The Faculty Senate meets Tuesday, 10 February 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of the minutes of the 12-09-08 Faculty Senate meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports

   - The Provost
   - The Speaker
   - Noelle Carmichael, chair of the First-Year-Experience Committee
   - Laura Penny, Faculty Welfare Committee (report on annual & merit evaluations)
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual

4. New Business

   - Committee on By-Laws and Fac./Admin. Manual
     --motion to amend Article V Section 2.B.3. of the By-Laws
   - Pascal Resolution
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

5. Constituents’ Concerns
Committee on By-laws and the Faculty/Administration Manual
Highlights of Meeting

The Committee on the By-laws and the Faculty/Administration Manual met at 9:30 am on Thursday, January 21, 2009 in 7 College Way, Room 201. In attendance were Deanna Caveny (Chair), Bev Diamond, Brian McGee, Tom Trimboli, and Trish Ward.

Future Spring 2009 meetings are scheduled for the same time and place on Thursdays, Feb 19, Mar 19, Apr 16, and Apr 23.

Highlights of our discussion follow.

- There is ambiguity in our bylaws in the definition of “regular faculty” and in sections defining the subset of regular faculty who are eligible to serve on the Faculty Senate and who are counted in the allocation of senate seats to academic departments. College of Charleston employees are considered “regular faculty” if they meet one of four provisions in the definition. The first three provisions cover librarians and certain instructional faculty. Employees meeting these three provisions can vote in the election of Senators and are considered in allocating Faculty Senate seats. The fourth provision seems designed to capture those administrators who we want to include in our “regular faculty”. Those who are regular faculty members by virtue of this provision are excluded from senatorial apportionment calculations, from serving as Senator, and from voting in elections of Senators. Two primary complications are: (1) Full-time tenure and tenure-track employees are addressed via the first provision. To be considered a regular faculty member via this provision, one must “normally teach at least six hours”. This has become problematic. For example, it means that some department chairs might not be counted when determining senatorial apportionments. (2) It is also not clear who is an “administrator” or where various administrators (from the department level to the Associate Provost level) fall in the four provisions. This is important, for while all academic-related administrators seem to be considered “regular faculty”, those that become regular faculty members via the fourth provision don’t count in senate apportionments, while those that meet one of the first three provisions do. The Committee will be proposing some amendments to the bylaws to address these ambiguities and inconsistencies.

- The Committee is bringing to the Faculty Senate an amendment to allow the Committee to make changes to non-extant or inaccurate titles in the FAM.

- Last year, the Senate endorsed a FAM change stipulating that candidates for tenure, promotion, renewal, and third-year review sign their departmental evaluation panel’s letter and receive a copy. We are drafting language for inclusion in the FAM.

- The Committee has talked further regarding the FAM language about providing reasonable accommodations for students’ religious observances. In particular, Tom Trimboli, Legal Counsel and committee member, provided us some Department of Justice documents pointing out our responsibilities related to religious freedom. If you’d like copies of those documents, just send me an e-mail.

- The committee has addressed other asunder policy and FAM items that have come up! Please see full minutes or a committee member if you’d like to know more.

Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
February 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly
(ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

**Action:** Change to Article V Section 2.B.3.

**Intent:** To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

**Motion:**

3. Committee on the By-Laws and the Faculty/Administration Manual

   a. Composition: Three faculty members. *Ex-officio* members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

   b. Duties:

      1. To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

      2. To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

      3. To incorporate any revisions to or interpretations of either document in new editions of the documents; and

      4. To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)

PASCAL (Partnership Among SC Academic Libraries) and the College of Charleston
September, 2008

**THE ISSUE**
State funding for PASCAL was reduced by 90% from $2 million to $200,000 in FY 2008-09.

**THE GOAL**
Convince the General Assembly to act on a request from the higher education community to restore PASCAL by providing $2.3 million for this statewide program in FY 2009-2010. This returns PASCAL’s purchasing power to its 2007-2008 level.

**THE PROGRAM**
Since 2004, PASCAL’s $2 million annual appropriation from the state has been used to develop and sustain two major programs:
• **PASCAL Delivers.** PASCAL Delivers, a rapid delivery service for books that vastly expands and leverages print-based knowledge statewide by providing a single, web-based, unified South Carolina academic libraries catalog.

• **Electronic Resources** – extremely cost-effective central licensing of core electronic resources for higher education.

**THE IMPACT**

These programs have vastly increased the knowledge available to the entire higher education community in South Carolina. With one or two clicks of a mouse, students and faculty at the College of Charleston can have books delivered rapidly from any academic library in the state – drawing from a virtual library of over 10 million volumes, or access millions of articles from thousands of electronic research publications.

