CALL TO ORDER – Steve Madden, Chair

ROLL CALL – Sherer Royce, Vice Chair

APPROVAL OF MINUTES – March 5, 2014

CONSENT AGENDA – attached

PRESIDENT, PROVOST, AND OTHER ADMINISTRATIVE REPORTS

EXECUTIVE COMMITTEE REPORT

Steve Madden, Chair, to present the Executive Committee Report.

A. Administrative Action 11 was generated and approved without stipulations from the March 5, 2014 meeting. Refer to the March 5, 2014 Order of Business and Consent Agenda for complete details.

AA 11: Approval of all remaining items on the March 5, 2014 Consent Agenda. (ENGL 101 and ENGL 102 proposals were removed from the Consent Agenda and placed under New Business for discussion.)

B. Revisions to the course titles for ARTD 305 Web Design II and ARTD 306 Web Design III were approved by Academic Affairs on January 7, 2014 and Faculty Senate on February 5, 2014. There were issues with these title revisions because of the 10 year rule in the Office of the Registrar. These course revisions did not appear on an Administrative Action and the electronic forms will be denied and returned to the department at their request.

VII. COMMITTEE REPORTS

VIII. OLD BUSINESS

A. Academic Affairs

ENGL 101 and ENGL 102 were postponed from the March 5, 2014 meeting so that the Academic Affairs forms for these courses could be returned to the Department of English for corrections in their proposed catalog descriptions. The revisions have been approved by Academic Affairs and are notated below in red.
1. **Motion to approve the proposed revisions to ENGL 101 and ENGL 102 courses**  
   (moved and seconded out of committee):

**Department of English**

**a. ENGL 101 Composition**

*Proposed revision(s):* Course change(s).
*Number of credits:* from: 3 to: 4.

*Proposed catalog description:* ENGL 101 Composition. (4) Students gain experience in various types of writing. A research paper is required. Revising and editing skills are taught.

In ENGL 101, students focus on the writing process, paying special attention to prewriting, writing, and revising strategies. The course also introduces elements of academic writing as well as the research process. This class prompts students to hone their critical reading and writing skills as they consider the rhetorical situations that shape all writing tasks. As a hybrid course, ENGL 101 includes a parallel online component, Coastal Composition Commons, which provides uniform and digitally delivered content reinforcing a common set of student learning outcomes. F, S, Su.

**b. ENGL 102 Composition and Critical Reading**

*Proposed revision(s):* Course change(s).
*Number of credits:* from: 3 to: 4.

*Proposed catalog description:* ENGL 102 Composition and Critical Reading. (4) (Prereq: A grade of C or better in ENGL 101) Students read and analyze short stories, poems, and plays. Assignments include literary analyses, a research paper and a graded oral presentation. Revising and editing skills are taught.

In ENGL 102, students read and respond to a variety of texts written across disciplinary lines. As they interpret and evaluate these texts by composing functional, rhetorical, and critical analyses, students extend their understanding of the writing process, consider the importance of context, and refine their approaches to research. This hybrid course includes a parallel online component, Coastal Composition Commons, which builds upon the content taught in ENGL 101 and continues to digitally deliver uniform content that stresses an ongoing set of common student learning outcomes. F, S, Su.

**Justification:** Through our assessment efforts over the past four years, we have learned that students need to improve most urgently in three skills: the analysis, critique, and synthesis of sources. The proposed online fourth credit hour will highlight information literacy strategies (finding, selecting, and evaluating sources) as well as the critical practices associated with critical reading (analyzing, critiquing, and synthesizing texts). Focusing on these particular strategies will better position writing instructors to encourage students to weave other perspectives into their writing in sophisticated ways.

Our 2011-2012 and 2012-2013 programmatic assessments revealed that students enrolled in the Information Literacy Lab (a one-credit hour lab taught by librarians during the fall of 2011 and the spring of 2013) during the fall of 2011 and spring of 2013 were less able than their counterparts to analyze, critique, or synthesize sources. This disappointing finding suggests that we need to position the instruction and execution of these precise skills as
central to composition classes to stress to our students that the research process is integrally connected to writing. By weaving the skills, strategies, and understandings offered through the fourth-credit hour into composition classes, we will do more to support the work students do as researchers who work intertextually to enrich their writing.

XI. NEW BUSINESS

A. Graduate Council Committee

1. **Motion to approve a certificate in Business Foundations** (moved and seconded out of committee):

College of Business
Department of Management and Decision Sciences

**Title of proposed program and degree:** Certificate in Business Foundations.
**Semester and year of first graduates:** Fall 2014.
**Number of students projected in first two semesters:** 30.
**Use of Technology:** This new certificate will be offered online. The program has been awarded a grant from the Coastal Office of Online Learning (COOL). This seed money will help get faculty up to speed on QM and online learning methods.

