COASTAL CAROLINA UNIVERSITY
AY 2007 2008
FACULTY SENATE MINUTES
March 12, 2008
(The March 5, 2008 meeting postponed due to closing of Wall Building)
Wall Building, Room 309
4:30 – 6:00 pm


ABSENT: Lisa Barboun, Alberto Perez

APPROVAL OF MINUTES: A motion was made by Keshav Jagannathan, seconded by Lee Bollinger to approve the February 6, 2008 minutes as emailed.

EXECUTIVE COMMITTEE REPORT: Evans reported that the Senate is charged with shepherding the Administrative Evaluations process. There has been considerable discussion over several years on whether it should be online or paper voting. There have been some complaints from some administrators about the lack of appropriateness of the questions on their particular evaluation. We took that to heart and started looking at them and had discussions with the people involved, and it became very clear that there are two issues. 1) What was being asked on most of the forms are not appropriate or useful even if one chooses to use them, and 2) In the departments or Colleges that are fairly small, that the feeling from junior faculty is that who ever they are evaluating can figure out who their written comments are from, and in some cases, retribution has been attributed to such. The sentiment seems to be not to play, which kind of defeats the whole purpose of evaluations. What we decided, Evans said, having discarded the idea initially, and then come full circle back to us again was a good idea. We decided to have an ad hoc committee to take a look at all the evaluations that are being used on this campus. We felt that probably none of them were really doing the job that they should be doing. Evans said he wants representation from the Senate by the senators volunteering to serve on this committee, we’d really like people who have experience in this, that can come up with some sort of instrument. I will be asking for support from Chris Mee and the assessment folks who will definitely want to be in on this. If you would like to serve on this committee, please let Evans know.

PRESIDENT REPORT: President DeCenzo said he appreciated the Senate’s consideration and flexibility last week when we had to close the Wall Building. Fortunately we ultimately got clean air readings and reopened the building the following day, but given the situation, we had no recourse but to close the building. I know for you to have to reschedule takes a lot, and I appreciate all that you did.

It does looks like we will have an overall budget cut of about five percent, that was the House version. The real question is what’s going to happen when it gets to the Senate, and rumors are that it will probably be kept at a five percent cut level. Several of you have gotten information about doing two different budgets for this coming year, one is a realistic budget which we would all hope for, the other is to prepare for the five percent cut.

DeCenzo thanked everyone who participated in the Fisher Group interviews. Some of the information that has come back is that we’re top heavy administratively, and we do not have enough faculty and staff for a campus of our size. We’re waiting for the draft report which we expect in a couple of weeks, and once that report is received, I will sit down with the Board of Trustees and I’ll make my recommendations to them.

PROVOST AND OTHER ADMINISTRATIVE REPORTS: Provost Sheehan said that with the Spring Break coming up, he hopes the faculty will have time for relaxation, whether at home or away. Initially, Sheehan said, I hoped we could have some conversation about being a bit more consistent regarding our methods of collecting student evaluation data at the end of each semester, I don’t think we are going to have the time with everything else we’re doing, as we are getting towards the end of this semester. We can revisit it this summer. I would like to ask you to remind all your colleagues that student evaluations are never to be a part of the effect of grading a course.
We are three quarters of the way through the Promotion and Tenure Review process that the Provost does. Sheehan said he is very proud and impressed at the accomplishments of our faculty as judged by the dossiers that he has reviewed.

Sheehan said that you are all witness to the rush of the ROTC program, and that will not be repeated in additional new programs that we will be bringing forward. I hope you are aware that this is an exceptional case.

We were not successful in pulling together in a timely way, a budget planning advisory committee nor a facilities planning committee that we had discussed with the Faculty Senate Executive Committee. We still plan to put that in place, as long as we have Senate-elected or Senate-appointed faculty representatives to them, we intend to do that yet this Spring and those will be year round or academic year. They will be permanent so we’ll be seeking the input from the Senate Executive Committee regarding the make-up of that. Time got away from us in terms of schedules, but we will in fact make them University wide Budget and Planning Advisory Committee and University wide Facilities, Planning and Maintenance Committee. Particularly in light of the close to 70 million dollars we will be putting into the facilities over the next three years on this campus. We want all of those projects to come together. The last issue noted under Old Business, was the return to the Course Repeat Policy, and we have a solution, and Dan Lawless will present that to you. I will ask Dave Evans to do what ever needs to be done from a parliamentary point of view to make this happen.

