Coastal Carolina University
Faculty Senate Consent Agenda
April 4, 2012

College of Humanities and Fine Arts

1. **Department of Communication**

   **a. JOUR 304 Journalism Writing for Magazines**
   
   **Proposed revisions:** Course changes.
   
   **Prerequisites from:** ENGL 101; JOUR 200 or JOUR 201 **to:** ENGL 101 and JOUR 200.
   
   **Course title change from:** Journalism Writing for Magazines **to:** Writing for Interactive Journalism.
   
   **Proposed catalog description:** JOUR 304 **Writing for Interactive Journalism.** (3) (Prereq: ENGL 101 and JOUR 200) This course builds on the basic journalism writing skills acquired in JOUR 200 through the addition of specialty reporting skills and the knowledge of interactive tools. Students will practice and refine their writing skills. Students will also learn the basic use of online reporting tools including social media, video shooting, and editing basics. Classroom exercises will emphasize proper grammar, quality writing, and multi-media storytelling. F, S, Su.
   
   **Justification:** The journalism industry has changed drastically in recent years and is sure to continue to change. Students need job skills that will prepare them for jobs in the profession, despite constantly changing technology. Few students will pursue a career limited to writing for magazines, but almost all will need to communicate in a variety of ways: through writing, videos and audio. They need to know when which form will be most effective. The emphasis in this course is on developing strong writing skills. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Spring 2012.

   
   **b. JOUR 312 Writing for the Mass Media**
   
   **Proposed revisions:** Course changes.
   
   **Prerequisites from:** None **to:** JOUR 304 and JOUR 309.
   
   **Course title change from:** Writing for the Mass Media **to:** Media Relations.
   
   **Proposed catalog description:** JOUR 312 **Media Relations.** (3) (Prereq: JOUR 304 and JOUR 309) This course is a comprehensive study of media relations from the perspective of both proactive and reactive public relations practice. Particular emphasis is placed on writing for media, interacting with journalists, holding news conferences, understanding the role of the Internet and interactive media, responding to organizational crises, and evaluating media relations effectiveness. Student will gain proficiency in strategic writing and message composition and will refine their skills in making oral presentations. F, S, Su.
   
   **Justification:** The original objectives and content of this course remain. The course description has been modified to be more specific. Writing for media remains an essential part; however other aspects of media relations are highlighted as well. In addition, with changes in technology, media are no longer strictly "mass media," thus the term "media" is more appropriate. With this change, the course will better serve as an essential component of the new specialization in public relations that has been approved by the CHE. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.
2. Department of History

   a. ANTH 371    Introduction to Forensic Archaeology & Anthropology
   Proposal for a new undergraduate course.
   Number of credits: 3  Prerequisites: None. Corequisites: ANTH 371L. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate.
   Proposed catalog description: ANTH 371 Introduction to Forensic Archaeology & Anthropology. (3) (Coreq: ANTH 371L) ANTH 371 must be taken in conjunction with its laboratory, ANTH 371L, which is a mandatory component of the course. This course will include theoretical and applied forensic archaeological field methods, basic human osteology, and familiarization with medio-legal terms and concepts necessary for working with law enforcement and the medical community. This is an introductory course for students who want more understanding of the applied aspects of anthropology as it engages with the criminal justice system. S.
   Justification: This upper level Anthropology course counts toward fulfillment of the Anthropology minor, and can be a cognate for Sociology majors, Criminology minor, and those interested in pursuing a degree or career in law enforcement or forensics. Impact on existing academic programs: None. Estimated enrollment: 15 Prior enrollment in course (if applicable) 11. Method of delivery: Classroom. Semesters offered: Spring. Date change is to be effective: Spring 2012.

   b. ANTH 371L    Laboratory-Introduction to Forensic Archaeology & Anthropology
   Proposal for a new undergraduate course.
   Number of credits: 1  Prerequisites: None. Corequisites: ANTH 371. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate.
   Proposed catalog description: ANTH 371L Laboratory-Introduction to Forensic Archaeology & Anthropology. (1) (Coreq: ANTH 371) This is the laboratory for ANTH 371 Introduction to Forensic Archaeology & Anthropology. ANTH 371 must be taken in conjunction with ANTH 371L, and is a mandatory component of the course. This course will include hands on learning in forensic archaeological field methods, basic human osteology, and forensic facial sketching. S.
   Justification: Forensics is a popular subject and survey of students in existing Anthropology courses have indicated interest in seeing such a course offered at CCU. This course and its co-requisite, Anth 371, will count toward fulfillment of the Anthropology minor and may also count toward Sociology or the Criminology minor. Impact on existing academic programs: None. Estimated enrollment: 15 Prior enrollment in course (if applicable). Method of delivery: Laboratory. Semesters offered: Spring. Date change is to be effective: Spring 2012.

