PRESENT: Jim Eason for Aaron Ard, Bob Burney, Darla Domke-Damonte, Dennis Edwards, Andy Hendrick, Tom Secrest, Arlene Adams, Sandra Nelson, Donald Rockey, Maria Bachman, Linda Hollandsworth for Lee Bollinger, Jim Henderson for Elsa Crites, Linda Kuykendall, Pam Martin, Dennis Earl for Claudia McCollough, Jo-Ann Morgan, Michael Ruse, Alberto Perez for Jose Sanjines, Philip Schneider, Linda Schwartz, Jill Sessoms, Susan Slavik, Renee Smith, Gary Stegall, Philip Whalen, Fusun Akman, Jonathan Bernick, Richard Darm, Dennis Dinge, Dave Evans, John Goodwin, Bill King, Rich Koesterer, Jim Lukin, Prashant Sansgir, Steve Sheel, Sylvia Snyder, Keith Walters, Rob Young, Sallie Clarkson, Michael Lackey, Dennis Wiseman

ABSENT: Emory Helms, Julia Orr, William Hamilton, Joan Piroch

APPROVAL OF MINUTES: A motion was made by Pam Martin, seconded by Darla Domke-Damonte, to accept the December 2003 minutes as emailed. The motion passed.

A motion was made by Andy Hendrick, seconded by Pam Martin, to accept the January 16, 2004 (Special Electronic Meeting) as emailed. Jim Eason made the following amendment: Page 2, item 7, Request for Change in a Degree Program was corrected from Managerial Majors TO Managerial Economics. The motion, as amended, passed.

EXECUTIVE COMMITTEE REPORT:

Evans reported the Extended Campus Master Plan Steering Committee membership is as follows:
Administration: Pete Barr, Eddie Dyer, Stan Godshall, Sally Horner, Lynn Willett
Faculty: Aaron Ard, Sallie Clarkson, Gib Darden, Dave Evans, Susan Libes, Joan Piroch, Robin Russell
Community: Bill Baxley, Michael Frazier, Dan Moore, Delan Stevens, John Vaught

Evans said external consultants have been hired to help with the process of deciding where we plan to be in 5, 10, 20 years and beyond. This committee will be looking at all operations of the University. It will be very time and people intensive. There will be ample opportunity for all of us to get involved. Any and all people are welcome to come to any of these meetings, Evans said. The Work Plan and Schedule has been e-mailed to all senators from David Evans, Faculty Senate Chair. This group has similar membership with the Strategic Planning Committee, our standing committee (virtually all administrators are cross-listed and two faculty members, Gib Darden and Evans are on both committees). While it may seem these two committees might be redundant, there is going to be some distinction in tasks. The Campus Master Plan committee met on February 3, to outline the process. The Strategic Planning Committee is starting from the document, ‘The Responsible Management of Growth in Services’ put out by the administration, dated August 2003, which we are to use as a starting point, in addition to two other documents with historical prospective. One is ‘An Analyses of Unique Institutional Characteristics’, which is basically a strength, weaknest, opportunity and threat analysis that was done in 2000, and assessed in 2002. Yesterday, Strategic Planning was charged with bringing this document up to 2004, so we have a more current starting point for discussion. As another starting point, we have a report on the vision, which was the result of that Committee’s labor last year where all the administration from Deans on up were interviewed. They were supplied with five questions, which were covered during an interview, and now we will merge this into a consensus vision of the institution. Evans said this is not a secret document; please contact Evans at devans@coastal.edu to request a copy. The
committee was also asked to take this document and modify it as appropriate for the purpose of generating discussions with regard to the University’s vision.

Evans reported that he met February 5, 2004, with a group called the Council of Faculty Chairs, along with Dr. Conrad Festa, Executive Director of the Commission on Higher Education, to discuss items of mutual concern. (Dr. Festa was the Provost at the College of Charleston prior to assuming these duties last August.) He is very pro-faculty and was encouraged by the strong turnout for the meeting. He assured this group that we would be included in any and all discussions about the future of higher education. Dr. Festa also said that he would begin circulating the CHE agenda to Faculty Chairs in order to encourage participation in their process. A follow-up Council meeting will be scheduled in the next 2 - 4 weeks. Rich Koesterer has agreed to be CCU’s additional representative. Between the two of us, we will try to ensure that CCU is heard as the process evolves, Evans said.

Evans reported on the following items:

The salary analysis has been completed and the Provost plans to forward that information to Faculty Welfare and Development in March with the goal of presenting a plan to the Board of Trustees at their May meeting.