COMMITTEE REPORTS:

Charmaine Tomczyk, Chair, reported that the online survey about the role of the University Promotion and Tenure Committee was emailed to faculty through their deans' offices. Over 100 have been received to date and many provided comments. She encouraged all faculty to complete the survey www.coastal.edu/survey/faculty to help the Task Force with its work.

The Ad Hoc Task Force on the Faculty Manual will be posting proposed revision drafts on their site in a few days. Tomczyk asked faculty to visit www.coastal.edu/fac senate/adhoc to review these drafts for discussion and Q&A at the April Senate meeting.

Tomczyk reminded faculty senate standing committee chairs of Chair Evans's request for them to review their committee's purpose and membership for possible revisions. She has received a couple of revisions from committees, but asks others to send their committee-approved changes to her to incorporate into the Faculty Manual revisions.

Philip Whalen, Chair, International Programs Committee of the Senate presented the following recommendation for the Senate’s review/approval.

In the interest of creating a more cohesive and uniform approach to the development of international study programs at CCU, the International Programs Committee recommends that the Faculty Senate approve the following action:

(1) All new course proposals with a study abroad component will go to the International Programs Committee for review [The existing Academic Affairs New Course form can be amended to forward these to IP.]

(2) IP will review the following three concerns and issue a recommendation to the Academic Affairs Committee or, in the case of courses touching Core goal number 5 (globalization), to the Core Curriculum Committee:
   A) Does the proposed course assure participant safety and adherence to CCU ‘Best Practices’ for international study?
   B) Does the international experience dimension of the course either support the pedagogical objective or fulfill the core curriculum globalization goal (# 5)?
   C) When does the home Department anticipate first offering the proposed course?

(3) The International Programs Committee also proposes that this review equally apply to one-time Special Topics courses with a study abroad component.

Dr. Evans said the report has been made, any motion will wait for new business.

Dennis Edwards, Chair, Buildings and Grounds presented the following report from that committee.

Situation 1:
At their last meeting, the Coastal Carolina University Board of Trustees unanimously approved turning Chanticleer Drive into a one-way street, making space for approximately 400 diagonal parking spaces.

In January, the President’s Ad-Hoc Traffic and Parking Committee unanimously turned down such a proposal, stating the following concerns:

--students would be backing out into traffic
--emergency vehicles may find it more difficult to maneuver in traffic
--traffic on Chanticleer Drive and University Blvd. would hopelessly be backlogged during morning and early afternoon class changes
--some students would likely hold up traffic, waiting for someone to get into their car and back out so that they may take their space

With these concerns, the proposal was not included in Traffic and Parking’s final report to the Administration.

No consultation was done with the University Building and Grounds Committee.

However, the proposal has been passed. Facilities has its marching orders, and the only thing that can delay action is the City of Conway.

**Situation 2:**

With the creation of the new Facilities Management Council, which does not report to the Faculty Senate, the need for the Building and Grounds Committee is diminished.

Problem: The FMC does indeed have faculty representation, but these faculty members are appointed and not duly elected by their Colleges.

The idea on the table is to turn Building and Grounds into a beautification committee. We need to have input from the faculty on whether it would approve or disapprove of such a change in the committee’s charge.

Dyer reported that the City of Conway will not approve the parking change on Chanticleer Drive due to emergency vehicles access.

Darla Domke-Damonte reported that the Strategic Planning Steering Committee had developed, with cooperation and input from the Jackson Scholars, a draft of the university values statement. She distributed a memo (attached) that provided the draft Values Statement, reported on the process of its development, and invited response and comment by March 26, 2008. There were no questions on the report.

