rubric) explanation.

   Multiple choice questions that survey the course material taught in class

Departments, faculty members, and courses that will use this assessment.
The instructors in the Department of Politics and Geography and the Department of History who teach HIST 201 and POLI 201 will teach material relevant to this assessment.

Cost of implementation

None

Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

Changes will be dependent on the results of the assessment.

Ancillary Materials: Please attach to this proposal a copy of your assessment (description of project) and the scoring tool (rubric) that you will use to analyze student learning outcomes.

See attached test questions.

RELEVANT POLI/GEOG DEPT QUESTIONS FOR CORE ASSESSMENT

1. The Declaration of Independence is the American founding document. It contains four self-evident truths. All of the following are among them EXCEPT:
   a. human equality.
   b. unalienable, natural rights.
   c. redistribution of wealth to all citizens.
   d. government secures rights based on the consent of the governed.
   e. the people retain the right of revolution.

2. Madison’s “theory of a multiplicity of interests,” as found in Federalist Papers 10 and 51:
   a. would not prohibit what he calls factions, but does seek to reduce their number.
   b. would have majorities emerge by a coalition process out of a diversified society.
   c. would prohibit factions as undesirable elements in a republican society.
   d. none of the above

3. What is the Bill of Rights?
   a. Another name for the Declaration of Independence.
   b. Guarantees of procedural and substantive rights added to the Constitution in 1791.
   c. A significant part of The Articles of Confederation.
   d. A significant part of the original Constitution of 1787.
   e. Amendments added after the Civil War to end slavery and give them full rights of citizenship.

4. Formal means of amending the U.S. Constitution include a requirement for a:
a. two-thirds vote in both houses of Congress to approve proposals.
b. three-fourths vote of all state legislatures to ratify the amendments.
c. three-fourths vote of both houses of Congress to approve proposals.
d. three fourths of all state legislatures to ratify the amendments.
e. both a and d

5. Although the two concepts are often used interchangeably, the difference between civil liberties and civil rights is:

a. civil liberties entail constitutional protections from government power; civil rights entail protections provided by government power.
b. civil liberties are protected by the U.S. Constitution; civil rights are protected by state constitutions only.
c. civil liberties are the rights afforded all Americans; civil rights are special rights given to minorities.
d. questions about the constitutionality of civil liberties are resolved by the U.S. Congress; questions about the constitutionality of civil rights are resolved by the Supreme Court.

6. The U.S. has a system separate branches and (largely) separate powers of government. What is its purpose?

a. To place an internal check on the legislative branch.
b. To divide the country into two levels of government so that no one has complete power.
c. To check and balance the powers granted to the national government.
d. To enhance the power of the national government.
e. To enhance the powers of the state governments.

7. The plural theory of democracy holds that interest groups:

a. lead to corruption and manipulation of government institutions, and therefore are essentially undemocratic.
b. occur only in societies where multiple competing interests exist, and will resulting the destruction of all but the largest interests.
c. are an important instrument that allows for all interests and views to be represented in a democracy.
d. damage both democracy and popular sovereignty by alienating the masses from the elites in society.

8. To be elected President in the general election, the winning candidate must have:

a. a majority of popular votes.
b. a majority of electoral votes.
c. a majority of popular votes and electoral votes.
d. a majority of electoral votes and win a majority of states.
9. To win the presidential nomination, as opposed to the general election, you must present yourself as:

a. more conservative.
b. more liberal.
c. more liberal if Republican, more conservative if Democrat.
d. more conservative if Republican, more liberal if Democrat.

10. Single member districts and plurality voting rather than proportional representation help explain why the United States has a:

a. multiparty system.
b. two-party system.
c. unitary party system.
d. dominant party system.
e. none of the above

11. A conference committee of Congress is:

a. a committee called together to discuss a public policy concern that extends across the jurisdictional lines of several different standing committees of Congress.
b. a common name for the various joint committees of Congress.
c. when the majority party confers the beginning of each session of Congress for the purpose of making changes in committee assignments.
d. made up representatives and senators appointed to resolve differences in Senate and House versions of a bill before final passage.

12. For Congress to override a presidential veto requires:

a. a majority vote in each of the two houses of Congress.
b. a 2/3 vote in each of the two houses of Congress.
c. a majority vote in the House of Representative and a 2/3 vote in the Senate.
d. a 2/3 majority when adding up the votes in both the House and the Senate.