   c. ANTH 392    Special Topics in Anthropology and Archaeology
   Proposal for a new undergraduate course.
   Number of credits: 3  Prerequisites: None. Corequisites: None. Course restrictions: None. Primary Goal: This course may be used as an elective or cognate.
   Proposed catalog description: ANTH 392 Special Topics in Anthropology and Archaeology. (3) This course will include reading and research on selected anthropological or archaeological subjects. The course may be repeated for credit under different topics. F, S, Maymester, Su.
**Justification:** This course allows Anthropology faculty to develop new courses of interest for current students that will capitalize on faculty expertise and offer a range of anthropological topics to keep pace with new trends in the field. **Impact on existing academic programs:** The course will allow the expansion of the Anthropology course offerings over time, as faculty can test new course topics using this special topics number, and identify courses new courses that will prove successful in building the Anthropology minor. **Estimated enrollment:** 25 Prior enrollment in course (if applicable) 25. **Method of delivery:** Classroom, Laboratory, Distance Learning, Hybrid, and Other: Field Study. **Semesters offered:** Fall, Spring, May, and Summer. **Date change is to be effective:** Spring 2012.

## d. ANTH 396  
**Historical Archaeology Field School**
Proposal for a new undergraduate course.

**Number of credits:** 4-12  
**Prerequisites:** None.  
**Corequisites:** None.  
**Course restrictions:** None.  

**Primary Goal:** This course may be used as an elective or cognate.

**Proposed catalog description:** ANTH 396 Historical Archaeology Field School. (4-12) This course will introduce students to historical archaeology and will cover field and laboratory methods including excavation, mapping, survey and consultation of historical sources in the interpretative process. An ethnographic component, where applicable, will also incorporate oral history, interviews or other data from descendant communities for an ethno-historical approach. Although not the primary focus, excavations may uncover prehistoric material. Archaeological inquiry includes but is not limited to: the built environment, ritual practices, ethnicity/identity, childhood, socio-economic realities, and other topics through the lens of material culture. Students will learn to process artifacts: washing, labeling, identifying, and analyzing on site and in a laboratory, and gather historical data from museums and other archival sources with which to compare archaeological findings. Maymester.

**Justification:** Historical Archaeology field school is distinct in that goals and research strategies are different from the existing ANTH 395, Prehistoric Archaeology field school. This field school will answer the needs of students who wish to investigate historical archaeological sites and/or events and learn to interface between archaeological evidence, historical documents and ethnographic accounts where possible. **Impact on existing academic programs:** None.  
**Estimated enrollment:** 15 Prior enrollment in course (if applicable).  
**Method of delivery:** Classroom, Laboratory, and Other: the field school will be a combination of a minimum of one week in lecture and historical background studies held in a classroom or with field trips; a minimum of two weeks spent on location at the archaeological site in excavation; and one or more weeks will be spent in the CCU archaeological lab, processing artifacts that have been excavated. **Semesters offered:** Maymester. **Date change is to be effective:** Spring 2012.

## 3. Department of Politics & Geography

### a. POLI 311  
**Introduction to Game Theory**
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisites:** None.  
**Corequisites:** None.  
**Course restrictions:** None.  

**Primary Goal:** This course may be used as an elective or cognate.

**Proposed catalog description:** POLI 311 Introduction to Game Theory. (3) Game theory is a theory of decision-making in situations where payoffs to agents depend on the behavior of other
agents. It typically involves the analysis of conflict, cooperation, and communication. In recent years, game theory has been widely applied in the analysis of economic and political issues. This course will offer an introduction to basic concepts, methods, and application of game theory. It also advances students’ ability to think strategically in interactive situations. S.