Deborah Vrooman, Chair, Graduate Council presented the following item passed by that committee on March 5, 2008.

**Spadoni College of Education, Proposal for New Courses**

**EDUC 608 – The Nature and Needs of Gifted and Talented Students** (3) (Prerequisite: Admission to graduate study at CCU) Course designed to provide teachers with a foundation in gifted education as a survey course in the education of gifted and talented students. Included is an overview of the historical and philosophical background of gifted education, as well as a rationale for it. The course focuses on the characteristics, needs, problems, and developmental patterns of gifted and talented students, including special populations of gifted

**EDUC 609 – Introduction to Curriculum and Instruction for Gifted and Talented Students** (3) (Prerequisite: Admission to graduate study at CCU) Course designed to prepare teachers to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessments in order to meet the needs and abilities of gifted and talented students. Current research and technology will be utilized in writing lesson plans and units.

**E. Craig Wall College of Business, Proposal for New Courses**

**CBAD 637 – Advanced Auditing** (3) (Prerequisite: Admission to the MBA program; successful completion of CBAD 437 Auditing Theory or equivalent) A risk-based introduction to the assurance profession. Focus on corporate governance, risk assessment, and assurance and auditing services; planning and conduct of external and internal audits; and study of current issues and challenges facing auditors.
Rationale: The auditing profession requires auditors who have not only studies auditing standards and procedures, but who also possess communication skills, strong ethical formation, the ability to think analytically and work in teams. This requires a second course in auditing beyond the undergraduate level.

NEW BUSINESS:

A motion was made by Yoav Wachsman, seconded by Mark Mitchell to accept (items 1 & 2) as recommended by the College of Business. The motion passed.

1. **Request for change in or deletion of an undergraduate course**: PGMP 169, Club Management. Request course deletion, replaced with PGMP 401.

2. **Request for change in or deletion of an undergraduate course**: SSPG 195, Success Seminar for Professional Golf Management. Request course deletion, PGM students now take UNIV 110.

A motion was made by Yoav Wachsman, seconded by Mark Mitchell to accept (item 3) as recommended by the College of Business. The motion passed.

3. **Request for change in an undergraduate program**: International Business Studies Minor. Proposed Catalog description to read: CBAD 401 (3), POL 101 (3), POL 318 or 435 (3). Choose two: CBAD 402, 454, 463, 472, RTMA 381, ECON 351, 451 (6), Foreign Language at 210 or above or additional course from choose two group (3). Total credits 18. **Justification**: This proposal includes the modification to get to basic world political relationships in one requirement (Remove GEOG 121) and includes the addition of the ability to use advanced foreign language study to fulfill requirements of minor, recognizing that language competency is a relevant skill for international business today. The proposal also includes the international internship from RTMA 381 as a potential alternative choice for students completing the minor.

A motion was made by Barbara Bucker, seconded by Steve Sheel to accept (items 4 – 17) as recommended by the College of Education. The motion passed.

A motion to amend was made by John Navin, seconded by Kevin Godwin to request the Administration set aside space to create a memorial for Coastal’s war dead. The motion to amend did not pass.

**ROTC Basic Courses**

Enroll in ROTC during the freshman year and Cadets will take these elective courses that lay the groundwork toward becoming an Army leader.

4. **Request for a new undergraduate course**: ROTC 101 – Fundamentals of Military Science (2 credits). An introduction to the mission, organization and history of ROTC: Military and civilian obligation in relation to National Security; Individual Arms and Marksmanship Techniques, Emergency Medical Treatment. The students will receive information that will help them understand and prepare military correspondence (the Army Writing Style). Leadership Laboratory training to include thorough indoctrination in military courtesy and customs of the service, drill experience, development of initiative and self-confidence.