13. Who or what officially selects the President?

a. the Electoral College
b. the national party convention
c. the popular vote
d. state party conventions
e. Congress

14. The number of Electoral College votes a state is allotted is determined by:

a. its total population.
b. the number of registered voters it has.
c. the number of people in the state who actually voted in a presidential election.
d. the number of congressional members it has (i.e., representatives and senators).

15. Judicial activism refers to:

a. judges gaining presidential appointments to the federal bench as a result of past political activity in the party of the President.
b. a willingness to use the judicial power for the promotion of political and policy goals.
c. a greater than usual adherence to idea of protecting the constitutional rights of litigants.
d. the American tendency to seek legal remedies for both personal and social difficulties.

16. The federal courts have the power of judicial review. What is it?

a. The power to impeach and remove the President.
b. The power to override a presidential veto.
c. The power of the federal courts to declare a law of Congress or action of the President unconstitutional.
d. The power to confirm presidential appointments to the judicial branch.
e. The power to confirm all presidential appointments.

17. “Due process” refers to:

a. checks and balances.
b. the procedures by which a bill becomes a law.
c. the power of the President to veto proposed constitutional amendments.
d. procedural rights of those accused of crimes.

18. Alexander Hamilton argued that the Supreme Court was the “least dangerous branch” of government because:

a. justices can be removed by impeachment.
b. justices are required to follow precedent.
c. justices are chosen by the president.
d. justices are the only political actors without powers of enforcement.

19. *Marbury v. Madison* is most notably associated with the Supreme Court’s power:

a. to issue a *writ of mandamus*.
b. of judicial review.
c. of original jurisdiction.
d. of incorporation.
e. none of the above

20. Bureaucracy exists to fulfill which of the following responsibilities?

a. Executing the law, making rules to implement policies, and providing public goods.
b. Passing law, following rules, and adjudicating disputes.
c. Dividing, conquering, and ruling.
d. Providing checks and balances, passing law, and making rules to implement policies.

21. One of American’s greatest contributions to political theory is The Federalist Papers. This collection of essays was written by which group of prominent 18th century American statesmen:


Assessment Tool Proposal for Goal 7

1. Goal 7: Knowledge of Human Health and Behavior.
   Educated persons should gain a basic knowledge and understanding of human behavior on the individual and societal levels to facilitate quality of life and improve community and societal environments. (3 credit hours)

2. Student Learning Outcomes
   1. Demonstrate a basic knowledge and understanding of human health or behavior.
   2. Demonstrate a basic knowledge and understanding of human behavior in societies.
   3. Demonstrate an ability to apply knowledge of human health and behavior to improve community and societal environments.

3. Assessment Tool description
   The assessment tool for Goal 7 will be questions added to the MAPP test.

4. Timeline for the implementation of the Assessment Tool
   After the core curriculum committee makes their recommendation for the revision of this tool, we will finalize a copy for its first implementation in August 2008.

5. Departments, faculty members, and courses that will use this Assessment Tool
   ECON 110 Consumer Economics (3)
   HPRO 121 Personal and Community Health (3)
   EXSS 122 Lifetime Fitness and Physical Activity (3)
   RSM 120 Leisure, Recreation and Wellness (3)
   PSYC 101 Introduction to Psychology (3)
   SOC 101 Introductory Sociology (3)
   (The faculty members that are involved in the creation of this assessment tool are: Stephanie Weeks, Susan Webb, Greg Martel, Donald Rockey, John Marcis, and Denise Lewis. However, as this assessment tool is part of the MAPP test, the faculty members will not be using it directly.)

6. Projected Cost/Budget: (For example, will this require outside graders or new assessment tools?)
7. **Plan for evaluating the Assessment evidence** and making any necessary changes to the Core Curriculum, course structures, and/or course Assessment Tools

   The MAPP test results could be sent to the office of Institutional Research and Assessment for analysis, after which we could review the findings and make recommendations to the Core Curriculum if any changes are necessary.

8. **Ancillary Materials:** Please attach to this proposal a copy of your Assessment Tool and/or the rubric (grading guidelines) that you will use to analyze student learning outcomes

   Please see attached.