**Justification:** In recent years, game theory has been widely applied in the analysis of economic and political issues. More and more political science programs have added courses of game theory to their curriculum. This course will give our students more choices in the subfield of research method. **Impact on existing academic programs:** This course will give our students more choices in the subfield of research method. It is extremely helpful to those students who plan to continue on in graduate program of political science. **Estimated enrollment:** 25 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.

b. **POLI 459 Social Policy**
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisites:** POLI 201 or permission of the instructor.  
**Corequisites:** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective or cognate.

**Proposed catalog description:** POLI 459 Social Policy. (3) (Prereq: POLI 201 or permission of the instructor) This course is an examination of the theory and practice of social policy, with a primary focus on U.S. policy. Topics include theories and models of social policy formation and implementation by political institutions and the impact of policies on individuals and groups in society. A significant focus is placed on the content and design of policy in selected areas, including income security, education, health, and family. S.

**Justification:** This course builds on our political science offerings in the subfield of public policy. Currently, students can take an introductory survey to public policy process (POLI 371) or public administration (370), but there is only one upper-level course that explores specific, substantive policy topics with any depth (POLI 453 - Regulatory Policy). This course will give students with interest in public policy an opportunity to investigate a particular sub-category of policies that dominate political conversation. Our department has steadily built offerings in this area as our students become increasingly interested in graduate work in public policy or public administration. A course in social policy will also be of interest to Sociology majors and other students who have an interest in pursuing social work. Additionally, there is a growing market for policy design and policy analysts in both the public and private sectors. A recent study by Georgetown University (released in December 2011) notes that unemployment rates for college majors in Public Policy/Public Administration are 4.5%, which is lower than the current rates for general social science majors. **Impact on existing academic programs:** Minor -- adds one course to department of Politics; will require one instructor every Spring semester. **Estimated enrollment:** 25 Prior enrollment in course (if applicable). **Method of delivery:** Classroom. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.
4. Department of Visual Arts

   a. ARTH 107   History of Non-Western Art
      Proposal for a new undergraduate course.
      Number of credits: 3  Prerequisites: None.  Corequisites: None.  Course restrictions: None.  Core Curriculum Goal: Add to Goal number 8: Knowledge of Creative Expression.  Primary Goal: This course is required for a minor.
      Proposed catalog description: ARTH 107 History of Non-Western Art. (3) This course is a survey of Non-Western art from prehistory to the present, including but not limited to African, Asian, Islamic, and Oceanic art as well as art of the Americas, examining the cultural contexts of Non-Western art forms. F, S.
      Justification: This course provides a much-needed global and multicultural expansion to the department's current art history offerings. Its global content will more completely fulfill our assessment goal: "The department expects all visual arts graduates to develop an understanding of the continuity of art history and become familiar with a broad spectrum of examples of contributions to the world of art from various cultures." It will satisfy student demand and broaden the art history offerings for studio majors and art history minors. It will also provide a third art history offering for the core.  Impact on existing academic programs: This course will become a required course for the Art History minor, and will be an option to fulfill requirements for the Art Studio and Graphic Design majors. Currently art studio majors must take ARTH 105 and ARTH 106. With the addition of this class, they will be able to choose two out of the three. It will also be of interest to International Studies majors, and complements the University's growing commitment to international initiatives.  Estimated enrollment: 50 Prior enrollment in course (if applicable).  Method of delivery: Classroom.  Semesters offered: Fall and Spring.  Date change is to be effective: Fall 2012.

   b. ARTS 387   Concepts in Sculpture
      Proposal for a new undergraduate course.
      Number of credits: 3  Prerequisites: ARTS 208.  Corequisites: None.  Course restrictions: None.  Primary Goal: This course may be used as an elective.
      Proposed catalog description: ARTS 387 Concepts in Sculpture. (3) (Prereq: ARTS 208 or permission of the instructor) This course will explore concepts utilized in contemporary sculpture, such as movement, installation, scale, function and material. Each concept will be explored through exercises, with the intent to better understand how they can be useful in self-expression. Additionally, investigation into how contemporary artists utilize these techniques will give context to the work being done in class. F, S.
      Justification: No course in our current offerings deals with the physical concepts utilized in sculpture.  Impact on existing academic programs: This course will complement both the sculpture and ceramics classes already offered. It will allow students to explore the possibilities of space, movement and function.  Estimated enrollment: 15 Prior enrollment in course (if applicable).  Method of delivery: Classroom, Laboratory.  Semesters offered: Fall and Spring.  Date change is to be effective: Fall 2013.
College of Science