5. **Request for a new undergraduate course**: ROTC 101L – Basic Leadership Laboratory (credit included with lecture – ROTC 101). Leadership Lab is in conjunction with ROTC101. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

6. **Request for a new undergraduate course**: ROTC 102 – Introduction to the Army (2 credits). A discussion of the mission and responsibilities of the United States Military Forces in support of National Security with emphasis on the role of the individual, participating citizen. Students will be introduced to Map Reading Techniques. Leadership Laboratory is a continuation of MS 101 Laboratory.

7. **Request for a new undergraduate course**: ROTC 102L – Basic Leadership Laboratory (credit included with lecture – ROTC 102). Leadership Lab is in conjunction with ROTC102. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second
Lieutenants for the United States Army.

8. **Request for a new undergraduate course**: ROTC 201 – Fundamentals of Military Leadership (3 credits). A detailed study of the applicability of leadership principles, traits, and techniques in all job areas. Additionally, an appreciation is developed for leadership counseling techniques. The course culminates in an overview of Army organization.

9. **Request for a new undergraduate course**: ROTC 201L – Basic Leadership Laboratory (credit included with lecture – ROTC 201). Leadership Lab is in conjunction with ROTC201. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

10. **Request for a new undergraduate course**: ROTC 202 – Fundamentals of Military Decision Making (3 credits). A detailed study of orienteering to include basic fundamentals of map reading, grid systems, scale and distance, elevation and relief, military symbols, direction and location, and utilization of the declination diagram. Additionally, students will discuss the code of conduct, the principles of war and reinforce preparation of military correspondence. 

11. **Request for a new undergraduate course**: ROTC 202L – Basic Leadership Laboratory (credit included with lecture – ROTC 202). Leadership Lab is in conjunction with ROTC202. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

**ROTC Advanced Courses**

During the junior and senior years, Cadets will focus on small unit training and the transition to becoming an Army Officer.

12. **Request for a new undergraduate course**: ROTC 301 – Advanced Military Decision Making (4 credits). How to prepare and conduct military training, to include presentation and communication techniques. Included in this phase of instruction is a 10-minute oral presentation, how to cope with basic problems, i.e., discipline and motivation, encountered in small units, leadership training designed to further develop planning and organizational skills, fundamentals of offensive and defensive tactics of war.

13. **Request for a new undergraduate course**: ROTC 301L – Advanced Leadership Laboratory (credit included with lecture – ROTC 301). Leadership Lab is in conjunction with each of the aforementioned class in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army.

14. **Request for a new undergraduate course**: ROTC 302 – Applied Military Leadership (4 credits). A review of the principles and fundamentals of small unit tactics, and the application of the principles of offensive and defensive combat to units of the infantry battalion. Familiarization with characteristics, operation and employment of small unit weapons, communication systems and equipment, and continued development of selected Military Skills. Orientation relative to administrative procedures, required standards of performance, and general conduct of training at Warrior Forge, the Leadership Development, and Assessment Course.

15. **Request for a new undergraduate course**: ROTC 302L – Advanced Leadership Laboratory (credit included with lecture – ROTC 302). Leadership Lab is in conjunction with each of the aforementioned class in the advanced course. It is a period which supplements and reinforces, through practical application, the fundamentals taught in each of the Military Science classes. Leadership Lab is a progressive learning experience designed to produce effective and efficient SecondLieutenants for the United States Army.

17. **Request for a new undergraduate course**: ROTC 402 – Leadership and Management Seminar II (4 credits). Management simulation exercise and Active Duty orientation, small unit effectiveness and Army Training Management, the U.S. Army Logistics system, interpersonal skills, counseling techniques, and personnel evaluation, the Law and Principles of War, Code of Conduct and Geneva Convention, customs and courtesies of an Army officer.

A motion was made by Steve Sheel, seconded by John Stamey to accept (item 18) as recommended by the College of Science. The motion passed.

18. **Request for change in or deletion of an undergraduate course**: CSCI 335, Software Project Management. Proposed Catalog description to read: (Writing Intensive) This course will cover techniques in software project management based on the Project Management Body of Knowledge from the Project Management Institute. **Justification:** We feel this course qualifies as Writing Intensive, based on the attached documentation.