College life has become a rite of passage for millions of American young adults. The life of a college student in America is a time of experience and preparation during which students learn the skills they need to become successful in their chosen careers and also expand their social networks by forming new friendships and romantic relationships. For many students, these are, indeed, the best years of their lives, years they will look back on fondly as they grow older. Even throughout this period of enjoyment and new experience, college life in America can be very stressful. At some point, most college students find themselves on their own for the first time in their lives. They have no one to whom they must answer on a daily basis and are, to some degree, responsible only to themselves. This may include financial responsibility as well as behavioral and moral responsibility. This newfound adulthood is often very challenging for many students and can create stress and anxiety in even the most conscientious of individuals. Recognizing these issues, many colleges and universities have begun offering special courses to help students cope with the pressures of adulthood and the challenges of being on one’s own for the first time. Sometimes, these courses are offered during the freshman year and are targeted specifically to new undergraduates. Often, these courses are not so obvious. Whatever the course, the objectives are the same: to increase student awareness of factors related to stress, health, wellness, and responsibility.

For instance, students may be educated regarding financial responsibility and related factors, such as the fact that Americans using at least half of their available credit have average credit scores lower than those who don’t use as much of their available credit, or that one in seven Americans uses at least 80% of the available $19,000, on average, available to him in credit at any given point in time. Students may also be educated regarding health and wellness, particularly the leading causes of mortality in the US and how to take preventative measures to guard against these diseases and accidents. As heart disease is the leading cause of death among all adult Americans, students may learn the risk factors associated with cardiovascular disease and what measures they can take to insure their wellness to not find themselves in a high-risk group for this illness. Since it is estimated that depression will be second only to heart disease in prevalence by the year 2020, courses may address Americans’ mental health, and students might learn of depression and other common ailments among the population, such as anxiety and addiction disorders, and how best to avoid these illnesses as well as how to successfully combat them if encountered.

Most notably, these courses stress a holistic approach, bridging multiple content areas to provide students with knowledge and strategies for understanding issues they may encounter as adults as well as successful methods to avoid and/or combat these issues. Overall wellness is taught in terms of physical fitness, appropriate ways to combat stress and fatigue, and the reduction of strain on
communities due to increased individual responsibility. These also combine with financial preparedness that supports the local and broader community by relieving the burden of tax dollars spent on unnecessary medical costs. Program evaluation over the last decade has indicated that students who participate in these courses enjoy a wide range of positive outcomes. Some of these include enhanced academic performance (e.g., G.P.A., hours earned), fewer classes missed, fewer classes dropped, less credit card debt, increased rates of physical activity, less sexual risk-taking behaviors, and reduced reports of subjective stress. Due to the reported success of these courses, many more colleges and universities are taking a close look at offering such courses in the future.

1. The main purpose of the passage is to
   a. Describe how wonderful college life is for the majority of students in America.
   b. To compare success rates of college students in America and in other cultures.
   c. To suggest ways to decrease stress for college students in America.
   d. To discuss ways some colleges and universities in America have chosen to combat stress and its effects for college students.

2. Which of the following questions would be most important for colleges and universities that may be looking to adopt such a course to ask if they want to make sure the course will be effective?
   a. Do their students generally report that they are mostly happy and well-adjusted or mostly stressed and coping with several negative life stressors?
   b. How expensive would it be to implement the special course?
   c. How much improvement is there in students who take the special course compared to students who do not take them?
   d. Who will teach the special course?

3. The main goal of the type of course described above is to
   a. provide a holistic approach to educating students about wellness and personal and community responsibility.
   b. provide some specialized topics to address mental and physical health issues for aging Americans.
   c. provide some specialized topics to address financial responsibility while in college.
   d. provide a global approach to increasing the knowledge base of non-traditional students returning to college after a long absence.

4. As evaluators look at the success of these types of courses, what have they learned so far?
   a. There is no difference in the academic outcomes for students who take these courses and those who do not.
   b. There are positive academic outcomes associated with taking these courses.
   c. There is no difference in the long-term life outcomes for students who take these courses and those who do not.
   d. There is a reduction in the amount of credit card usage while in college for students who take these courses.

Names of faculty members who worked on this goal and their respective departments and applicable courses.

Ken Martin, Theatre

THEA 101 Introduction to Theatre
THEA 201 World Performance Traditions

Paul Olsen, Visual Arts

ARTH 105 History of Western Art I
ARTH 106 History of Western Art II

Richard Johnson, Music

MUS 110 Introduction to Music;

Learning outcomes as stated in the catalog

   a. Demonstrate knowledge of forms of creative expression.
   b. Demonstrate an understanding of accomplishments in the arts.
   c. Experience forms of creative expression and accomplishments in the arts.

