Coastal Carolina University  
Faculty Senate Consent Agenda  
May 2, 2012  

College of Education  

1. Department of Early Childhood, Elementary, Physical, and Special Education  

a. EDEL 481  
Teaching Elementary Mathematics  
Proposal for a new undergraduate course.  

Number of credits: 3  
Prerequisites: Admission to the Professional Program in Elementary Education. Co-requisites: EDEL 343, EDEL 471, EDEL 486, and EDEL 488. Course restrictions: None. Primary Goal: This course is required for a major.  

Proposed catalog description: EDEL 481 Teaching Elementary Mathematics. (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 471, EDEL 486, and EDEL 488) EDEL 481 is the study of instructional mathematical strategies that promotes candidates’ development of critical thinking, problem solving, and performance skills in mathematics. This course will focus on the constructivist approach to teaching and learning mathematics and teaching strategies that encourage elementary students to think mathematically. Throughout the course, class work will be connected to the field experience. F, S.  

Justification: EDEL 481 represents the Mathematics "half" of the previous EDEL 388, Teaching Science and Mathematics. Separating these content areas into two separate methods courses means that faculty teaching EDEL 481 can focus their instruction on Elementary Mathematics Methods for the entire semester. Creating a dedicated methods course for Mathematics will better prepare Elementary candidates to teach this important subject to students in grades 2-6. Impact on existing academic programs: None. Estimated enrollment: 20 Prior enrollment in course (if applicable) 18. Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.  

b. EDEL 488  
Teaching Elementary Science  
Proposal for a new undergraduate course.  

Number of credits: 3  
Prerequisites: Admission to the Professional Program in Elementary Education. Co-requisites: EDEL 343, EDEL 471, EDEL 481, and EDEL 486. Course restrictions: None. Primary Goal: This course is required for a major.  

Proposed catalog description: EDEL 488 Teaching Elementary Science. (3) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 343, EDEL 471, EDEL 481, and EDEL 486) EDEL 488 focuses on developing instructional strategies for teaching science content as a means for achieving scientific literacy and understanding science inquiry. A broad range of science content will be explored in the context of the NSES strands Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Candidates will be exposed to a variety of science teaching models with an emphasis on constructivism and integrated instruction in a community context. Throughout the course, class work will be connected to the field experience. F, S.  

Justification: EDEL 488 represents the Science "half" of the previous EDEL 388, Teaching Science and Mathematics. Separating these content areas into two separate methods courses
means that faculty teaching EDEL 488 can focus their instruction on Elementary Science Methods for the entire semester. Creating a dedicated methods course for Science will better prepare Elementary candidates to teach this important subject to students in grades 2-6. Impact on existing academic programs: None. Estimated enrollment: 20 Prior enrollment in course (if applicable) 18. Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

College of Humanities and Fine Arts

1. Department of Communication

   a. JOUR 350 Interactive Media and Society

   Proposal for a new undergraduate course.

   Number of credits: 3 Prerequisites: None. Co-requisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective.

   Proposed catalog description: JOUR 350 Interactive Media and Society. (3) This course offers an overview of interactive media, with an emphasis on participatory and social practices surrounding information and entertainment. The material covered reflects sustained trends in journalism, media and society. Topics may include the history and evolution of media from analog to digital formats; new models for journalism, news, creativity, production and consumption; and the outcomes, implications and consequences for culture and organizations. F, S, Su.

   Justification: None. Impact on existing academic programs: None. Estimated enrollment: 25 Prior enrollment in course (if applicable) 14, 27. Method of delivery: Classroom, Distance Learning, and Hybrid. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Spring 2012.

2. Department of English

   a. ENGL 470 Early British Drama

   Proposed revisions: Course changes.

   Prerequisites from: ENGL 101 and ENGL 102 with a C or better, C or better in one other ENGL course, and Junior standing to: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course.

   Title of course from: Early British Drama to: Topics in Dramatic Literature.

   Course number from: ENGL 470 to: ENGL 472

   Proposed catalog description: ENGL 472 Topics in Dramatic Literature. (3) (Prereq: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course) This course offers an intensive study of dramatic literature, drawing from a variety of styles, periods, themes, historical movements and contexts, and national traditions. Topics and themes vary by semester. F, S, Su.