The accounting report for football has not been completed yet. We do expect a report at the March meeting on all the costs associated with the Football Program.

The Ad Hoc Core Curriculum Committee is meeting to come up with courses to go along with the principles we approved several meeting ago.

PROVOST AND OTHER ADMINISTRATIVE REPORTS: Provost Barr reported that last year an incentive program was created for exit exams. Those departments choosing to participate based upon the success of the student and taking an exit exam would receive an incentive in the range of $250 to $1,000. A thousand dollars would be awarded for outstanding performance, if your students, on average, place in the top ten percent of the country. The rationale was to be supportive of faculty’s efforts, and to allow evaluation of curriculum and also to demonstrate the true value added into the educational process. Barr said he believes that graduates from our institution are as good as any graduates from any institution. Last year Barr said, 300 students participated in the exit exams, Business had 101 take the exit exam (ETS Exam), Education students took the PRAXIS II, Computer Science took the ETS Major Field Test, Psychology took the Major Field Test in PSYC, History, English and Philosophy administered in-house exams. Barr said this year he hopes all departments will participate in that program. Barr said he already knows what a fine job our faculty do when comparing our students to others.

For the last couple of years, in Deans’ Council we have been talking about the awesome responsibility of higher education. Barr reminded the faculty of the parent on a video who said he hoped that, upon graduating from Coastal, “that my son will maybe do something to make this world a little better place.” That really is an awesome responsibility and we’re in the business not only of education in terms of subject matter, but hopefully in trying to educate citizens. Graduates that will participate in the political process will give back to others and so on. Another aspect is helping students accept responsibility for their actions and recognizing that it is a privilege to have been able to receive higher education. Consequently, with that privilege comes responsibilities. There is internal responsibility to yourself, and external responsibility to others. Barr has asked two task forces to take a look at the first year experience, if there is a way we can incorporate the elements of internal responsibility within the core.

Two years ago Barr heard Alan Guskin’s (retired President of Antioch University) presentation where he stated public institutions have generally not taken their “public service role” seriously. Public service is generally a compilation of what your faculty and staff signed up for on their own in terms of joining the
Rotary, making speeches, etc., we list all of those and say "look at what they did." But the reality is, according to Guskin, he doesn't know of one university in the United States that targets a specific social issue, and marshals the resources of the entire institution to address the need. One of the biggest issues that we face in South Carolina is the dropout rate in K-12 education. He has asked the second task force to look at this issue, find a way of utilizing our students and our faculty, to develop (courses - mentoring - whatever it is). It's an issue that if we can come together as an institution, we can be a tremendous asset in trying to address this issue.

Chris Podeschi is chair of the group focusing on internal responsibilities whereas Jessie Brown is chair of the K-12 group.

Barr said anyone that wants to participate should contact Chris Podeschi, Jessie Brown or himself. Barr said these really are significant issues that we need to be looking at, and using our abilities to try to figure out ways that we can assist.

Evans reported that in the fall of last year the departments were promised cash bonuses as incentives for improvement in retention. As of yet this has not occurred because of the delay in implementing procedures and methodologies for the extraction of the required data on student retention. Evans said he would report later on the status of this incentive.

Matt Morrin, Director of Student Activities, announced that Office of Student Activities is initiating a new grant program. He said there are some things out there that we should probably be offering at the University, and these grants will be incentives to our faculty. The Office of Student Activities is offering grants to faculty to work with Student Activities. These funds are available for this semester and next semester. For more information contact Matt Morrin.

Richard Weldon said the federal government requires us, as a university, to report our criminal statistics every year. One of the requirements in the law is that any faculty or staff person that is significantly in some type of interaction with students, where students might likely report to them that have been the victim of a crime in particular, that we must report that statistic. Students should be advised to go to the Campus or local Police Department or a hospital, as appropriate. For clarification or additional information, contact Richard Weldon.

COMMITTEE REPORTS:

Dennis Wiseman, Chair of the Graduate Council, reported the following academic proposals were approved by the Council on Friday, January 16, 2004.

College of Humanities and Fine Arts

Proposal for New Course:

POLI 535 Globalization. (3) A survey of the various theories and issues surrounding the process of globalization and anti-globalization within the study of international relations. The course will draw on historical, economic, financial, cultural, and political issue areas of globalization in a multitude of world regions.

College of Natural and Applied Sciences

Modification regarding residency requirement:

Current CCU Statement on Residency
The minimum residence requirement for the master's degree is two regular semesters or the equivalent in summer sessions. Six semester hours of work in a 5-week summer session constitute a full load; 9 to 12 semester hours constitute a full graduate load in a regular session.