**From the amended March agenda**

A motion was made by Sandi Shackelford, seconded by Lee Bollinger to accept the recommendation from Academic Affairs (item 1 from March amended agenda) as follows. The motion passed.

1. **A. Change to Suspension Policy for Transfer Students**

   **Rationale:** Currently, freshman students are given a one semester grace period their first semester enrolled if their grade point average falls below the suspension level: 1.5 (0-15 credits) or 1.6 (16-29 credits). Instead of being suspended they are put on probation. The Academic Suspension Petitions Committee is requesting a change to this policy to include transfer students. The rationale for this change is to allow transfer students to have the same consideration as freshman. Sixty-five percent of our in-state students that transfer to CCU come from technical colleges and face the same transition issues as our freshman students. Allowing transfer students one semester to get acclimated to being on their own at a university may assist them in remaining at CCU.

   **PROPOSED CHANGE:**

   Suspension: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:

   1. the student’s cumulative grade point average falls below the suspension level as indicated above; or,

   2. while on probation, the student fails to earn a minimum 2.0 semester grade point average in any term.

   **Note:** *First-semester freshmen and transfer students* will not be suspended during the first semester of enrollment. *First-semester freshmen and transfer students* who fall below a 1.50 cumulative grade point average, however, will be placed on probation and subject to the rules of probation.

   The first academic suspension means a required separation from Coastal Carolina University for the semester (fall or spring) immediately following the semester in which the suspension occurs. A second, or indefinite, suspension means a required separation from Coastal Carolina University for a minimum of one calendar year. Notice of suspension is placed on the student’s permanent academic record. After the first suspension is served, a student must be readmitted to the University through the Admissions Office. Suspension, including reinstatement by petition or administrative action, will remain on the academic record and will be considered as a suspension for subsequent decisions.

   **Current Wording in Catalog:**

   Suspension: Students are suspended from Coastal Carolina University at the end of the fall or spring semesters if:

   1. the student’s cumulative grade point average falls below the suspension level as indicated above; or,
2. while on probation, the student fails to earn a minimum 2.0 semester grade point average in any term.

Note: First-time freshmen will not be suspended during the first semester of enrollment. First-time freshmen who fall below a 1.50 cumulative grade point average, however, will be placed on probation and subject to the rules of probation. The first academic suspension means a required separation from Coastal Carolina University for the semester (fall or spring) immediately following the semester in which the suspension occurs. A second, or indefinite, suspension means a required separation from Coastal Carolina University for a minimum of one calendar year. Notice of suspension is placed on the student’s permanent academic record. After the first suspension is served, a student must be readmitted to the University through the Admissions Office. Suspension, including reinstatement by petition or administrative action, will remain on the academic record and will be considered as a suspension for subsequent decisions.

A motion was made by Shannon Stewart, seconded by Barbara Buckner to accept the recommendation from Academic Affairs to revise the Core Curriculum (item 2 from the March amended agenda) as follows. The motion passed.

2. **Revised Catalog Language**

   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. *(6-9 hours)*

   **Part A:**

   **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.

   **ENGL 101 Composition (3)**

   *And one of the following courses:*

   **ENGL 102 Composition and Literature (3)**

   **ENGL 211 Introduction to Technical and Professional Writing (3)**

   **Students may exempt (without credit) ENGL 101 under the following conditions:**

   1. *Report a score of 600 or higher on the SAT Writing Test*
   2. *Report a score of 24 or higher on the ACT Writing Test*

   *All students are required to complete either ENGL 102 or ENGL 211 with a “C” or better in order to fulfill this core goal.*

   **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 Writing**

   **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**
Current Catalog Language
(Page 6 of the Supplement, page 102 of the 2007-2008 Catalog)

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)

Part A:
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.

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 Writing
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

A motion was made by Jennifer Hughes, seconded by John Navin to accept the recommendations (items 3 – 10 from March amended agenda) from the College of Business, and (item 11) from the College of Science as follows. The motion passed.