Examples of assessment description (project) per course. Assessments, assignments, projects, etc. will differ according to course and instructor. However, the scoring tool for such assessments must remain constant within each goal.

   a. Projects for all courses listed could include exams or research projects.
## Knowledge of Creative Expression Grading Rubric

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate Knowledge of forms of Accomplishments in the Arts</strong></td>
<td>Student can accurately name works by prominent artists and describe them in detail, place work into historical significance. Student is able to give several detailed examples of how the time period(s) in which an artist lived influenced his/her work. Student is able to name influences to the artists and can also point out areas in this artist's works where one can determine these influences.</td>
<td>Student can name works by prominent artists and describe them in some detail. Student is able to give a couple of examples of how the time period(s) in which an artists lived influenced his/her work. Student is able to name discuss external influences of the work being studied.</td>
<td>Student can either accurately name or describe works by some artists. Student is able to give one example of how the time period(s) in which an artists lived influenced his/her work. Student is not able to accurately describe external influences of the work being studied.</td>
<td>Student is not able to name or describe works. Student has difficulty describing how the time periods in which artists lived influenced their work. Student does not know which external influences affected the work being studied.</td>
</tr>
</tbody>
</table>
### Demonstrate Knowledge of forms of Accomplishments in the Arts

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes a complete and detailed description of the subject matter and/or elements seen in a work. Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork. Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work. Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.</td>
</tr>
<tr>
<td>Makes a detailed description of most of the subject matter and/or elements seen in a work. Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork. Student identifies the literal meaning of the work. Uses 1-2 criteria to judge the artwork.</td>
</tr>
<tr>
<td>Makes a detailed description of some of the subject matter and/or elements seen in a work. Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork. Student can relate how the work makes him/her feel personally. Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.</td>
</tr>
<tr>
<td>Descriptions are not detailed or complete. Has trouble picking out the dominant elements. Student finds it difficult to interpret the meaning of the work. Evaluates work as good or bad based on personal taste.</td>
</tr>
</tbody>
</table>

### Experience Forms of Creative Expression and Accomplishments in the Arts

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has experienced ( x ) forms of creative expression over the course of the class and has reported them.</td>
</tr>
<tr>
<td>Has experienced ( y ) forms of creative expression over the course of the class and has reported them.</td>
</tr>
<tr>
<td>Has experienced ( z ) forms of creative expression over the course of the class and has not reported them.</td>
</tr>
<tr>
<td>Has experienced no forms of creative expression over the course of the class and has not reported them.</td>
</tr>
</tbody>
</table>
6. Departments, faculty members, and courses that will use this assessment

Theatre

All Faculty in the Department teach in the core, as do adjuncts.

THEA 101 Introduction to Theatre

THEA 201 World Performance Traditions

Paul Olsen, Visual Arts

ARTH 105 History of Western Art I

ARTH 106 History of Western Art II

Richard Johnson, Music

MUS 110 Introduction to Music;

7. Cost of implementation

None

8. Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

At the end of each semester the Chairs of the departments who have courses listed, or their representatives will gather to discuss and evaluate the information. At that time, a determination will be made as to whether or not the scoring tool is working, and what areas need changes.
Each department will summarize its findings and develop a course of action to ameliorate their particular shortcomings. This report will be filed with copies of the projects submitted. Storage of these documents will primarily be electronic.

9. Ancillary Materials: Please attach to this proposal a copy of your assessment (description of project) and the scoring tool (rubric) that you will use to analyze student learning outcomes.

The Rubric set forth for # 5 is the measurement by which each department will further examine the caliber of results for the given student learning goals for survey courses in the Core.

Art, Music and Theater domains do not have a singles nationally standardized rubric or testing format that indicates the caliber of acquired content knowledge for general education courses. Each discipline accreditation organization maintains a set of content learning goals that are broad-based that must be exemplified in the syllabi and covered under course content. Further, the diversity of offerings in the Fine Arts between survey courses versus practicum experiences do not align themselves under a single set of criteria and there is no one single rubric model.

**Suggested Revision of Goal 8 after reviewing the Student Learning Outcomes. This has been proposed to the Core Curriculum Committee and will be voted on in the April meeting.**

The Department of Art is currently researching and preparing a rubric that will generally encompass Art practicum offerings in the Core.