   Justification: This course will become a general topics in dramatic literature course, with topics, themes, and periods varying by semester. This change is meant to revise an overly specific course into a course that fills a need in the general English curriculum and that can be offered by and tailored to the specializations of multiple English faculty. The prerequisites have been
updated to be consistent with recent changes to prerequisites for upper division English courses. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

3. Department of History

   a. ANTH 303 Murder, Mayhem & Madness: Culture & Crime  
   Proposal for a new undergraduate course.  
   **Number of credits:** 3  
   **Prerequisites:** None. **Co-requisites:** None. **Course restrictions:** None.  
   **Primary Goal:** This course may be used as an elective or cognate.  
   **Proposed catalog description:** ANTH 303 Murder, Mayhem & Madness: Culture & Crime.  
   (3) This course is an anthropological exploration of cultural attitudes and influences on homicide, public execution and/or torture of criminals and treatment of the “criminally insane.” This course will include the study of serial and mass murderers and may include case studies from the Ancient World to Modern society. Examples will be viewed through the lens of cultural and historical contexts, gender and age roles, class differentiation and utilize interdisciplinary sources for a holistic approach. Popular culture, media, and violence in identity formation will also be addressed. F.  
   **Justification:** Course can be a cognate for Sociology majors, may count toward the Criminology minor, as a cognate for Psychology majors, History majors, and counts as an upper level Anthropology course for those fulfilling the Anthropology minor. This course compliments Anth 371 (Introduction to Forensic Archaeology & Anthropology). **Impact on existing academic programs:** None. **Estimated enrollment:** 24 Prior enrollment in course (if applicable) 20. **Method of delivery:** Classroom. **Semesters offered:** Fall. **Date change is to be effective:** Spring 2012.

4. Department of Music

   a. MUED 172 Italian Diction and Literature for Singers  
   **Proposed revisions:** Course change.  
   **Change in the course description:** see proposed catalog description below.  
   **Proposed catalog description:** MUED 172 Italian Diction and Literature for Singers. (2) (Restricted to Music majors, minors, or permission of the instructor) This course is designed for vocal performance majors, vocal music education majors and other serious voice students to assist them in mastering correct pronunciation and diction for singing in Italian and liturgical Latin through the study and use of the International Phonetic Alphabet (IPA), and to familiarize them with many of the composers and songs which comprise the classical Italian vocal literature. S.  
   **Justification:** As a part of our NASM (National Association of Schools of Music) certification, the inclusion Latin diction for our voice students is required. The logical placement for this in our curriculum is to include it with Italian Diction and Literature course since the languages share many phonetic similarities. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.
b. MUS 130O  Opera Scenes
Proposal for a new undergraduate course.
Number of credits: 1 Prerequisites: Permission of the instructor. Co-requisites: None. Course restrictions: None. Primary Goal: This course is required for a major.
Proposed catalog description: MUS 130O Opera Scenes. (1) (Prereq: permission of the instructor) The study of elements and techniques used to perform operatic, musical theater and acting scenes for the actor. Students will develop performance skills by emphasizing the portrayals of simple and complex emotions, character development, solo and ensemble performance, music and dialogue analysis, and body awareness. The course will culminate in a public presentation of the class work. F, S.
Justification: This course is required for the B.A. in Music/Vocal Performance track currently in the CCU catalogue. The course gives voice students the opportunity to explore the full range and expression of their singing voices and is vital to their professional development. The course has already been taught and now needs to be added to the catalogue. Impact on existing academic programs: The only foreseeable impact is that the voice instructor who teaches opera scenes will have his/her load of applied students reduced. Adjunct voice faculty are available to teach these students as is necessary. Estimated enrollment: 5-15 Prior enrollment in course (if applicable) 5-10. Method of delivery: Classroom. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

c. MUS 270  Music Theory I
Proposed revisions: Course change.
Prerequisites from: MUED 172 to: MUS 171 or permission of the instructor.
Proposed catalog description: MUS 270 Music Theory I. (3) (Prereq: MUS 171 or permission of the instructor) (Coreq: MUS 278) This is a study of the structure of tonal music, including species counterpoint, 4-part harmonic writing and basic chord progressions. F.
Justification: When the new curriculum was proposed and adopted last year, this course had the wrong description and prereq listed in the form. The proposed catalog description and prereq is the one that was originally described in the syllabus submitted with the original proposal, and is now correct. That syllabus is attached here for reference. Semesters offered: Fall. Date change is to be effective: Fall 2012.