The value of graduate study is enhanced by the pursuit of a unified program, the intellectual stimulus derived from contacts with fellow students, and close association with faculty. In consequence, candidates for the master's degree who are not enrolled for a full program of study during the regular academic year should meet residence requirements by pursuing their studies on a full-time basis in the summer sessions.

Recommended Statement on Residency

Students may transfer a maximum of twelve credit hours into the University applicable to the completion of a degree program. Hours remaining beyond the maximum of twelve that may be transferred in must be completed in residence at the University. Students studying in a degree program that requires a thesis must register for a minimum of three credit hours in the semester of the thesis defense.

Course Deletions:

CMWS 515 Applied Experimental Designs & Analyses. (3)
CMWS 575 Wetland Delineation. (3)
CMWS 660 Coastal and Estuarine Oceanographic Processes. (3)
CMWS 670 Wetland Environments and Processes. (3)

Change in Course Description and Title:

CMWS 610 Multivariate Quantitative Methods

Old Title and Description: CMWS 610 Multivariate Quantitative Methods. (3) (Prereq: Graduate status and STAT 210 or equivalent) An applied course in the design and analysis of multivariate studies including significance and power considerations. Topics include: Multivariate Regression Analysis, Multivariate Analysis of Variance, Principle Component Analysis, Discriminant Analysis, Factor Analysis, and Hierarchical Loglinear Analysis.

Proposed Title and Description: CMWS 610 Applied Experimental Designs & Analyses. (3) (Prereq: Graduate status and STAT 210 or equivalent) A comprehensive course covering topics in observational and manipulative experimental design (e.g., sample size determination, power of the test) and surveying the variety of available statistical techniques and analyses (e.g., MANOVA, PCA, Loglinear models, Bayesian statistics).

Proposals for New Courses:

CMWS 675 Wetland Regulation and Delineation. (3) (Prereq: permission of instructor) Study of legal definitions and regulations relevant to wetlands and the methods used to delineate wetlands is included. Lectures are augmented with practical field experience identifying various indicators of hydrology, soils and vegetation in riparian, estuarine and pocosin wetlands.

MSCI 545 Coastal Processes. (3) (Prereq: MATH 161, MSCI 301 or permission of instructor) (Coreq: MSCI 545L) A comprehensive study of the physical and geological processes controlling the morphology and circulation within estuaries and the coastal ocean. Beach, estuarine and shelf processes are examined in detail as to their importance to coastal management and protection. Focus is on application of standard process models and morphodynamic concepts.

MSCI 545L Coastal Processes Laboratory. (1) (Prereq: permission of instructor) (Coreq: MSCI 545) The laboratory demonstrates the topics and principles presented in lecture.

MSCI 558 Fisheries Science. (3) (Prereq: permission of instructor) (Coreq: MSCI 558L) An introduction to the practices and techniques of fisheries science. Topics include analytical and empirical models, stock assessment, age and growth analysis, mortality, recruitment and yield, production and early life history, harvesting techniques, and detailed study of important fisheries.
MSCI 558L Fisheries Science Laboratory. (1) (Prereq: permission of instructor) (Coreq: MSCI 558) The laboratory demonstrates the topics and principles presented in lecture.

MSCI 574 Marine Ecosystem Analysis. (3) (Prereq: permission of instructor) (Coreq: MSCI 574L) Survey of the theory and techniques of ecosystem analysis. Lecture and laboratory are integrated.

MSCI 574L Marine Ecosystem Analysis Laboratory. (1) (Prereq: permission of instructor) (Coreq: MSCI 574) The laboratory demonstrates the topics and principles presented in lecture.

MSCI 579 Marine Benthic Ecology. (3) A comprehensive review of the structure and function of soft bottom marine communities. Taxonomic coverage ranges from microbial members (bacteria and microphytobenthos) to megafauna and demersal fishes. Covered topics include: intertidal communities, roles of predation and competition, cryptic coloration, biodiversity, benthic pelagic coupling, landscape ecology, anthropogenic impacts, and more. Three lecture hours per week. Every other year, Spring.

MSCI 579L Marine Benthic Ecology Laboratory. (1) The lab component of the course involves one or more field studies after description and demonstration of some common methods. Every other year, Spring.

BIOL 526 Ichthyology. (3) (Prereq: permission of instructor) (Coreq: BIOL 526L) Morphology, classification, evolution and distribution of fishes with emphasis on South Carolina marine and freshwater species.