1. Department of Chemistry and Physics

   a. PHYS 234    Statics
      Proposal for a new undergraduate course.
      Number of credits: 3  Prerequisites: C or better in PHYS 212 or PHYS 214 and C or better in MATH 161.  Corequisites: None.  Course restrictions: None.  Primary Goal: This course is required for a major.
      Proposed catalog description: PHYS 234 Statics. (3) (Prereq: C or better in PHYS 212 or PHYS 214 and C or better in MATH 161) Deals with system of forces acting on rigid bodies at rest. The course addresses the finding of resultant forces and torques for various bodies. The covered topics include concentrated and distributed forces, centers of gravity and centroids, moments of inertia, and key principals used in engineering. Special attention is directed to forces in frames, structures, beams, and cables in engineering applications. In mechanical or civil engineering, knowledge of statics is key in the design/analysis of structures that must hold their shape while bearing stress or performing a task. S.
      Justification: This is part of the new Engineering Physics Concentration. This program is in response to both a national need for more engineers, and student demand in the form of a majority of our current students who want to go on to an engineering program. We need classes such as this for a program that will better prepare students for engineering grad schools and also make it easier for them to complete the dual degree engineering program by taking Statics while they are here at CCU.  Impact on existing academic programs: None.  Estimated enrollment: 10  Prior enrollment in course (if applicable).  Method of delivery: Classroom.  Semesters offered: Spring.  Date change is to be effective: Fall 2012.

   b. PHYS 235    Electric Circuits
      Proposal for a new undergraduate course.
      Number of credits: 3  Prerequisites: C or better in PHYS 212 or PHYS 214.  Corequisites: None.  Course restrictions: None.  Primary Goal: This course is required for a major.
      Proposed catalog description: PHYS 235 Electric Circuits. (3) (Prereq: C or better in PHYS 212 or PHYS 214) This course is an introduction to electrical circuit theory and its application to practical direct and alternating current circuits. Topics include: Kirchhoff’s laws, fundamental principles of network theorems, transient and steady-state response of RC, RL and RLC circuits by classical methods, time-domain and frequency-domain relationships, phasor analysis and power. F.
      Justification: This is part of the new Engineering Physics Concentration. This program is in response to both a national need for more engineers, and student demand in the form of a majority of our current students who want to go on to an engineering program. We need classes such as this for a program that will better prepare students for engineering grad schools and also make it easier for them to complete the dual degree engineering program by taking Statics while they are here at CCU.  Impact on existing academic programs: None.  Estimated enrollment: 10  Prior enrollment in course (if applicable).  Method of delivery: Classroom, Laboratory.  Semesters offered: Fall.  Date change is to be effective: Fall 2012.
2. Department of Computer Science and Information Systems

a. CSCI 427 Systems Integration
   Proposal for a new undergraduate course.
   Number of credits: 3  Prerequisites: Grade of C or better in CSCI 370.  Corequisites: None.
   Course restrictions: None.  Primary Goal: This course is required for a major.
   Proposed catalog description: CSCI 427 Systems Integration. (3) (Prereq: Grade of C or better in CSCI 370) Introduction to, and practice of, designing and integrating large-scale information processing systems, with a focus on selecting and implementing hardware and software systems to develop an appropriate IT solution. Topics include systems provisioning, software integration, hardware management, availability, scalability, and disaster recovery capability. Students will design an integrated information system to implement a solution to a case study problem. S.
   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: Spring. Date change is to be effective: Fall 2012.

b. CSCI 444 Human Computer Interaction
   Proposal for a new undergraduate course.
   Number of credits: 3  Prerequisites: Grade of C or better in CSCI 203.  Corequisites: None.
   Course restrictions: None.  Primary Goal: This course is required for a major.
   Proposed catalog description: CSCI 444 Human Computer Interaction. (3) (Prereq: Grade of C or better in CSCI 203) A large percentage of the world’s software is devoted to the interface between computers and their users, and usability is one of the key factors deciding whether a software project succeeds or fails. This course explores the requirements analysis, design and evaluation of the User Interface in the context of Software Engineering Processes. Specific methods and design problems will be illustrated with real world examples in information technology, the internet, communications, mobility, multimedia and speech technologies. S.
   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: Spring. Date change is to be effective: Fall 2012.

