I. CALL TO ORDER – Keshav Jagannathan, Chair

II. ROLL CALL – Dodi Hodges, Secretary

III. APPROVAL OF MINUTES – May 2, 2012.

IV. CONSENT AGENDA – none.

V. PRESIDENT, PROVOST, AND OTHER ADMINISTRATIVE REPORTS

VI. EXECUTIVE COMMITTEE REPORT

Keshav Jagannathan, Chair, to present the Executive Committee Report.

A. The following Administrative Actions (57-73) were generated and approved without stipulations from the May 2, 2012 meeting.

AA 57: Approval of all items from the May 2, 2012 Consent Agenda.
AA 58: Approval of changes to the B.S.B.A. (all majors).
AA 59: Approval of the establishment of admission requirements to the Wall College of Business.
AA 60: Approval of changes to the Physical Education degree.
AA 61: Approval of changes to the Elementary Education degree.
AA 62: Approval of changes to the B.A. in Music.
AA 63: Approval of changes to the Applied Physics degree.
AA 64: Approval of changes to the Biochemistry degree.
AA 65: Approval of changes to the Chemistry degree.
AA 66: Approval of changes to the Information Systems degree
AA 67: Approval of changes to the Computer Science degree.
AA 68: Approval of changes to the Sociology degree (Social Justice Concentration).
AA 69: Approval of a B.S. in Information Technology.
AA 70: Approval of the Southern Studies Minor.
AA 71: Approval of changes to the Honors Program graduation requirements.
AA 72: Approval of changes to the 2012-2013 Code of Student Conduct.
AA 73: Approval to convert the position of Faculty Ombuds from temporary to permanent.

B. Statement of Corrections (for senate information only)

1. MGMT 422 Managing Family/Small Business Growth & Innovation was approved as a new undergraduate course on February 1, 2012 (AA-16 2011-2012) with an error in the prerequisites. The Academic Affairs form C listed the prerequisites as “MGMT 301 and
2. **MGMT 482, MGMT 483, MGMT 484, and MGMT 485** were approved as new undergraduate courses on February 1, 2012 (AA-16 2011-2012) with errors in the prerequisites. The Academic Affairs form C’s listed the prerequisites as “CBAD 304 and CBAD 364”. The Department Chair for Management and Decision Sciences confirmed that the correct prerequisites are “CBAD 301 and CBAD 364”.

3. **CSCI 140/140L Introduction to Algorithmic Design I/Laboratory** had revisions of their prerequisites approved by Academic Affairs on November 8, 2011 and the Faculty Senate was notified at their December 7, 2011 meeting (AA-10 2011-2012). Part of the prerequisite revision included changing CSCI 130L to CSCI 131. CSCI 131 does not exist. CSCI 130L was replaced by CSCI 131L on May 5, 2012 by Administrative Action 57 2011-2012. The prerequisites for CSCI 140/140L will be corrected to “CSCI 130 and CSCI 131L both with a grade of C or better, OR MATH 242/242L both with a grade of C or better”.

VII. COMMITTEE REPORTS

VIII. OLD BUSINESS

This motion was postponed from the May 2, 2012 meeting so that the QEP Executive Board and International Programs could address questions. Revisions to the original proposal had been made and submitted to Academic Affairs, but the Faculty Senate did not receive them until after their May 2, 2012 meeting. Those revisions are highlighted in blue below.

1. **Motion to approve INTL 398 as a new undergraduate course (moved and seconded out of Academic Affairs Committee) and to designate INTL 398 as Experiential Learning (Q) (amendment moved by Michael Ruse and seconded out of committee by the QEP Executive Boards as per Senate authorization of motion from the Academic Affairs Committee, November 2011):**

   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 (Q) 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 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.

(Changes for the current 2011-2012 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 for a summer, semester, or longer timeframe 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 will also register 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)**

**INTL 398 (Q) 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.
XI. NEW BUSINESS

2. Motion to designate CBAD 120 as Experiential Learning (Q) (moved and seconded out of committee by the QEP Executive Boards as per Senate authorization of motion from the Academic Affairs Committee, November 2011):

CBAD 120 (Q) Introduction to the Global Culture of Business. (3) This course provides a foundation of basic business concepts in the context of current issues and trends in a global organizational setting. All content areas of the College of Business are surveyed with an emphasis on the impacts of cultural differences on finance, accounting, management, and marketing practices. Differences in cultural norms and values are considered along with basic global social and economic institutions and the global economic and legal systems in which businesses operate. This course emphasizes thinking critically about ethics and sustainability as applied to global problems and communicating about these issues both in written and oral formats. F, S.

X. QUASI COMMITTEE OF THE WHOLE

XI. OTHER

XII. ANNOUNCEMENTS

XIII. GOOD OF THE ORDER

XIV. ADJOURNMENT