5. Department of Politics & Geography

a. POLI 349  Comparative African Politics
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisites: POLI 101 or permission of the instructor. Co-requisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate.
Proposed catalog description: POLI 349 Comparative African Politics. (3) (Prereq: POLI 101 or permission of the instructor) This course explores the development of various political systems in Africa. It attempts to compare and draw from critical case studies from different regions/countries on the African continent. F, S.
Justification: This course will introduce students to various political systems on the continent of Africa. It also serves as a useful foundation for African Studies as well as studies on the developing world in general. Students may also apply knowledge from this course in their
comparative research and studies. **Impact on existing academic programs:** This course will add to the choices of courses for students in the Global Studies minor, and it will also be one of the required courses for the planned African Studies minor. **Estimated enrollment:** 25 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

**b. POLI 481 Democracy and Development in Africa**
Proposal for a new undergraduate course.

**Number of credits:** 3 **Prerequisites:** POLI 101 or permission of the instructor. **Co-requisites:** None. **Course restrictions:** None. **Primary Goal:** This course may be used as an elective or cognate.

**Proposed catalog description:** POLI 481 Democracy and Development in Africa. (3) (Prereq: POLI 101 or permission of the instructor) This course explores the conceptual and empirical connections between democracy and economic development in Africa. It considers the conditions under which different democratic forms and economic development perspectives emerge on the African continent. F, S.

**Justification:** With democratization and economic development issues having prominence in African Studies, this course will introduce students to the critical debates that define these issues. Additionally, the course will help students connect political developments to economic advancements in the developing world. Knowledge acquired from this course may also be used in other comparative research and studies. **Impact on existing academic programs:** This course will add to the choices of courses for students in the Global Studies Minor, and it will also be one of the required courses for the planned African Studies Minor. **Estimated enrollment:** 25 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Fall and Spring. **Date change is to be effective:** Fall 2012.

**College of Science**

1. **Department of Chemistry and Physics**

**a. PHYS 211 Essentials of Physics I**

**Proposed revisions:** Course change.

**Prerequisites from:** MATH 160 with a C or better **to:** MATH 160 with a C or better, OR PHYS 137 with a C or better and co-requisite MATH 160.

**Proposed catalog description:** PHYS 211 Essentials of Physics I. (3) (Prereq: MATH 160 with a C or better, or PHYS 137 with a C or better and co-requisite MATH 160) (Coreq: PHYS 211L) An introductory course for scientists and engineers. Topics covered include kinematics, dynamics, energy, and rotational mechanics. Three hours of lecture per week. F, S, Su.

**Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.
2. Department of Computer Science and Information Systems

   a. CSCI 130L Introduction to Computer Science Lab
      Proposed revisions: Remove course from catalog.
      Justification: We replaced this with the new CSCI 131L - Algorithmic Thinking. Date change is to be effective: Fall 2012.

   b. CSCI 131L Algorithmic Thinking
      Proposal for a new undergraduate course.
      Number of credits: 1 Prerequisites: None. Co-requisites: None. Course restrictions: None. Primary Goal: This course is required for a major.
      Justification: This course was previously called CSCI 130L. In separating it from the course, we changed the course content slightly and re-numbered it as a standalone course. Impact on existing academic programs: None. Estimated enrollment: 60 Prior enrollment in course (if applicable) 60. Method of delivery: Classroom and Laboratory. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Fall 2012.

   c. CSCI 211 Computer Infrastructure
      Proposal for a new undergraduate course.
      Number of credits: 3 Prerequisites: Grade of C or better in CSCI 135. Co-requisites: None. Course restrictions: None. Primary Goal: This course is required for a major.
      Proposed catalog description: CSCI 211 Computer Infrastructure. (3) (Prereq: Grade of C or better in CSCI 135) This course covers core elements of virtualization, including how virtualization software operates, hypervisors, and development of both traditional and virtual computing infrastructures. F.
      Justification: This course of study is prescribed by the ABET guidelines for the Information Technology Major. Impact on existing academic programs: None. Estimated enrollment: 10-15 Prior enrollment in course (if applicable). Method of delivery: Classroom. Semesters offered: Fall. Date change is to be effective: Fall 2012.