c. CSCI 495 Information Systems Capstone Course and Project
   Proposed revisions: Course change.
   Prerequisites from: CSCI 335 and CSCI 425 with a grade of C or better and Senior standing to: Grade of C or better in CSCI 330 and CSCI 225.
   Proposed catalog description: CSCI 495 Information Systems Capstone Course and Project. (3) (Prereq: Grade of C or better in CSCI 225 and CSCI 330) This senior capstone course integrates and synthesizes the material covered in the field of Information Systems, including Systems Analysis, Project Management, System Development and Deployment, and Security. Students will develop a practical solution to an information systems problem. Presentation will be both oral and written. Lecture topics may vary from semester to semester. S.
   Justification: In our curriculum meeting, we decided that CSCI 330 was a more appropriate prerequisite than CSCI 335, and CSCI 425 was removed from our curriculum and replaced with
CSCI 225. We are removing the Senior standing due to logistics issues with students graduating in the Fall, since this is a Spring course. It is possible for students to take this as juniors in the spring, then take summer and fall courses to graduate. **Semesters offered:** Spring. **Date change is to be effective:** Fall 2012.

3. **Department of Health Promotion**

   a. **HPRO 375**  
   **Global Health Perspectives**  
   Proposal for a new undergraduate course.  
   **Number of credits:** 3  
   **Prerequisites:** HPRO 121.  
   **Corequisites:** None.  
   **Course restrictions:** None.  
   **Primary Goal:** This course may be used as an elective.  
   **Proposed catalog description:** HPRO 375 Global Health Perspectives. (3) (Prereq: HPRO 121) The course provides an overview of the multi-dimensional and inter-sectoral aspects of health of the global south (developing nations). The course explores how the determinants of health, population spread, disease burden, environmental health, international policy, grassroots advocacy endeavors, civil society, government, and the international sector impact health care delivery and health access. S.
   **Justification:** This course meets the Health Promotion Department accrediting needs through SABAC as it fulfills the responsibility and competency needs of students including but not limited to Competency 1.4: Examining relationships among behavioral, environmental and genetic factors that enhance or compromise health and all competencies found in Responsibility VI: Serve as a Resource person. This course introduces students to concepts as cultural competency, health disparities, rural-urban migration, and refugee health. In addition, course provides students with elective courses for the major and for the minor that can go toward graduating credits. **Impact on existing academic programs:** Further enhance elective offerings within the Health Promotion major. Specifically, this class will offer a much needed global perspective to the discussion of public health.  
   **Estimated enrollment:** 25  
   **Prior enrollment in course (if applicable)** 24  
   **Method of delivery:** Classroom.  
   **Semesters offered:** Spring.  
   **Date change is to be effective:** Spring 2012.

   b. **HPRO 485**  
   **Internship in Health Careers**  
   **Proposed revisions:** Course change.  
   **Number of credits from:** 9 to: 6-9.  
   **Proposed catalog description:** HPRO 485 Internship in Health Careers. (6-9) (Prereq: Admission to the Health Promotion program, Senior standing, and HPRO 350) Supervised work experience through health-related agencies for a minimum of 290 hours. The internship requires 90 or more hours of collegiate credit with a Coastal Carolina University GPA of 2.25 or greater; formal application with a resume by stipulated deadline; and a contract with the internship agency, the student, and the department. A journal detailing work activities and portfolio will also be required. F, S, Su.  
   **Justification:** We would like for Health Promotion students, if they desire, to be able to complete their 290 required internship hours through a combination of study abroad in May and summer internship. In order to accomplish this we would like to allow flexibility in the HPRO 485 class for students to finish their hours in a 6 credit HPRO 485 class after they return from study abroad in the previous May (where the additional 3 credits and corresponding internship
hours were earned). **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

**Office of the Provost**

**a. WGST 325 Civic Engagement**
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisite(s):** WGST 103 or permission of the instructor.  
**Corequisite(s):** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.

**Proposed catalog description:** WGST 325 Civic Engagement. (3) (Prereq: WGST 103 or permission of the instructor) This course provides an opportunity for students interested in Women’s and Gender Studies issues to put their ideas about social change into action. It is designed for students to apply models of social change to various 21st-century challenges, such as: gender and racial justice, oppression, population growth, community health needs, poverty, reproductive health and climate change. As a type of service learning course, civic engagement from a gender studies perspective involves working towards equality and addressing these and other social issues from many different angles. Students will volunteer with appropriate local organizations (such as the Horry County Rape Crisis Center, Citizens Against Spouse Abuse, and local homeless shelters, among others) to address gender-based issues of the student’s choice, and host an on-campus event to raise awareness of the issue. 