BIOL 526L Ichthyology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 526) Laboratory and field exercises emphasizing the topics covered in BIOL 526. Students will be required to make and turn in a collection of preserved fish specimens.

BIOL 536 Animal Behavior. (3) (Prereq: permission of instructor) (Coreq: BIOL 536L) Study of the historical and modern developments in the study of animal behavior and emphasizes the evolutionary, ecological, physiological determinants of behavior.

BIOL 536L Animal Behavior Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 536) This lab course gives students the opportunity to further their knowledge of animal behavior through hands-on field and laboratory-based exercises.

BIOL 542 Advanced Genetics. (3) (Prereq: permission of instructor) (Coreq: BIOL 542L) The molecular processes of genetic change within genomes, individuals, and populations over both short and long time-scales. Students will read current research in evolutionary genetics to better appreciate the benefits and detriments of genetic change in domesticated and natural populations of organisms.

BIOL 542L Advanced Genetics Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 542) Laboratory exercise to accompany BIOL 542.

BIOL 551 Molecular Techniques. (4) A research-based practicum on techniques of DNA analysis. Laboratory exercises serve as an introduction to DNA purification, quantitation and sequencing, PCR, gel electrophoresis, enzyme digestion and cloning.

BIOL 555 Marine Botany. (3) (Coreq: BIOL 555L) Field course in marine flora with emphasis on ecology and functional morphology. Work will stress the roles of marine bacteria, fungi, algae, and angiosperms in coastal marine communities.

BIOL 555L Marine Botany Laboratory. (1) (Coreq: BIOL 555) The laboratory demonstrates the topics and principles presented in lecture.

BIOL 561 Ornithology. (3) (Coreq: BIOL 561L) The study of birds with emphasis on morphological and behavioral adaptations exhibited by birds in response to their environment. Laboratory exercises introduce the student to the diversity of birds with emphasis on the avifauna of North America. Topics include field identification of species,
morphological and behavioral adaptations for feeding and locomotion, bird assemblages of the southeastern United States, and censusing procedures for estimating population densities.

BIOL 561L Ornithology Laboratory. (1) (Coreq: BIOL 561) Field experience and exercises to accompany BIOL 561.

BIOL 581 Freshwater Ecology. (3) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581L) Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e., groundwater, wetlands, lakes, and streams). Three lecture hours per week.

BIOL 581L Freshwater Ecology Laboratory. (1) (Prereq: BIOL 370 or permission of instructor) (Coreq: BIOL 581) Laboratory and field exercise devoted to understanding the interactions of physical, chemical, and biological properties of freshwater ecosystems. Three laboratory hours per week.

BIOL 582 Plant Ecology. (3) (Prereq: permission of instructor) (Coreq: BIOL 582L) A survey of natural plant communities and theories of plant ecology including the interrelationships between plants and their environment.

BIOL 582L Plant Ecology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 582) Applications of principles and techniques used in the study of plants and their ecology, both in the lab and in the field.

BIOL 583 Population Biology. (3) (Coreq: BIOL 583L) Focus on learning core population characteristics, such as genetics, growth and intraspecific interactions. An introduction to the metapopulations and the history of the field of population ecology is included.

BIOL 583L Population Laboratory. (1) (Coreq: BIOL 583) Laboratory exercises to accompany BIOL 583.

BIOL 584 Conservation Ecology. (3) (Coreq: BIOL 584L) A comprehensive framework of conservation ecology. Students that successfully complete this course will learn the techniques used to study biodiversity and become familiar with the framework used to address problems in conservation biology.

BIOL 584L Conservation Ecology Laboratory. (1) (Coreq: BIOL 584) This lab course gives students the opportunity to further their knowledge of conservation biology through hands-on, field and laboratory-based exercises.

BIOL 585 Vertebrate Zoology. (3) (Prereq: permission of instructor) (Coreq: BIOL 585L) The classification and natural history of vertebrates with additional emphasis on adaptive features in the functional morphology and ethology of animals.

BIOL 585L Vertebrate Zoology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 585) Laboratory and field experiences emphasizing the topics covered in BIOL 380. Laboratories will be centered around field observations of local vertebrates and may include field trips at "unusual" times – nights, early mornings and weekends.

BIOL 588 Wetland Plant Ecology. (3) (Prereq: permission of instructor) (Coreq: BIOL 588L) An introduction to wetland types, wetland processes, and wetland management. Types of wetlands covered will include tidal freshwater, tidal saltwater, mangroves, interior freshwater, bogs, swamps, and riparian. Processes covered include hydrology, biogeochemistry, and biological adaptation. Wetland management topics include wetland definitions, classification, evaluation, manipulation, creation, and protection.