   d. CSCI 416 Linux System Administration
      Proposal for a new undergraduate course.
      Number of credits: 3 Prerequisites: Grade of C or better in CSCI 203, CSCI 220 or CSCI 225. Co-requisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective.
      Proposed catalog description: CSCI 416 Linux System Administration. (3) (Prereq: Grade of C or better in CSCI 203, CSCI 220 or CSCI 225) This course provides an introduction to Linux system administration, including open-source software applications. Topics include managing software installations, configuring hardware drivers, implementing authentication and authorization systems, automating management tasks, and configuring services. Students will gain hands-on experience managing actual Linux systems. F.
      Justification: Industry trends in the fields of computer science, information systems, and information technology favor students with a Linux background. A dedicated system administration course specifically focused on Linux systems would provide such a background.
Impact on existing academic programs: This course will complement our existing CSCI 415 Systems Administration course by providing additional breadth of topic coverage. CSCI 416 will satisfy an elective requirement for our information systems students, as well as students in our proposed information technology program. Estimated enrollment: 15 Prior enrollment in course (if applicable). Method of delivery: Hybrid. Semesters offered: Fall. Date change is to be effective: Fall 2012.

3. Department of Kinesiology, Recreation, and Sport Studies

   a. EXSS 360 Motor Behavior
   Proposed revisions: Course changes.  
   Prerequisites from: EXSS 205 and EDPE 131 to: EXSS 205 and EDPE 290.  
   Co-requisites from: None to: EXSS 360L.  
   Proposed catalog description: EXSS 360 Motor Behavior. (3) (Prereq: EXSS 205 and EDPE 290) (Coreq: EXSS 360L) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology. F, S, Su.  
   Justification: EDPE 131 dropped from the physical education curriculum. co-requisite inadvertently omitted from recent course revision paperwork. It was the intent of the original course revision. Semesters offered: Fall, Spring, and Summer. Date change is to be effective: Fall 2012.

4. Department of Mathematics and Statistics

   a. MATH 174 Introduction to Discrete Mathematics
   Proposed revisions: Course change.  
   Prerequisites from: Math 130 or Math 130I to: Math 130 (C or better) or Math 130I (C or better).  
   Proposed catalog description: MATH 174 Introduction to Discrete Mathematics. (3) (Prereq: A grade of C or better in MATH 130 or MATH 130I) Set theory, logic divisibility, induction, combinatorics, relations, functions, graphs, digraphs, and Boolean algebra. F.  
   Justification: Due to poor student performance, it has been suggested that a higher degree of competence in algebraic computation skills would make the learning objectives in this course more plausible. Semesters offered: Fall and Spring. Date change is to be effective: Fall 2012.

5. Department of Psychology and Sociology

   a. SOC 340 The Sociology of Drugs & Drug Control Policy
   Proposal for a new undergraduate course.  
   Number of credits: 3 Prerequisites: SOC 101 or SOC 102. Co-requisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective.  
   Proposed catalog description: SOC 340 The Sociology of Drugs & Drug Control Policy. (3) (Prereq: SOC 101 or SOC 102) A sociological examination of drug use, misuse and abuse within
the historical context of social policies in the United States. A global perspective will also be considered. F, odd years.

**Justification:** We have recently created three tracks within the Sociology major to allow students to specialize in Criminology, Health and Aging, or Social Justice. This course will augment the newly formed Criminology track within the Sociology Major. **Impact on existing academic programs:** This course will improve and expand the course offerings in the Criminology Track. **Estimated enrollment:** 40 Prior enrollment in course (if applicable) 40. **Method of delivery:** Classroom. **Semesters offered:** Fall, odd years. **Date change is to be effective:** Spring 2012.

**b. SOC 341 Organized Crime**

Proposal for a new undergraduate course.

**Number of credits:** 3 **Prerequisites:** SOC 101 or SOC 102. **Co-requisites:** None. **Course restrictions:** None. **Primary Goal:** This course may be used as an elective. **Proposed catalog description:** SOC 341 Organized Crime. (3) (Prereq: SOC 101 or SOC 102)

This seminar is organized as a survey of organized crime worldwide. While this course will focus on organized crime in the United States, we will also examine organized crime and organized crime groups around the world. Integral to this large scope is a focus on the historical development of the ideas surrounding organized crime. Additionally, in this course we will examine some of the strategies used to combat often unique forms of criminality. S, odd years.