3. Request for new undergraduate course: PGMP 101, PGA/PGM Level I, Seminar I. (1) (Prereq: Acceptance into the Professional Golf Management Program) Proposed Catalog description to read: This course introduces the concepts of golf management for the future member of the PGA of America. In-depth discussion of specific core information of the PGA of America’s Professional Golf Management Program and completion of related assignments will constitute the majority of this course structure. Justification: The change to this course from SSPG 195 will provide the students enrolled in the Professional Golf Management Program a better introduction into the core education requirements of the PGA’s/PGM Program. The course will promote a greater synthesis of theory and practical application.

4. Request for change in an undergraduate course: PGMP 102, PGA/PGM Level I, Seminar II. (1) (Prereq: Acceptance into the Professional Golf Management Program) Proposed catalog description to read: The second in a series of seminars and classes supporting the required learning objectives of the PGA of America’s Professional Golf Management Program. This seminar will include discussion on the objectives of the following areas of the PGA/PGM Program: PGA Constitution, Golf Car Fleet Management, Rules of Golf, Tournament Operations, Golfer Development Programs, Golf Club Design and Repair, and introduction to Teaching. These discussion of principles will prepare students for the work experience activities requires in PGMP 180. For this preparation, completion of several components of the competency assignments involved in the PGA’s Level I education Program will be required for this class. Justification: The purpose is to re-title the seminar to more accurately reflect the listing of the course content required for continued accreditation by the PGA of America.

5. Request for change in an undergraduate course: PGMP 201, PGM Seminar II. Change credits from 1 TO 3, change course title from PGM Seminar II TO PGA/PGM Level I, Seminar III. (Prereq: Acceptance into the Professional Golf Management Program and successful completion of PGMMP 102.) Proposed catalog
This course continues the concepts of golf management developed in PGMP 101 and PGMP 102. In-depth discussion of principles will be applied to assignments as the core of this course examines work experience activities from PGMP 180. Completion of portions of the eight core competency assignments required for the PGA’s Level I Education Program will be a component of this class. Topics covered in this class will include: The PGA Constitution, the rules of golf, golf car fleet management, tournament operations, golfer development programs, golf club design and repair, introduction to teaching, and career enhancement. **Justification:** The purpose is to re-title the seminar to more accurately reflect the listing of the course content required for continued accreditation by the PAG of America. A specific focus of this class will be on the completion of the Level I materials required by the PGA of America’s Educational Program.

6. **Request for change in an undergraduate course:** PGMP 202, PGM Seminar III. Change in course title from PGM Seminar III TO PGA/PGM Level I, Seminar IV. Proposed catalog description to read: This course explores the Pre-Seminar work required for completion of the PGA’s Level I Education Program. Concepts of material for business planning, customer relations, and analysis of the swing and the respective assignments required for completion of these portions of the Level I PGA Work Experience Kit will be the components of this class. Case studies will be used to connect theory with practical application. **Justification:** The purpose is to re-title the seminar to more accurately reflect the listing of the course content required for continued accreditation by the PGA of America. A specific focus of this class will be on the completion of the Level I materials required by the PGA of America’s Educational Program.

7. **Request for a new undergraduate course:** PGMP 225, Golf Course Design. (3) (Prereq: PGMP 202 and enrollment in Professional Golf Management Program) Proposed catalog description to read: Designed to introduce PGM students to the fundamental of golf course design. Subject areas studied include golf course architecture history, golf course site selection, environmental considerations associated with golf course construction, golf hole routing selection techniques, development of golf greens complexes, basics of golf course construction, and maintenance factors associated with golf course construction. (Course to be taken through Horry-Georgetown Technical College.) **Justification:** Basic golf course design and construction is an integral part of the golf professional. Understanding the basics of golf course design and construction will better prepare Professional Golf Management graduates to enter their chosen career field.