BIOL 588L Wetland Plant Ecology Laboratory. (1) (Prereq: permission of instructor) (Coreq: BIOL 588) Applications of principles and techniques used in the study of wetland plants and their ecology, both in the lab and in the field.

Academic Affairs Committee

FOR SENATE INFORMATION – NO SENATE ACTION REQUIRED

College of Natural and Applied Sciences
1. Request for a Change in a Course: Ichthyology, BIOL 425 (3). Proposed Change in Course number. Ichthyology (BIOL 425) change to Ichthyology (BIOL 426). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

2. Request for a Change in a Course: Ichthyology Laboratory, BIOL 425L (1). Proposed Change in Course number. Ichthyology Laboratory (BIOL 425L) change to Ichthyology Laboratory (BIOL 426L). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

3. Request for a Change in a Course: Animal Behavior, BIOL 434 (3). Proposed Change in Course number. Animal Behavior (BIOL 434) change to Animal Behavior (BIOL 436). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

4. Request for a Change in a Course: Animal Behavior Laboratory, BIOL 434L (1). Proposed Change in Course number. Animal Behavior Laboratory (BIOL 434L) change to Animal Behavior Laboratory (BIOL 436L). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

5. Request for a Change in a Course: Advanced Genetics, BIOL 440 (3). Proposed Change in Course number. Advanced Genetics (BIOL 440) change to Advanced Genetics (BIOL 442). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

6. Request for a Change in a Course: Advanced Genetics Laboratory, BIOL 440L (1). Proposed Change in Course number. Advanced Genetics Laboratory (BIOL 440L) change to Advanced Genetics Laboratory (BIOL 442L). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

7. Request for a Change in a Course: Ornithology, BIOL 460 (3). Proposed Change in Course number. Ornithology (BIOL 460) change to Ornithology (BIOL 461). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

8. Request for a Change in a Course: Ornithology Laboratory, BIOL 460L (1). Proposed Change in Course number. Ornithology Laboratory (BIOL 460L) change to Ornithology Laboratory (BIOL 461L). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

9. Request for a Change in a Course: Vertebrate Zoology, BIOL 380(3). Proposed Change in Course number. Vertebrate Zoology (BIOL 380) change to Vertebrate Zoology (BIOL 485). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

10. Request for a Change in a Course: Vertebrate Zoology Laboratory, BIOL 380L(1). Proposed Change in Course number. Vertebrate Zoology Laboratory (BIOL 380L) change to Vertebrate Zoology Laboratory (BIOL 485L). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

11. Request for a Change in a Course: Plant Ecology, BIOL 472(3). Proposed Change in Course number. Plant Ecology (BIOL 472) change to Plant Ecology (BIOL 482). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

12. Request for a Change in a Course: Plant Ecology Laboratory, BIOL 472L(1). Proposed Change in Course number. Plant Ecology Laboratory (BIOL 472L) change to Plant Ecology Laboratory (BIOL 482L). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.

13. Request for a Change in a Course: Conservation Ecology, BIOL 474(3). Proposed Change in Course number. Conservation Ecology (BIOL 474) change to Conservation Ecology (BIOL 484). Rationale for proposed change: To keep a consistency between the undergraduate and graduate course numbers.
14. **Request for a Change in a Course**: Conservation Ecology Laboratory, BIOL 474L (1). Proposed Change in Course number. Conservation Ecology Laboratory (BIOL 474L) change to Conservation Ecology Laboratory (BIOL 484L). **Rationale for proposed change**: To keep a consistency between the undergraduate and graduate course numbers

15. **Request for a Change in a Course**: Wetland Plant Ecology, BIOL 478(3). Proposed Change in Course number. Wetland Plant Ecology (BIOL 478) change to Wetland Plant Ecology (BIOL 488). **Rationale for proposed change**: To keep a consistency between the undergraduate and graduate course numbers

16. **Request for a Change in a Course**: Wetland Plant Ecology Laboratory, BIOL 478L(1). Proposed Change in Course number. Wetland Plant Ecology Laboratory (BIOL 478L) change to Wetland Plant Ecology Laboratory (BIOL 488L). **Rationale for proposed change**: To keep a consistency between the undergraduate and graduate course numbers

17. **Request for a Change in a Course**: Systems Programming, CSCI 415 (3). Proposed change in title and description. Systems Programming (CSCI 415) change title to UNIX Systems Administration and Systems Programming (CSCI 415). Change description to: The course covers introduction to UNIX and UNIX derivatives (such as LINUX) and associated standards for systems programming. Programming exercises are used to demonstrate creation of processes, interprocess communication, threads programming and network programming. Administration objectives include installing and configuring a UNIX based workstation, configuring security, networking and network services as well as diagnostics and troubleshooting of basic user services. A solid background in software engineering principles and OS design are expected. **Rationale for proposed change**: New title and description reflect current needs of the industry and required skills.