**Catalog Description:**
Graduate Certificate in Business Foundations

**Purpose of the Program**
The graduate certificate in Business provides students the opportunity to study business administration at the graduate level. The purpose of the graduate business certificate is to prepare graduates for entrance into the MBA program and exposes student to the functional area of business.

**Admission to Study**
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

**Admission Requirements**
Applicants for regular admission to the Fraud Examination Graduate Certificate program must meet the following criteria:

1. Completion of an application form and payment of the application fee.
2. Submission of an official undergraduate transcript from each post-secondary school or college previously attended, including any graduate study previously undertaken.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree with a GPA of 3.0 and completion of the Graduate Management Admissions Test [GMAT].
International students whose native language is not English must also submit (1) scores on the Test of English as a Foreign Language [TOEFL] of at least 575 on the paper-based test (PBT) or 89 on the internet-based test (iBT) or (2) 6.5 on the International English Language Testing System (IELTS) with no subscore lower than 5.0 within the last three years or (3) students may complete ELS Centers level 112 English language training program.

Required Graduate Degree Credit Hours (16 Graduate Credit Hours)

REQUIRED COURSES (12 Credit hours)

- MBA 500 Accounting and Finance ................................................................. 4
- MBA 501 Management and Marketing ........................................................... 4
- MBA 502 Statistics and Economics .................................................................. 4
- MBA 503 Tools for Business Analysis .............................................................. 2
- Any 2 credit hour MBA class ........................................................................... 2
- Total Require Credit Hours ................................................................................ 16

2. **Motion to amend the current CCU Faculty Manual and add a new subsection I. Graduate Faculty to the major section V. Appointments, Promotion, and Tenure (moved and seconded out of committee):**

The new subsection in the Faculty Manual to read as follows (notations in red are language that was revised from the draft that was discussed at the March meeting):

I. **Graduate Faculty**

Faculty involved in teaching graduate courses or mentoring graduate students must be designated as members of the Graduate Faculty at CCU and should have an earned doctorate/terminal degree in the teaching discipline or a related discipline. While the specific requirements may vary by college or academic program, generally, individuals applying for membership to the Graduate Faculty at CCU must demonstrate:

- Sustained contributions to the discipline through research, scholarship or creative activity, or
- Sustained professional activity, or
- Unique expertise.

and

- Potential and planned contributions to graduate studies.

**By March 1**, Faculty submit a current C.V. to the Dean of the College with a cover letter describing (1) which items on the C.V. are relevant to the graduate degree program(s)/courses offered in the college and (2) plans for future contributions to graduate studies. The appropriate Graduate Studies committee of each College reviews the applications and makes recommendations to the Dean of the College. The Dean reviews the recommendations and **by March 31** informs the faculty whether or not they have been appointed to the Graduate Faculty. The Dean of the College maintains the option to appoint Graduate Faculty depending on program needs as articulated by Program Coordinators/Directors and may consider historical contributions to graduate study in the appointment process. The term of appointment to the Graduate Faculty is for 3 years, after which faculty must reapply. Upon appointment and reappointment to the Graduate Faculty, each faculty member will be awarded a stipend. The
Office of Graduate Studies will maintain and distribute as needed the current listing of Graduate Faculty at CCU. All new faculty members hired beginning Fall, 2014 will be reviewed during the first semester of employment and will be notified by the Dean regarding their Graduate Faculty status before the end of that first semester. College representatives to Graduate Council must be members of the Graduate Faculty.

B. Academic Affairs Committee

1. **Motion to approve a minor in Peace and Conflict Studies (moved and seconded out of committee):**

College of Humanities and Fine Arts
Department of History

**Title of proposed program and degree:** Peace and Conflict Studies Minor.

**Semester and year of first graduates:** Fall 2014.

**Number of students projected in first two semesters:** 20.

**Use of Technology:** Courses for the PACS minor will adhere generally to the standard lecture format; however, since course offerings cross department divisions within the College of Humanities and Fine Arts, it is expected that individual instructors and departments may employ content delivery methods commonly used within their disciplines. In all courses, it is expected that instructors will utilize available technology, familiarize students with primary and secondary sources, promote active participation among students inside and outside of class, and serve as both mentor and co-learner.