8. **Request for change in an undergraduate course:** PGMP 301, PGM Seminar IV. Change in title from PGM Seminar IV TO PGA/PGM Level 2, Seminar I. Proposed catalog description to read: This seminar will focus on the material contained in the PGA’s Level 2 educational program. Specific core competencies addressed include Business Planning and Operations, Customer Relations, Business communications, and Analysis of the Swing. **Justification:** Course needs to reflect practicum requirements set by the PGA of America’s membership standards.

9. **Request for change in an undergraduate course:** PGMP 302, PGM Seminar V. Change in title from PGM Seminar V TO PGA/PGM Level 2, Seminar II. Proposed catalog description to read: This seminar will focus on the material contained in the PGA’s Level 2 educational program. Specific core competencies addressed include Turf grass Management, Merchandise and Inventory Management, Supervising and Delegating. Philosophy and Swing Concepts, and Analysis of the Swing. **Justification:** Course needs to reflect practicum requirements set by the PGA of America’s membership standards.

10. **Request for new undergraduate course:** PGMP 401, PGA/PGM Level 3, Seminar I. (3) (Prereq: Acceptance into the Professional Golf Management Program) Proposed catalog description to read: This course will focus on the material contained in the PGA’s Level 3 educational program. Specific core competencies addressed include Merchandise and Inventory Management, Supervising and Delegating, and Philosophy and Swing concepts. **Justification:** Course is necessary to meet the practicum requirements set by the PGA of America’s membership standards.

11. **Request for a change in an undergraduate course:** MATH 132, Calculus for Business and Social Science. Change in prereq from MATH 130 or 130I or placement exam TO A grade of C or better in MATH 130 or MATH 130I or placement test. (MATH 132 was incorrectly listed as MATH 143 in the December 07 minutes)

A motion was made by John Navin, seconded by Susan Webb to rescind AA-01 passed on September 05, 2007 regarding Course Repeat Privilege. The motion to rescind passed.
A motion was then made by Andy Hendrick, seconded by Julinna Oxley to amend/remove the “IF” as a course grade eligible for “repeat forgiveness”. The motion to amend passed.

AA-01 as submitted on September 05, 2007:
A motion was made by Susan Webb, seconded by Rob Young to take the following item (Course Repeat Privilege) from the table. The motion to discuss passed.

A motion was made by Susan Webb, seconded by Rob Young to accept the amended Course Repeat Privilege.

An amendment was made by John Navin, that if this passes, it will not move through the Administrative Action process until other legislation comes through indicating there is grade specified for S – Students Academic Misconduct so there is no doubt that we will know what those are. The amendment passed conditionally.

An amendment was made by Mike Ruse, seconded by Donald Rockey to include D+ grades. The amendment passed.

A Catalog Change Proposal from the CCU Student Retention and Assessment Committee (University Catalog p. 38)

Approved by the Academic Affairs Committee 4/10/07

Amended Course Repeat Privilege

Degree-seeking undergraduate students may repeat any course taken at CCU. All grades will appear on the student’s transcript, but a course that has been repeated will be counted only once for the graduation requirement. For financial aid and scholarship purposes, duplicate credits do not count as credits completed for satisfactory academic progress except in certain cases. As specified in the college catalog, some courses such as those requiring physical skills, performance, or working on student publications may be repeated for credit and grades. All grades will be included when calculating the student’s grade point average with the following possible exception.

Students may elect to exercise a “repeat forgiveness” option for up to 13 undergraduate credits during their enrollment at CCU for courses taken at CCU. For credits taken under this option, CCU will exclude the grade and credit hours earned for the first (and any subsequent) enrollment in the course when calculating the student’s cumulative GPA and earned credit hours. Both grades will appear on the transcript. Only course grades of C, D, F, WF, or * IF are eligible for “repeat forgiveness.” A student may not exercise the “repeat forgiveness” option for courses in which the student was assigned a grade as a result of academic misconduct. Students selecting the “repeat forgiveness” option should be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize a “repeat forgiveness” option in evaluating credentials for prospective students and employees. For ‘repeat forgiveness,’ undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the end of the drop/add or drop with no academic record period for the semester in which the course is being repeated.