**Justification:** This course provides an opportunity for students to learn more about solving a particular social issue by working with local and community organizations. It differs from an internship in that (a) the student is not required to work in a specific place of employment, (b) the amount of volunteer hours performed are fewer than 120, and (c) students showcase their volunteer work on campus by creating, organizing, and promoting an on-campus event raising awareness of the issue of their choice. (In Spring 2011, students organized Sustainability and Equality Day.) It is about creating social change, not about employment.  

**Impact on existing academic programs:** None.  
**Method of delivery:** Other: Instructor meets with students individually, monitors their progress and coordinates with community organizations.  
**Semesters offered:** Spring.  
**Date change is to be effective:** Spring 2012.

**b. WGST 399 Independent Study**
Proposal for a new undergraduate course.

**Number of credits:** 1-3  
**Prerequisite(s):** Permission of the instructor and Course Contract approved by the WGST Director.  
**Corequisite(s):** None.  
**Course restrictions:** None.  
**Primary Goal:** This course may be used as an elective.

**Proposed catalog description:** WGST 399 Independent Study. (1-3) (Prereq: Permission of the instructor and Course Contract approved by the WGST Director) Reading or research on a specific topic related women and/or gender studies, under the direction of a faculty member. May involve a combination of reading assignments, tutorials, papers, presentations, etc. For more information, see the Non-Traditional Course Work in the Academic Regulations section in this catalog. F, S, Su.
**Justification:** Students would like to learn about topics we do not currently offer courses in. **Impact on existing academic programs:** None. **Method of delivery:** Other: Independent study method of delivery will be determined on a case by case basis. **Semesters offered:** Fall, Spring, and Summer. **Date change is to be effective:** Fall 2012.

**Graduate Council:**
(moved and seconded out of committee)

**Proposals for new Graduate courses:**

**College of Science - Department of Computer Science and Information Systems**

a. **CSCI 514 Introduction to Web Engineering.** (3) (Prereq: Graduate standing) This course covers topics necessary for the development of database-driven information systems on the Internet. Topics and technologies covered include XHTML, Cascading StyleSheets, JavaScript, PHP, theory and design of relational database management systems, and web systems administration. Other topics to be covered include content development using Neilsen’s Scannable Text model, elements of Search Engine Optimization and social media marketing. F, S.

b. **CSCI 518 Financial Technology.** (3) (Prereq: Graduate standing) This course will provide an introduction to financial concepts of equities, bonds, derivatives, the associated algorithms, and programming deployment of these algorithms. Students will develop real-time online financial modeling applications to deploy financial web-based systems, and conduct research into topics in financial engineering. F, and on demand.

c. **CSCI 573 Introduction to Parallel Systems.** (3) (Prereq: Graduate standing) This course introduces parallel computer architectures and their programming. It includes an introduction to MPI and OpenMP and a number of engineering problems, including numerical simulations. It also provides an introduction to performance evaluation and modeling as well as scalability analysis. S.

d. **CSCI 575 Decision Support Systems.** (3) (Prereq: CSCI 203 or CSCI 220) A study of decision support systems. Topics include computerized decision support and business intelligence systems, modeling, and methodologies. Course will cover data and web mining concepts, knowledge management technologies, collaboration techniques, and intelligent systems. Course includes a research-based focus to explore current advances in the field. S.

e. **CSCI 620 World Capital Markets and Technology.** (3) (Prereq: Graduate standing and permission of the instructor) This course, requiring travel to a major world financial center, prepares students to better understand and evaluate approaches in the technology, operational, and regulatory practices of world capital markets. (Requires travel in the United States). May.
f. **CSCI 650 Special Topics in Applied Computing and Information Systems.** (3) (Prereq: Graduate standing) In-depth investigation of specific topics and technologies not generally available in the curriculum. (Can be repeated for up to nine credits under different topics.) F, S, Su.

g. **CSCI 773 Project Management.** (3) (Prereq: Graduate standing) The purpose of this course is to explore the project management environment in business and technology today. In this class, the student will acquire new software skills and the methodology on how to successfully manage a project. This class’s goal is to provide the student with a framework to understand the current issues and challenges of the project management environment today as it applies to software development, service, or industry management. F.

h. **CSCI 798 Research Project.** (3) (Prereq: Graduate standing and permission of the instructor) An applied research project in the student’s discipline or area of special interest. Requires presentation of research results orally and in writing. F, S, Su.