**Justification:** One component of the sociology department’s assessment plan is to administer the ETS Sociology Field Test to senior sociology majors. The ETS Sociology Major Field Test is a 140-item, multiple-choice test designed to measure student’s mastery of sociological information, ability to apply sociological concepts and ideas, and analyze sociological data, theories and relationships. The course objectives directly relate to both of the subscores and three of the assessment indicators. There are two subscores – Core Sociology (General Theory and Methodology and Statistics) and Critical Thinking. There are eight assessment indicators: General Theory (18 items), Methodology and Statistics (21 items), Deviance and Social Problems (13 items), Demography and Urban/Rural/Community (13 items), Multiculturalism (15 items), Social Institutions (18 items), Social Psychology (13 items), Gender (15 items), and Globalization (13 items). The course objectives directly relate to the Core Sociology and Critical Thinking subscores and the General Theory, Deviance and Social Problems, and Social Institutions assessment indicators. **Impact on existing academic programs:** This course will improve and expand the course offerings in the Criminology Track. **Semesters offered:** Spring, odd years. **Date change is to be effective:** Spring 2012.

University College

**a. UNIV 320 Writing Tutor Training**

Proposal for a new undergraduate course.

**Number of credits:** 1 **Prerequisites:** 1) ENGL 101, (2) ENGL 102 or ENGL 211 or any ENGL course at the 200 level or higher. **Co-requisites:** None. **Cross-listing:** ENGL 320 Writing Tutor Training. **Course restrictions:** None. **Primary Goal:** This course may be used as an elective. **Proposed catalog description:** UNIV 320 Writing Tutor Training. (1) (=ENGL 320) (Prereq: 1) ENGL 101, (2) ENGL 102 or ENGL 211 or any ENGL course at the 200 level or higher) This
course introduces students to both theoretical and practical concerns, issues, and questions central to the work of a writing center. As they investigate current trends in writing center scholarship, a variety of writing center models, and their own practices as tutors, students will question the practice of tutoring as they develop their own reflective stances. As it models effective center practices, this course will benefit current tutors, student hoping to tutor, students interested in education, or those considering graduate school. 

**Justification:** This course will offer both practical and academic training to current and potential tutors of the Coastal Carolina Writing Center. The course will also be open to students from departments other than English who have in interest in the course as preparation for professional or graduate studies. No course is currently offered that provides practical and theoretical study of writing and rhetorical pedagogy. **Impact on existing academic programs:** None. **Estimated enrollment:** 15 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.

### International Programs

a. **INTL 398 International Experiential Engagement**

Proposal for a new undergraduate course.

**Number of credits:** 0 **Prerequisites:** None. **Co-requisites:** Required participation in study abroad program. **Date change is to be effective:** Fall 2012.

**Proposed catalog description:** INTL 398 International Experiential Engagement. (0) (Coreq: required participation in study abroad program) This course exposes students to learning about different cultures, social institutions and languages, as well as about themselves as a member of the global community through their personalized experience in participating in a study abroad program. Students participating in this course will explore their expectations and objectives for studying abroad before departure and complete post-reflection assignments assessing their expected versus actual learning upon completion of the program. May be repeated for credit.

**Justification:**

This course is being proposed for two reasons:

1. To formalize best practices into more clearly defined pre-departure orientation and reflection, during experience planned and actual engagement, and post-return reflection on semester or longer study abroad experiences as a part of our regular study abroad program offering to enhance student learning from the totality of the study abroad experience and to enable these students to more actively engage in and build upon their learning in addition to the content knowledge that they receive as a part of the academic courses they are taking during a study abroad experience.

   a. **Rationale:** Currently while students going on study abroad are provided with numerous counseling and support activities, we do not actively engage each of the students in a personal reflection about their intended goals from the experience, nor do we comprehensively assess whether they have exceeded these goals and/or replaced them with others based upon their actual experience. This course would allow us to help the students going on study abroad experiences more fully focus on the totality of their knowledge, interests, and motivation beforehand and to compare those with the same after their return. As the CCU mission calls for students who can
be ‘...knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective,” this active engagement is a clear fit with the goals of the mission.