Note: The course repeat privilege may be used by students to achieve the Dean’s List or President’s List. The cumulative collegiate grade point calculation for graduation with Honors will include all grades, including original and repeat grades, as well as any attempted coursework completed at other institutions, provided the GPA achieved at CCU meets the level specified for the honor sought. See the Graduation with Honors policy.

The motion to accept the Course Repeat Privilege with all the amendments passed. * IF, remove from Course Repeat Privilege

GOOD OF THE ORDER: None

ADJOURNMENT: The meeting adjourned at 6:00 pm.

Respectfully submitted,

Approved by David Evans
Faculty Senate Chair

Janet Straub
Faculty Senate Recorder
TO: Faculty Senate

FROM: Darla Domke-Damonte, Coordinator of Strategic Planning

DATE: March 12, 2008

SUBJECT: Input Sought on the Draft CCU Values Statement

Please review the attached first rough draft values statement proposal. You may make your comments on the first rough draft of the values statement at the CCU Strategic Planning website (www.coastal.edu/strategicplanning/posts.html) beginning on Wednesday, March 12, 2008 and concluding on Wednesday, March 26, 2008. The Strategic Planning Steering Committee will then assemble the comments and provide a revised draft to the Faculty Senate Strategic Planning committee for review. The Values Statement that is eventually embraced as a part of the Strategic Plan will articulate the core values that will guide CCU decision making in the implementation of the new mission. We seek to develop a Values Statement that is appropriate and unique to CCU and brief.

How was the draft developed?
The first rough draft comes from a review of the comments made in the various faculty, staff, student, alumni, and community feedback sessions conducted in the Fall 2007. In addition, a team of Jackson Scholars, facilitated by Dr. Claudia McCollough and Adam Townsend, went through the new mission statement in January 2008 and identified explicit and implicit values within the mission. A discussion held between these students and the Strategic Planning Steering Committee and members’ own evaluations provided further refinement. The Strategic Planning Steering Committee then reviewed the values statements or guiding principles of each peer and aspirant institutions, as well as those of a few other institutions to identify comparative attention to values across institutions. Finally, the Strategic Planning Steering Committee provided an initial draft to the President’s Cabinet for the members’ review. The version presented on the next page represents an integration of these various sources.

We look forward to your feedback.
Coastal Carolina University, Vision and Mission
& First Rough Draft of Values Statement
March 11, 2008

Vision 2017

To Be the Public Comprehensive University of Choice in South Carolina by 2017

Mission

Original approved by the Coastal Carolina University Board of Trustees on April 18, 1997
Update adopted by the Coastal Carolina University Board of Trustees on December 14, 2007

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. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

Values Statement ROUGH DRAFT

- **Truth, Academic Freedom, and Intellectual Honesty:** Honoring truth and recognizing that the search for truth requires the freedom to speak, publish and create without fear of retaliation or reprisal and striving to preserve this freedom for all
- **Learning and Discovery:** Demonstrating, by example, both the joy and necessity of acquiring new knowledge and skills, and empowering individuals to seek the truth as they take responsibility for their own learning through experiences and relationships that bridge the gap between classroom and community
- **Respect and Service:** Cultivating civility by recognizing and respecting the ideas and contributions of the people, organizations, and resources involved in developing, delivering, and supporting CCU’s programs, and acknowledging the need to produce good citizens who deem service to others to be a priority throughout their lives
- **Partnerships:** Interacting responsibly with people and resources in the region and around the globe to create long-term relationships that engage individuals and institutions in a community of active, lifelong learning
- **Integrity and Accountability:** Abiding by the highest ethical standards in the performance and reporting of personal and professional responsibilities
- **Excellence and Continuous Improvement:** Requiring the highest standards from all people and programs that are a part of Coastal Carolina University and recognizing that sustaining excellence demands a focus on continuous improvement
- **Diversity:** Recognizing how a diversity of people and ideas engenders more reflective appreciation of and decisions about the world.
• **Safety & Well Being:** Promoting the safety and well-being of self and others within the community