**Current Catalog Language:**

8. Knowledge of Creative Expression. Educated persons 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)

Student Learning Outcomes
1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

- 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 Introduction to Music (3)
- THEA 101 Introduction to Theater (3)
- THEA 201 World Performance Traditions (3)
Proposed Revision:

8. Knowledge of Creative Expression. Educated persons should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture’s highest aspirations. Students may fulfill this goal with a course from either Part A or Part B (3 credit hours)

Part A Student Learning Outcomes
1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

ARTH 105 History of Western Art I: Ancient to Medieval (3)
ARTH 106 History of Western Art II: Renaissance to Modern (3)
MUS 110 Introduction to Music (3)
THEA 101 Introduction to Theater (3)
THEA 201 World Performance Traditions (3)

Part B Student Learning Outcomes
1. Demonstrate an understanding of historical movements and professional practices as they relate to creative projects.
2. Understand and apply formal principles to creative production and aesthetic evaluation.
3. Gain experience in the formation and implementation of the processes of creative production, including idea development, creative expression and responsive action.

ARTS 103 Fundamentals of Art I (3)
ARTS 104 Fundamentals of Art II (3)
ENGL 201 Introduction to Creative Writing (3)

APPENDIX

Assessment and Scoring Tools for the Core Curriculum

As our university implements a new Core Curriculum, it is necessary to understand its impacts on student learning. Given this task, the Core Curriculum committee is calling for all departments that offer courses in the core to collaborate with your colleagues to create an assessment for each of the eight Goals in the Core Curriculum (attached here). In most cases, this will require that departments collaborate with other colleagues across campus to ensure that the assessments and scoring tools accurately reflect the student learning outcomes of each goal. The measure used for assessment will need to be implemented in each course that meets the specific goal and each part. For each goal and part (A and B), please create an assessment and scoring tool that evaluates the student learning outcomes as listed in the Core Curriculum.
This process can be a fruitful one in many regards. First, we hope to learn that the new Core Curriculum enhances student learning. Second, we may find that the new Core Curriculum needs to be altered, enhanced, or is absolutely perfect. Third, this is an opportunity for faculty to think seriously about how and what we teach and assess it in a way that best reflects our unique institution.

The Core Curriculum Committee thanks you for your time and efforts in this very important process. We will be collaborating with the Assessment Coordinators for each college, Dr. Doug Smith (Education), Dr. Sharon Gilman (Natural and Applied Sciences), Dr. Dennis Rauch (Business), and Dr. Pamela Martin (Humanities and Fine Arts). Each Assessment Coordinator will have specific information about how assessment is conducted in other institutions and what CCU is already doing to assess the Core Curriculum. Please feel free to also contact your respective Core Curriculum Committee representative with questions.

Proposals for assessment of the Core Curriculum from each Goal cohort will be due on March 12, 2008. The timeline for implementation of approved assessment and scoring tool proposals will begin in August 2008. Please send them to Pamela Martin, Chair Core Curriculum Committee, EHFA 217.

Please submit your assessment and scoring tool proposals based on the guidelines below:

1. Goal: __________________________

2. Names of faculty members who worked on this goal and their respective departments and applicable courses.

3. Learning outcomes as stated in the catalog

4. Examples of assessment description (project) per course. Assessments, assignments, projects, etc. will differ according to course and instructor. However, the scoring tool for such assessments must remain constant within each goal.

5. Scoring tool (rubric) explanation

6. Departments, faculty members, and courses that will use this assessment

7. Cost of implementation

8. Plan for evaluating the assessment evidence and making any necessary changes to the Core Curriculum, course structures, and/or course assessment.

9. Ancillary Materials: Please attach to this proposal a copy of your assessment (description of project) and the scoring tool (rubric) that you will use to analyze student learning outcomes
The purpose of the core curriculum is to provide an educational experience in the liberal arts tradition that encourages and supports free inquiry, critical thinking, effective communication, and creativity. Persons educated in the liberal arts will have the opportunity to explore and cultivate an understanding of the multiple aspects of human culture and the natural world. The core curriculum is designed to prepare students for a thoughtful and productive life by exposing them to the methods of inquiry and practice of the humanities, sciences, and arts. Upon successful completion of the core, the students of Coastal Carolina University will develop the skills necessary to think clearly and logically, to gather and analyze information, and to express themselves effectively. As well rounded individuals, our students will possess the qualities to excel in their chosen fields of study and to live conscientious, responsible lives.

Goals, Student Learning Outcomes and Requirements

1. Knowledge of Effective Communication. Educated persons should have the ability to comprehend, analyze and critically evaluate language, and to express themselves clearly and effectively. Educated persons should be skilled in reading, writing and thinking critically. (6 hours)

Student Learning Outcomes
1. Demonstrate the ability to comprehend and analyze language.
2. Demonstrate the ability to express oneself clearly and effectively.
3. Demonstrate the ability to comprehend, analyze and critically evaluate information.