18. **Request for Deletion of an Undergraduate Course**: Programming in COBOL, CSCI 205 (3). **Rationale for proposed change**: CSCI 205 is being dropped from the Computer Science curriculum.

19. **Request for Deletion of an Undergraduate Course**: Programming in FORTRAN, CSCI 206 (3). **Rationale for proposed change**: CSCI 206 is being dropped from the Computer Science curriculum.

20. **Request for Deletion of an Undergraduate Course**: File Processing, CSCI 420 (3). **Rationale for proposed change**: CSCI 420 is being dropped from the Computer Science curriculum.

**FOR SENATE APPROVAL – SENATE ACTION REQUIRED**

A motion was made by Micheline Brown to include items 1 and 2 as one package, and items 3-8 as one package. The motion passed.

**College of Natural and Applied Sciences**

A motion was made by Richard Dame, seconded by Pam Martin to accept items 1 and 2. The motion passed.

1. **Proposal for Addition of New Course**: Freshwater Ecology, BIOL 481 (3). Course Description: Interactions of physical, chemical, and biological properties of freshwater ecosystems (i.e., groundwater, wetlands, lakes, and streams.) **Rationale for new course**: Course is not currently offered despite increasing need to understand these abundant ecosystems that are required for life and are sensitive to anthropogenic impacts. Covered topics will also help train students for growing number of freshwater-related jobs. Elective course.

2. **Proposal for Addition of New Course**: Freshwater Ecology Laboratory, BIOL 481L (1). Course Description: Laboratory and field exercises devoted to understand the interactions of physical, chemical, and biological properties of freshwater ecosystems. **Rationale for new course**: Course is not currently offered despite increasing need to understand these abundant ecosystems that are required for life and are sensitive to anthropogenic impacts. Covered topics will also help train students for growing number of freshwater-related jobs. Elective course.
3. **Proposal for Addition of New Course**: Introduction to Bioinformatics, BINF 101(3). Course Description: An introduction to bioinformatics, the use of computational techniques to extract and analyze information from genomic and biological databases. **Rationale for new course**: To introduce science majors to the revolutionary field of bioinformatics. Required for a major.

4. **Proposal for Addition of New Course**: Introduction to Bioinformatics Lab, BINF 101L(1). Course Description: The laboratory involves the use of computerized bioinformatics methodologies for the extraction and analysis of genomic and biological information. **Rationale for new course**: To support BINF 101. Required for a major.

5. **Proposal for Addition of New Course**: Strategies in Problem Solving, CSCI 280(1). Course Description: The focus of this course is on practical problem solving in both individual and team settings. A variety of problems that require different types of solutions and algorithms will be presented, as well as, problems to be solved. They will also develop programming and teamwork techniques in a competition setting while gaining proficiency in applying a systematic approach to problem solving. **Rationale for new course**: To empower students and enhance their ability to solve and program various types of problems that will require a wide range of creative skills, techniques, and algorithms. This course will give students a competitive edge in today's technological world and programming contests. Elective.

6. **Proposal for Addition of New Course**: Software Project Management, CSCI 335 (3). Course Description: This course will cover tools and techniques in software project management based on the Project Management Body of Knowledge from the Project Management Institute. **Rationale for new course**: With the expanding field of project management, this course fills an important need for the Information Systems option. Required for a major.

7. **Proposal for Addition of New Course**: Middleware and E-Commerce, CSCI 409 (3). Course Description: The purpose of this course is to familiarize the student with XHTML and middleware development and the architecture of E-commerce systems. **Rationale for new course**: Upper level course specifically for the Information Systems option, timely topic. Required for a major.

8. **Change in Degree Program**: Computer Science Program. Proposed change in Catalog Description for Computer Science Major - Theoretical Option, Computer Science Major - Information Systems Option, and Computer Science Minor. **Rationale for changes to program**: Recently, the Department received ABET accreditation for the theoretical option. The proposed changes make note of the accreditation and strengthen the Information Systems option. (The following description will replace p. 175-177 of 2002/04 Catalog.)