**College of Science - Department of Marine Science**

a. **MSCI 578 Marine Invertebrate Zoology.** (3) (Prereq: MSCI 302/302L or BIOL 370/370L) (Coreq: MSCI 578L) A comprehensive survey of the functional morphology, life history, ecology, and relationships between marine invertebrate taxa. Focus will be on the Porifera, Cnidaria, Ctenophora, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echinodermata, and invertebrate members of Chordata. Global issues related to invertebrates and their roles in food webs, fisheries, and aquaculture will also be discussed. Three lecture hours per week. F.

b. **MSCI 578L Marine Invertebrate Zoology Laboratory.** (1) (Prereq: MSCI 302/302L or BIOL 370/370L) (Coreq: MSCI 578) The laboratory demonstrates the topics and principles presented in lecture. Field and laboratory activities will emphasize observational skills for analyses of the structural adaptations of live marine and estuarine invertebrates. Three laboratory hours per week. Some field trips may extend beyond the class period or be scheduled for weekends. F.

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**For Senate Information Only**

**Academic Affairs Committee:**

**Department of Computer Science and Information Systems**

a. **CSCI 490 Software Engineering II**

Proposed revisions: **Change in prerequisites from:** CSCI 220 and CSCI 330 with a grade of C or better **to:** CSCI 330 with a grade of C or better.
Department of English

a. ENGL 343 European Drama
   Proposed revisions: Deletion (remove course from catalog).

b. ENGL 344 American Drama
   Proposed revisions: Deletion (remove course from catalog).

c. ENGL 378 The Language of Film
   Proposed revisions: Deletion (remove course from catalog).

d. ENGL 380 Studies in World Film
   Proposed revisions: Deletion (remove course from catalog).

e. ENGL 381 Modern British and American Drama
   Proposed revisions: Deletion (remove course from catalog).

f. ENGL 405 Studies in Shakespeare’s Tragedies
   Proposed revisions: Deletion (remove course from catalog).

g. ENGL 406 Studies in Shakespeare’s Comedies and Histories
   Proposed revisions: Deletion (remove course from catalog).

h. ENGL 426 Major American Poets
   Proposed revisions: Deletion (remove course from catalog).

i. ENGL 444 Women Writers of the South
   Proposed revisions: Deletion (remove course from catalog).

j. ENGL 386 Contemporary Poetry
   Proposed revisions: Change in course title from: Contemporary Poetry to: Topics in Contemporary Poetry. Change in prerequisites from: ENGL 101 and ENGL 102 with a C or better and ENGL 275, ENGL 276, ENGL 287, ENGL 288, or ENGL 205 to: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course.

k. ENGL 443 Studies in Women Writers
   Proposed revisions: Change in course title from: Studies in Women Writers to: Topics in Women Writers. Change in 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.

l. ENGL 379 Special Topics in Film Studies
   Proposed revisions: Change in course title from: Special Topics in Film Studies to: Topics in Film Studies. Change in prerequisites from: ENGL 101 and ENGL 102 with a C or better and ENGL 275, ENGL 276, ENGL 287, ENGL 288, or ENGL 205 to: (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course.
m. **ENGL 201** *Introduction to Creative Writing*

Proposed revisions: **Change in prerequisites from:** ENGL 101 and ENGL 102 with a C or better **to:** ENGL 101 with a C or better.

**Department of History**

a. **ANTH 102** *Understanding Other Cultures*

Proposed revisions: **Delete statement from course description:** (Not open to anyone who has taken ANTH 101 before 1976.)

b. **ANTH 310** *Myth, Ritual & Magic*

Proposed revisions: **Change in prerequisites from:** ANTH 102 or permission of the instructor **to:** None.

c. **ANTH 316** *Sex, Gender & Culture*

Proposed revisions: **Change in prerequisites from:** ANTH 102 or permission of the instructor **to:** None.

d. **HIST 498** *Senior Seminar*

Proposed revisions: **Change in prerequisites from:** Senior status **to:** Completion of HIST 250 with a grade of C or better.