Part A:
ENGL 101 Composition (3)

Part B:
Three (3) additional credit hours shall be taken in a course for communicating in the disciplines. This course may, but does not have to be discipline specific, i.e., it may be communicating in the social sciences or communicating in the natural sciences. All courses with this designation will apply to this core requirement.

BIOL 122/122L Biological Science II
CSCI 130 Introduction to Computer Science
ENGL 102 Composition and Literature
ENGL 211 Introduction to Technical and Professional Literature
ENGR 101 Introduction to Engineering
HIST 250 Historical Research and Writing
MSCI 201 Scientific Communication
PHIL 271 Philosophical Writing
POLI 200 Communication in Political Science
PSYC 201 Psychological Perspectives
THEA 149 Acting for Non-Majors

2. Knowledge of Mathematical Concepts. Educated persons should have the ability to
solve numerical problems, understand and apply mathematical concepts, and develop quantitative skills. An understanding of these concepts is fundamental for living in a complex society. (3-4 credit hours)

Student Learning Outcomes
1. Demonstrate knowledge of fundamental mathematical concepts.
2. Demonstrate the ability to use quantitative skills to solve problems.
3. Demonstrate the ability to understand and apply mathematical concepts.
4. Demonstrate the ability to use logical and abstract thought and reasoning for problem solving

MATH 139 Basic Concepts of Contemporary Mathematics (4)
MATH 132 Calculus for Business and Social Science (3)
MATH 160 Calculus I (4)
STAT 201/201L (4), or CBAD 291 (3), or PSYC 225/225L (4)

3. Knowledge of Scientific Concepts. Educated persons 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)

Student Learning Outcomes
1. Demonstrate knowledge of the basic laws of science.
2. Demonstrate the ability to identify scientific evidence.
3. Demonstrate the ability to collect scientific evidence.
4. Demonstrate the ability to interpret scientific evidence.
5. Demonstrate the ability to evaluate scientific evidence.

ASTR 101/101L Descriptive Astronomy (4)
BIOL 101/101L The Science of Life (4)
BIOL 121/121L Introductory Biology I (4)
BIOL 232/232L Human Anatomy and Physiology (4)
CHEM 101/101L Introductory Chemistry (4)
CHEM 111/111L General Chemistry (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 (4)
PHYS 211/211L Essentials of Physics I (4)

4. Knowledge of Humanistic Concepts. Educated persons 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. Students must take one course from two of the three disciplines represented. (6 credit hours)

**Student Learning Outcomes**

1. Demonstrate knowledge of the philosophical, religious, literary, ethical, cultural and other humanistic concepts through which educated people interpret and judge themselves and their world.
2. Demonstrate the ability to recognize varieties of humanistic thought and expression.
3. Demonstrate the ability to interpret varieties of humanistic thought and expression.
4. Demonstrate the ability to evaluate varieties of humanistic thought and expression.

ENGL 205 Literature and Culture (3)
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 202 History of the United States Part II (3)
PHIL 101 Introduction to Philosophy (3)
PHIL 102 Introduction to Ethics (3)

**5. Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World.** Educated persons 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. (See Part A and Part B requirements identified below; 6-9 credit hours)

**Student Learning Outcomes:** (do not appear in the catalog, but are stated here for the purpose of building an Assessment tool)

1. Demonstrate a basic knowledge of the world
2. Speak and learn from the practice of another language and culture
3. Understand other world cultures and languages to foster diversity and global citizenship

Part A:
Foreign Language (3-6 credit hours)
Successful completion of three credit hours in a foreign language sequence at the 130 level or higher, or six credit hours of foreign language in sequence. Entry level for students continuing with a language will be determined by placement.

Part B:
Global Studies Awareness (May be satisfied through either Option 1 or Option 2) (3 credit hours).
1. Completion of an approved Study Abroad Course.
2. Completion of one of the following courses.

ENGL 277 Literature in Translation (3)
GEOG 121 World Regional Geography (3)
HIST 111 World History to 1500 (3)
HIST 112 World History from 1500 (3)
HON 101 Honors Seminar: East meets West (3)
POLI 101 Introduction to World Politics (3)
RELG 103 World Religions (3)

6. Knowledge of the Structure and Development of the United States. Educated persons 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)

Student Learning Outcomes
1. Demonstrate a basic knowledge of the cultural and political heritage of the United States and its importance in contemporary events.
2. Demonstrate an understanding of the basic frameworks of the United States government.