**Catalog Description:**

The minor in Peace and Conflict Studies is an interdisciplinary academic program with a global focus and diverse perspectives to complement most majors offered by the University but especially those in the Humanities and Fine Arts. The minor provides students with enhanced understanding of the varied causes and consequences of conflict, the history of peace promotion efforts internationally, visual and literary representations of conflict and peace, and strategies for conflict resolution promoted by and used by governments and non-government organizations. The minor in Peace and Conflict Studies requires successful completion of eighteen (18) credit hours, with a minimum grade of C in each course.

**PEACE AND CONFLICT STUDIES MINOR (18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 461 The Pursuit of Peace</td>
<td>3</td>
</tr>
<tr>
<td>HIST 462 The Causes, Conduct, and Consequences of War</td>
<td>3</td>
</tr>
<tr>
<td>Related coursework in the Arts or Literature, approved by the Minor Adviser</td>
<td>3</td>
</tr>
<tr>
<td>Related coursework in Philosophy and Religious Studies, approved by the Minor Adviser</td>
<td>3</td>
</tr>
</tbody>
</table>

For the remaining six hours, three hours must be taken from Category A and three hours from Category B. With permission of the minor adviser, the student may substitute a course offered by any department for one course in either category below, provided the substituted course meets the academic focus of the Center for Peace and Conflict Studies as presented in the Center's
Mission Statement. Additional courses will be added to each category, as they are created and offered by supporting academic departments or programs.

Category A Electives in Conflict Studies (3 Credits) ................................................................. 3
   HIST 308 World War I and the Twenty Years’ Truce (3)
   HIST 309 World War II and the Cold War
   HIST 350 Vietnam: The American Experience, 1941-1982
   HIST 443 Modern Colonialism (3)
   HIST 357 Exploring the Israeli-Palestinian Conflict (3)
   HIST 492, 493, 494 Topics in History (3)
   POLI 331 The Israeli-Palestinian Conflict (3)
   POLI 332 Conflict in the Persian Gulf (3)
   POLI 343 Terrorism and Political Violence (3)

Category B Conflict Transformation and Resolution (3 Credits) .................................................. 3
   COMM 345 Communication Activism (3)
   POLI 410 Q International Organizations (3)
   POLI 438 International Human Rights (3)
   ECON 375 Economics and National Security (3)

NOTE: All courses in the minor require a grade of C or better. The Director of the Center for Peace and Conflict Studies will advise students pursuing the minor.

TOTAL CREDITS REQUIRED ........................................................................................................... 18

2. Motion to approve a minor in Sport Coaching (moved and seconded out of committee):

College of Science
Department of Kinesiology, Recreation, and Sport Studies

Title of proposed program and degree: Sport Coaching Minor.
Semester and year of first graduates: Spring 2015.
Number of students projected in first two semesters: 25.

Catalog Description:
Sport Coaching Minor
The Department of Kinesiology, Recreation, and Sport Studies is committed to the education and development of amateur sport coaches who can lead a positive and quality athletic experience. The sport coaching minor prepares future coaches to make sound decisions in the development, implementation, and evaluation of sport programs commensurate with their competitive level. The curriculum consists of theoretical and practical experiences from a variety of disciplines, providing candidates the knowledge, skills and abilities to successfully guide athletes and programs.
Minor Information
The sport coaching minor prepares students for the coaching profession on the youth recreational, interscholastic and intercollegiate level by aligning with the national standards of the National Council for Accreditation of Coaching Education at Level 3, intermediate coach. Evidence of current CPR/first aid certification must be presented prior to beginning the coaching practicum. To enroll in the KRSS 497 practicum in sport coaching, all minor courses must be successfully completed with a minimum of a "C" or better.

To successfully complete the Sport Coaching minor, students must:
1. Complete the American Sport Education Program (ASEP) Coaching Principles course and earn ASEP certification 80% and above (part of KRSS 497).
2. Earn a minimum grade of "C" in each of the courses required in the minor.
3. Provide evidence of current CPR/First Aid certification (part of EXSS 330), which is a prerequisite to KRSS 497.
4. Provide evidence of professional coaching disposition that align with effective coaching practices (part of KRSS 497).

KRSS 222 Functional Kinesiology and Sport Conditioning ..............................................3
EXSS 330 Injury Management .........................................................................................3
EXSS 340 Sport and Exercise Behavior ..............................................................................3
KRSS 301 Coaching Pedagogy and Management ..............................................................3
RSM 456 Recreation Administration ..................................................................................3
KRSS 497 Practicum in Sport Coaching ............................................................................3
Approved elective(s) (minor coordinator approval) .........................................................3-6
   EXSS or RSM course(s) at the 300 or 400 level or additional courses(s)
   from the following: HPRO 340 Drug Education, EDPE 290 Adapted Physical Activity, PSYC 410 Optics, SOC 301 Gender and Society, and SOC 305 Sociology of the Family.