(2) To serve as a recorded placeholder for international experiential engagement as a part of our QEP program and make possible the “counting” of the experiential engagement outside the courses taken themselves during semester-long study abroad programs.

a. Rationale: Currently CCU students studying abroad are placed into a INTL 399 course that is a placeholder in the Registrar’s office to denote holding for transcript and transfer of credits from the foreign institution during the semester in which the student participates in the study abroad experience. (This placeholder is not a course in the CCU catalog.) This placeholder allows the student to qualify for financial aid, meet registration requirements and student status for insurance and other purposes, and be counted for making timely progress toward degree completion. Currently, however, after the student returns and his or her transcript is received from the international institution, the transfer credits agreed upon via the Special Enrollment Form for transfer to CCU are processed as transfer credits for those courses meeting C-level work and the INTL 399 disappears as a placeholder. The current proposal would add to this process one more step. Each student who is registered to participate in a semester-long study abroad program would be registered for both INTL 399 (the placeholder for 15 credit hours) and for INTL 398 (0 credit hours). After completion of the pre-departure reflection and orientation program, participation in the study abroad experience for the respective semester, and completion of the post-return reflection after the student completes the respective semester, the transfer credit process would proceed as normal (all courses for which agreed upon equivalencies have been signed for on the Special Enrollment form and for which acceptable grades show on the official transcript would be transferred in to stand in for the CCU courses noted and the INTL 399 would disappear from the student’s record) and the student’s responses to the questions and essay for the INTL 398 would be evaluated and either a S (Satisfactory) or U (Unsatisfactory) would be recorded on the student’s transcript for the semester. In this way, we could better track student learning via the QEP on study abroad as well as encourage process improvement for student support of study abroad programming.

Places in Catalog to change and accommodate the proposal
(Changes from current 2011-12 undergraduate catalog are noted in Yellow):

A. On page 92 of the 2011-12 undergraduate catalog, please make the following change:

**Study Abroad Advisement**
OIPS actively promotes study, work, and travel programs for students wishing to visit other countries. The University sponsors its own academic programs and maintains directories and files that list several thousand programs organized by other American colleges and universities. Coastal has entered into bilateral agreements with universities and colleges in Australia, China, Ecuador, England, France, Germany, Lithuania, Spain, and Japan. These programs allow Coastal
students to study abroad in a variety of disciplines, usually paying Coastal fees. In addition to completing academic coursework that can transfer back to satisfy required coursework at Coastal, students may also earn credit for INTL 398 International Experiential Engagement. The list of partner institutions grows and changes. Please direct questions about other international opportunities to the Office of International Programs and Services (OIPS). There are many volunteer, work-abroad, and travel possibilities throughout the world, and these opportunities may also be explored by visiting the Office of International Programs and Services located in Singleton room 119, visiting our website, or by email at internationalprograms@coastal.edu.

B. Please add the following Catalog listing at the top of page 351 of the current 2011/2012 undergraduate catalog:

INTERNATIONAL ENGAGEMENT (INTL)

398 International Experiential Engagement (0) (Coreq: Participation in Study Abroad Program) This course exposes students to learning about different cultures, social institutions and languages, as well as about themselves as a member of the global community through their personalized experience in participating in a study abroad program. Students participating in this course will explore their expectations and objectives for studying abroad before departure and complete post-reflection assignments assessing their expected versus actual learning upon completion of the program. May be repeated for credit.

QEP Executive Board

Motion to approve Q-designation (Experiential Learning) for the following course in the University Catalog (Approved by the QEP Executive Board per Academic Affairs Committee authorization).

(Q) All sections of Q designated courses will be experiential learning sections.

Interdisciplinary Studies

IDS 495 Q Experiential Internship. (3-12) The purpose of this experiential internship is designed to provide students the opportunity to gain valuable work experience that complements their interdisciplinary concentration. This course offers individuals educational experiences that bridge academic disciplines and the work place. The guided internship requires 120-480 hours of on-site work depending on the number of credits enrolled (3-12 credits). Students must work through the Internship Process established by the CCU Career Services Guidelines. This course is designed to be variable credit based on the needs of the student. Permission of adviser is necessary to enroll.
For Senate Information Only

Academic Affairs Committee:

Department of Computer Science and Information Systems

a. CSCI 130  Introduction to Computer Science
Proposed revisions: Change in co-requisites from: MATH 130 to: None.

Department of Management and Decision Sciences

a. CBAD 301  Management and Organizations
Proposed revisions: Change in prerequisites from: Student must have completed ENGL 101 and ENGL 102 and completed 54 credit hours to: None.

Department of Marine Science

a. MSCI 475  Ecosystem Analysis
Proposed revisions: Change in prerequisites from: Permission of the instructor to: MSCI 302.

b. MSCI 331  Introduction to Geographic Information Systems (GIS) and Remote Sensing
Proposed revisions: Change in prerequisites from: one CSCI course, one Statistics course and MATH 160 to: One Statistics course.