HIST 201 History of the United States Part I (3)
Poli 201 American National Government (3)

7. Knowledge of Human Health and Behavior. Educated persons should gain a basic knowledge and understanding of human behavior on the individual and societal levels to facilitate quality of life and improve community and societal environments. (3 credit hours)

Student Learning Outcomes
1. Demonstrate a basic knowledge and understanding of human health or behavior.
2. Demonstrate a basic knowledge and understanding of human behavior in societies.
3. Demonstrate an ability to apply knowledge of human health and behavior to improve community and societal environments.

ECON 110 Consumer Economics (3)
HPRO 121 Personal and Community Health (3)
EXSS 122 Lifetime Fitness and Physical Activity (3)
RSM 120 Leisure, Recreation and Wellness (3)
PSYC 101 Introduction to Psychology (3)
SOC 101 Introductory Sociology (3)

8. Knowledge of Creative Expression. Educated persons 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)
Student Learning Outcomes
1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

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 Introduction to Music (3)
THEA 101 Introduction to Theater (3)
THEA 201 World Performance Traditions (3)

Core Curriculum Re-Organization (Passed by Faculty Senate, March 2008)

February 2, 2008

To: Robert Sheehan, Provost
    Dave Evans, Chair, Faculty Senate

From: Pam Martin, Chair, Core Curriculum Committee

For some time, the chairs and members of the Academic Affairs and Core Curriculum committees have been discussing the possibility of restructuring these two committees, in order to better utilize faculty time and make the committees more efficient and effective at their duties. This process has been held up pending the revision of the Core Curriculum, but now seems to be the appropriate time to start. This document is a suggestion, a ‘trial balloon’ if you will, of ideas that have been discussed between current and former chairs of these committees. We would like to use this as a starting point for deliberations on a reorganization that will hopefully be complete before next academic year.

Current Faculty Manual Committee Descriptions:

**Academic Affairs:**
This committee considers and recommends to the Senate actions on requests for the addition of courses or additions, deletions or changes of University Core Curriculum courses or programs of the University. The committee also considers and notifies the Senate of deletions of courses or minor changes in courses, such as course titles, descriptions, or credit hours. These changes do not need Senate approval, but are submitted to the Senate for notification only. When considering additions, deletions or changes to courses, special attention will be given by the committee to avoid duplication or obsolescence. The committee will also provide continuing evaluation of programs of instruction, educational policies, and admission standards. The Academic Affairs Committee will assess Writing Intensive and Computer Usage courses.
Core Curriculum:
This committee oversees and makes recommendations regarding all aspects of the core curriculum, including implementation, modification and assessment. The committee’s recommendations regarding modifications to core curriculum requirements are forwarded to the Academic Affairs Committee for approval prior to requesting Senate action. The Core Curriculum committee will coordinate the designation of Writing Intensive and Computer Usage courses and takes action on student petitions for exemptions, substitutions or exceptions to core requirements.

Current breakdown of responsibilities:
(Red indicates where most time is currently spent)

Shared Responsibility with Academic Affairs (the gray area):
Core Curriculum Changes

Core Curriculum Committee Responsibilities:
Core Curriculum Implementation
Core Curriculum Assessment
Core Curriculum Evaluation of Assessment- forthcoming fall 2008
New courses to the Core Curriculum
Core Curriculum Student Petitions

With the implementation this year of the new Core, the responsibilities of this committee have expanded greatly. There are many new questions about the Core that must be analyzed (i.e., Core Goal #5 and study abroad). New assessment of the core and the evaluation of these programs have taken a significant amount of time. With the results of Assessment pending next year, these responsibilities will expand, in addition to new courses added under Goal areas.

Here is a suggestion for a new system to handle the duties listed above (this is similar to what has been discussed before):

Responsibilities of Colleges:
Core Curriculum Student Petitions
  (the college from which a student is requesting a course waiver hears the petition.)

Responsibilities of the (theoretical) Director of General Education
Core Curriculum Implementation and New Courses with Core Curriculum Committee Assessment Data Collection for Core Curriculum
  (with Institutional Research) - report each semester (year?) to Core Curriculum

Possible changes in the wording of the faculty manual to add to the original (above):
*Each individual College is responsible for Core Curriculum student petitions. The college from which a student is requesting a course waiver hears the petition. Appeals to Core Curriculum petition decisions are heard by the Core Curriculum Committee.