**DEPARTMENT OF COMPUTER SCIENCE**

**EDUCATIONAL OBJECTIVES**: Computer Science

The Department of Computer Science recognizes the importance of providing a high quality education for its majors. Further, it recognizes that a part of its responsibility is to determine how successfully this has been accomplished. As a result, the department has identified the following objectives:

A. To develop an awareness of technological advances occurring in the field of computer science.

B. To develop an understanding and an appreciation for ethical behavior as it relates to information processing.

C. To provide an understanding of the theoretical foundations of computer science and the principles of algorithm design and analysis.

D. To provide an understanding of the principles of implementation and documentation of algorithms in a modern high-level structured programming language.

E. To provide an understanding of the principles, organization, and design of database management systems.

F. To provide an understanding of computer organization, computer architecture, operating systems and information structures.

G. To develop oral and written communication proficiency.

H. To develop the ability to work cooperatively as members of a team on software development projects.
I. To provide additional knowledge in one area of emphasis involving either advanced theoretical topics or applied computer science.

To achieve these educational objectives, the computer science department offers two options.

1) The **Theoretical Option** requires additional courses in computer science, mathematics and the sciences. This option is designed to prepare students for graduate work in Computer Science and for computer related careers in industry.

*Note: The Bachelor of Science in Computer Science with the Theoretical Option has been accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).*

2) The **Information Systems Option** requires additional courses in computer science, information systems, and business administration. This option is designed to prepare students for graduate work in Information Systems and for related positions in business and industry.

**COOPERATIVE EDUCATION**

Cooperative Education is a mutually-beneficial partnership between students, employers and the Computer Science Department at Coastal Carolina University. Through cooperative education, computer science students can participate in full time professional work experience related to their major while earning academic credit. Thus, Cooperative Education provides an excellent way to apply skills and information learned in the classroom to a real world setting while gaining invaluable experience.

Computer Science students who have completed their first year may apply to participate in Cooperative Education by submitting a resume to the Chair of the Department of Computer Science. As in the marketplace, Cooperative Education positions are competitive. If the student's background matches the employer's needs, then the student is sent out on a job interview with the prospective employer. When a student is selected, he or she registers for CSCI 498. The cooperative experience may be repeated two times for a total of six hours of credit.

**NOTEBOOK COMPUTER REQUIREMENT**

As an integral part of the University's drive to utilize and integrate technology into the teaching and learning experience, the Department of Computer Science requires all students enrolled in CSCI 140/140L or 150/150L to have their own personal notebook computers.

**COMPUTER SCIENCE MAJOR**

A maximum of 66 credits may be applied toward satisfying the Foundation Courses and Major Requirements in Computer Science. Students must earn a grade of C in each course taken in the Department of Computer Science that is applied toward the Foundation, Major and Minor Requirements. One course labeled Writing Intensive (WI) must be taken by every student during each of the sophomore, junior and senior years. English 101 and 102 are designated as writing intensive courses in the freshman year.

**B.S. COMPUTER SCIENCE – Theoretical Option**

I. **CORE CURRICULUM (46-52 Credits)**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
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<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
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<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
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<tr>
<td>Mathematics 160</td>
<td>4</td>
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<tr>
<td>Statistics 201, 201L</td>
<td>4</td>
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<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
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<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101, Health Education 221, Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101, 221, 222; Politics 101, 102; Geography 121 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Art History 105 or 106; Music 110, Philosophy 101, 111, 318; Religion 103; Theater 103 (Choose One)</td>
<td>3</td>
</tr>
<tr>
<td>Science--Choose a sequence of courses (including labs)</td>
<td>8</td>
</tr>
<tr>
<td>Biology 121-122, Chemistry 111-112, Geology 111-112, Marine Science 111-112, Physics 211-212</td>
<td></td>
</tr>
</tbody>
</table>

II. **FOUNDATION COURSES (17 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioinformatics 101, 101L</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 161, 174, 344</td>
<td>10</td>
</tr>
<tr>
<td>Theater 140 or English 390 (Choose one)</td>
<td>3</td>
</tr>
</tbody>
</table>

III. **MAJOR REQUIREMENTS (48 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 140/140L, 150/150L</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science 208, 209 (choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 210, 220</td>
<td>6</td>
</tr>
</tbody>
</table>
Computer Science 305, 310 (Writing Intensive), 330 ..................................................... 7
Computer Science 360, 390 or Mathematics 474 (Choose one) .................................. 3
Computer Science 410, 425, 430, 450, 490 ......................................................... 15
Computer Science at 300 level or above .................................................................. 3

**IV. COGNATE OR MINOR REQUIREMENT**

Students majoring in Computer Science - Theoretical Option are not required to complete a minor or cognate.