TOTAL CREDITS REQUIRED................................................................................................21-24

Note: To complete minor, 18 credit hours must be outside the students’ major coursework.

3. **Motion to approve SPAN 115, ITAL 115, FREN 115, and GERM 115 as new undergraduate courses (moved and seconded out of committee):**

The following four courses were approved at a special meeting held by the Academic Affairs Committee on March 20, 2014. The courses are added to the Order of Business so that any questions and/or concerns could be discussed at the meeting. These four courses will be voted on as one motion.

   a. **SPAN 115 Hispanic Studies I**
   Proposal for a new undergraduate course.
   **Number of credits:** 5. **Prerequisite(s):** None. **Corequisite(s):** None. **Primary Goal:** This course may be used as an elective or cognate. **This course is to be considered for the core**
curriculum: add to primary core goal 5: Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World, Part A.

Proposed catalog description: SPAN 115 Hispanic Studies I. (5) This class introduces students to the Spanish language and the many facets of Hispanic cultures. This course also helps students develop the basic skills of speaking, listening, and communicating in everyday situations in Hispanic cultures. As a hybrid course, three credit hours is delivered face-to-face and two hours via a distance learning format. F, S.


Method of delivery: Hybrid. Semester(s) offered: All semesters.

Justification: After many years of trying to teach the language based primarily on grammar, we have come to the conclusion that this approach does not lead to student acquisition of oral communication in the target language. This new approach is specifically focused on the acquisition of oral ability. To that purpose we have divided the course in two parts. We will follow the flipped classroom approach, utilizing the hybrid method. We will deliver grammatical instruction online outside of class. This two credits part will include pronunciation and controlled production practice activities, those that can be acquired throughout more automatic and repetitive exercises. We will utilize the three credits face-to-face classroom time for real life application of language and also engaging students with the rich cultural facets of the Hispanic cultures. The online instruction provides an individualized non-threatening environment in which the student can be successful. The face-to-face class time will help students to consolidate the grammar knowledge previously acquired online, by practicing oral activities commonly found in real life situations that students are more likely to encounter. Culture will be an essential part of this face-to-face interaction, since culture and language cannot be separated. After careful consideration of three publishing houses (Vista Higher Learning, Pearson, and McGraw-Hill), the committee has determined that McGraw-Hill is better fit for our new program. We will use their Connect platform and LearnSmart. Recent findings of student focus groups of Spanish Minors and Majors confirm that the method that we have developed better accommodates the needs of our students and of the university.

b. ITAL 115 Italian Studies I

Proposal for a new undergraduate course.

Number of credits: 5. Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate. This course is to be considered for the core curriculum: add to primary core goal 5: Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World, Part A.

Proposed catalog description: ITAL 115 Italian Studies I. (5) This class introduces students to the Italian language and the many facets of Italian cultures. This course also helps students develop the basic language skills of speaking, listening, and communicating in everyday situations in Italian cultures. As a hybrid course, three credit hours are delivered face-to-face and two hours via distance learning format. F, S.


Method of delivery: Hybrid. Semester(s) offered: All semesters.
c. FREN 115  French Studies I
Proposal for a new undergraduate course.

Number of credits: 5. Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate. This course is to be considered for the core curriculum: add to primary core goal 5: Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World, Part A.

Proposed catalog description: FREN French Studies I. (5) This class introduces students to the French language and the many facets of French culture. This course also helps students develop the basic skills of speaking, listening, and communicating in everyday situations in French culture. As a hybrid course, this course will deliver three credit hours face-to-face and two hours via a distance learning format. F, S.


d. GERM 115  German Studies I
Proposal for a new undergraduate course.

Number of credits: 5. Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate. This course is to be considered for the core curriculum: add to primary core goal 5: Knowledge of the Cultures, Languages, and Social Structures of Other Countries of the World, Part A.

Proposed catalog description: GERM German Studies I. (5) This class introduces students to the German language and the many facets of German culture. This course also helps students develop the basic language skills of speaking, listening, and communicating in everyday situations in German-speaking cultures. As a hybrid course, three credit hours are delivered face-to-face and two hours via distance learning format. F, S.

Estimated enrollment: 22. Method of delivery: Hybrid. Semester(s) offered: All semesters.

X. QUASI COMMITTEE OF THE WHOLE

XI. OTHER

XII. ANNOUNCEMENTS

XIII. GOOD OF THE ORDER

XIV. ADJOURNMENT