**The Director of General Education is responsible, in conjunction with the Office of Institutional Research and the Core Curriculum Committee, for ensuring effective ongoing development, implementation and assessment of the Core Curriculum. The Director of General Education will report this data and Core Curriculum recommendations to the University-wide Assessment Committee.

**Workflow (Paperwork):**

Core Course Additions:
College → CC AA → Senate

Core Curriculum Changes:
CC → AA → Senate

Core Curriculum Waivers:
College → (students may appeal to) CC

Assessment of Core Curriculum:
IR and Director of General Education → (report to) CC → (report to) Assessment Committee and Senate

**New Catalog Entry if Approved by Provost and Faculty Senate:**

**Core Curriculum:**
This committee oversees and makes recommendations regarding all aspects of the core curriculum, including implementation, modification and assessment. The committee’s recommendations regarding modifications to core curriculum requirements are forwarded to the Academic Affairs Committee for approval prior to requesting Senate action. Each individual College is responsible for Core Curriculum student petitions. The college from which a student is requesting a course waiver hears the petition. Appeals to Core Curriculum petition decisions are heard by the Core Curriculum Committee.

**Director of General Education**
The Director of General Education is responsible, in conjunction with the Office of Institutional Research and the Core Curriculum Committee, for ensuring effective ongoing development, implementation and assessment of the Core Curriculum. The Director of General Education will report this data and Core Curriculum recommendations to the University-wide Assessment Committee.

**Renée Smith, Chair (08-08) Core Curriculum Committee**
Motion to Amend the Membership of the Core Curriculum Committee  
April 23, 2008

1. Current Membership as described by the Faculty Manual 2007-08, p. 22.
   5. Core Curriculum Membership: Nine faculty (two elected from each College and one elected from the Library).  
      Ex Officio: Provost.

2. Proposed changes

Item 1: Add to the committee’s membership a representative from University Academic Center to serve as an ex officio but non-voting member.

   Justification:
   The University Academic Center is charged with advising all freshmen and would benefit from a direct relationship with the Core Curriculum committee by being apprised of changes to the core, core courses, student learning outcomes, etc.

Item 2: Add to the committee’s membership the director of General Education to serve ex officio.

   Justification: Passed at the last faculty senate, was a motion to change the charge of the CC committee and create a new position, director of General Education.

3. Status

At the last CC committee meeting, the members voted unanimously to add both a representative from the University Academic Center and the director of General Education to its membership.

The Committee is seeking faculty senate approval for this change in the by-laws.

Brett K. Simpson, Chair, Library Advisory Committee
Library Advisory Committee Annual Report to the Faculty Senate, AY 2007-2008

Committee Members
Dr. Brett K. Simpson (Chair and Faculty Senate Chair Appointment Representative)  
Dr. Chris Hill (College of Natural and Applied Sciences Representative)  
   - Dr. Fang Ju Lin was the substitute representative for Spring 08  
Dr. Greg Martel (College of Education Representative)  
Dr. Preston McKever-Floyd (College of Humanities and Fine Arts Representative)  
   - Substituting for Dr. Florence Eliza Glaze  
Dr. Robert Nale (College of Business Administration Representative)  
Dr. Cynthia Farnell (Faculty Senate Chair Appointment Representative)
Dr. Robert Sheehan (Provost and ex-officio member)

General Information
The committee met four times during the last academic year. The committee made a recommendation for a rewrite of the faculty manual description and membership for the committee. Additionally, the committee discussed issues in regards to changes caused by the hiring of the new Executive Director of the Library and Instructional Technology Services. The committee also discussed issues involving the development of an Information Commons within the Library. Finally, the committee discussed current issues in the Library involving monographs and journal ordering as well as some new online systems for referencing. Dr. Florence Eliza Glaze was elected as the chair of the committee for next academic year. Dr. Simpson will be rotating off the committee next year along with Dr. Cynthia Farnell. Based upon the new membership for the committee, the Faculty Chair will need to appoint one Faculty member as a representative on the Committee. Additionally, the new ex-officio members consisting of Executive Director of the Library and Instructional Technology Services, Director of the Center for Effective Teaching and Learning (or representative), and the Vice President of Information Technology Services (or representative) will need to be informed of membership starting next Fall. Respectfully submitted,

Dr. Brett K. Simpson
Chair, Library Advisory Committee