**V. ELECTIVES (3-9 Credits)** ........................................... 3-9

**TOTAL CREDITS REQUIRED** ........................................ 120

---

**B.S. COMPUTER SCIENCE - Information Systems Option**

**I. CORE CURRICULUM (46-52 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101, 102</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (through 130)</td>
<td>3-9</td>
</tr>
<tr>
<td>History 101, 102, 201, 202 (Choose two)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 160</td>
<td>4</td>
</tr>
<tr>
<td>Stat 201/201L</td>
<td>4</td>
</tr>
<tr>
<td>English 275, 276, 287, 288 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Politics 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 101, Health Education 221, Sociology 101, 102 (Choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 101</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 318</td>
<td>3</td>
</tr>
<tr>
<td>Science--Choose a sequence of courses (including labs)</td>
<td>8</td>
</tr>
</tbody>
</table>

**II. FOUNDATION COURSES (18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 174, 210</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration 201, 202, 371</td>
<td>9</td>
</tr>
<tr>
<td>English 390 (Writing Intensive)</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. MAJOR REQUIREMENTS (48 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science 140/140L, 150/150L</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science 208, 209 (choose one)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 210, 220</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science 305, 310 (Writing Intensive), 330, 335, 370, 385</td>
<td>16</td>
</tr>
<tr>
<td>Computer Science 409, 410, 425, 490</td>
<td>12</td>
</tr>
<tr>
<td>Computer Science at 300 level or above</td>
<td>3</td>
</tr>
</tbody>
</table>

**IV. COGNATE OR MINOR REQUIREMENT**

Students majoring in Computer Science - Information Systems Option are not required to complete a minor or cognate.

**V. ELECTIVES (2-8 Credits)** ........................................ 2-8

**TOTAL CREDITS REQUIRED** ........................................ 120

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**COMPUTER SCIENCE MINOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 174</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 140/140L, 150/150L, 210, 220, 305, 310</td>
<td>18</td>
</tr>
<tr>
<td>Choose one course from Computer Science 208 or 209</td>
<td>3</td>
</tr>
<tr>
<td>Choose one course from Computer Science 330 and above</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS REQUIRED** ........................................ 27

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**Additional Graduation Requirements**

Students majoring or minoring in computer science must earn a grade of C or above for each course taken in the Department of Computer Science that is to be counted toward the major or minor.

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**Summary of Program Changes**

1) Drop CSCI 205, CSCI 206 and CSCI 420
2) Change course Title and Description for CSCI 415
3) Add CSCI 280 Strategies in Problem Solving 1 hour lab
4) Add CSCI 335 Software Project Management
5) Add CSCI 409 Middleware and E-commerce
6) Add Binf 101 and Binf 101L

Program Changes for the Theoretical Option
1) Require Binf 101, 101L as foundation course.
2) Change second language option from
   Computer Science 206, 208, 209 (choose one) 3
   To  Computer Science 208 or 209 (choose one) 3

Program Changes for the Information Systems Option
1) Drop CBAD 350 & 393
2) Drop requirement of second statistics class.
3) Require CSCI 335 Software Project Management
4) Require CSCI 385 Computer Security
5) Require CSCI 409 Middleware and E-commerce
6) Require CSCI 305 Ethics in Computer Science
7) Require ECON 101 in core curriculum
8) Change second language option from
   Computer Science 205, 208, 209 (choose one) 3
   To  Computer Science 208 or 209 (choose one) 3

Program Changes for the Computer Science Minor
1) Change second language option from
   Computer Science 205, 206, 208, 209 (choose one) 3
   To  Computer Science 208 or 209 (choose one) 3
2) Require CSCI 305 Ethics in Computer Science

PENDING BUSINESS: None

ANNOUNCEMENTS: Evans reminded the faculty that the Celebration of Inquiry will be on February 12 & 13. Classes are not cancelled, they are redirected.

GOOD OF THE ORDER: Philip Whalen asked that faculty check the web-site for the Celebration to see the schedule of events.

ADJOURNMENT: The meeting adjourned at 5:15 PM.

Respectfully submitted,

Approved by Steve Sheel
Faculty Senate Secretary on February 24, 2004

Janet Straub
Faculty Senate Recorder