**THE VALUE**

Is PASCAL effective? Absolutely! Last fiscal year, the College of Charleston paid $12,000 in dues to cover program administration. In turn, PASCAL spent $94,000 on behalf of the College. Given discounting available through statewide licensing, it would cost the college $189,611 to replace the content it is losing. Each dollar PASCAL has spent since 2004 has returned about $7 dollars in value in terms of access to resources. This 90% cut means «Institution» will pay more to get less.

**THE SURVIVAL STRATEGY**

PASCAL has been forced to cancel licenses for many resources, reduce the frequency of deliveries, and assess large increases in dues and fees. Unless we can reverse the huge cuts made in 2008-2009, PASCAL will not remain viable.

**THE CALL TO ACTION**

The Commission on Higher Education requested $2.3 million in additional funding to restore PASCAL’s purchasing power to the 2007-08 level.

Please make the restoration of PASCAL’s full funding a top priority for the College when you meet with our legislators.

South Carolina’s 51 colleges and universities need to speak in a unified voice to restore funding for this important statewide consortium beyond June 30, 2009. Please inform and encourage your colleagues to speak out for PASCAL.

To the South Carolina State Legislature:

Submitted by the College of Charleston Faculty Senate

Author: Faculty Library Committee

Purpose: To advocate the restoration of full funding for PASCAL by the South Carolina General Assembly.

Whereas, PASCAL is a statewide academic library consortium, of which the College of Charleston is a member, and

Whereas, PASCAL’s funding has been supported by the member colleges and the South Carolina General Assembly, and

Whereas, PASCAL has succeeded in serving the research needs of students by expanding access to information through a rapid delivery system and through access to online databases provided at consortial pricing and

Whereas, the state funding for PASCAL was decreased by 90% in FY2008-2009, necessitating increased fees by member colleges and reduced services and

Whereas, without a reinstatement of legislative funding, PASCAL will cease to exist in FY2009-2010, and
Whereas, the online and print materials provided by PASCAL will no longer be available to the majority of the 230,000 students and faculty of South Carolina institutions, and

Whereas, the South Carolina Commission on Higher Education Study Committee has identified PASCAL as “the best current example for sharing inter-institutional costs for technology in South Carolina,” and

Whereas, the Commission on Higher Education has recommended funding PASCAL at a cost of $2.3 million,

Whereas, the South Carolina General Assembly has the authority to reinstate PASCAL’s funding and to support the inter-institutional cooperation that serves the students and faculty of South Carolina’s colleges and universities, and

Whereas, the College of Charleston is a direct beneficiary of PASCAL’s resources having received access to over ten million books, 13,000 research publications and delivery of over 3,938 books. Therefore,

Be it enacted, by the College of Charleston Faculty Senate the following:

That, the College of Charleston Faculty Senate strongly appeals to the South Carolina General Assembly to Fund PASCAL at the $2.3 million amount recommended by the Commission on Higher Education.

Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Women’s and Gender Studies

Change Minor—Women’s and Gender Studies

Archeology

Change Minor—Archeology

Latin American and Caribbean Studies

Change of Major—Latin and Caribbean Studies
Graduate Course Proposals from the Faculty Committee on Graduate Education, Continuing Education and Special Programs

New Course Proposals and Changes

Proposal for a New Graduate Program: MAT in Teaching in the Middle Grades

For Information

Permission to Cross-List A Graduate Course – FREN 590 with FREN 490
The Faculty Senate met Tuesday evening (10 February 2009). Here are the highlights of the meeting. Full minutes will follow later.

-- The Senate endorsed the "Save Our Trees" Petition, which calls for a public hearing of the planned removal of ten native trees from around Randolph Hall.

-- The Pascal Resolution passed. This resolution strongly urges that the SC General Assembly restore PASCAL (Partnership Among SC Academic Libraries) to its 2007-08 funding levels, as recommended by the SC Commission on Higher Education. PASCAL is a network that allows the academic libraries in SC to share print and electronic resources.

-- All curricular proposals (both at the undergraduate and graduate levels) passed.
Women’s and Gender Studies
  • Change Minor
Archeology
  • Change Minor
Latin American and Caribbean Studies
  • Change of Major for Latin and Caribbean Studies
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): School of Languages Cultures and World Affairs

2. Name of the Minor/Concentration: ARCHAEOLOGY

3. Semester and year in which degree change(s) will go into effect: Fall 09

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Add ANTHROPOLOGY 309: SPECIAL TOPICS IN ARCHAEOLOGY as fulfilling the ARCH requirement in the Social Science area, this will replace ANTH 319: SPECIAL TOPICS IN ANTHROPOLOGY. ANTH 319 will no longer be accepted in the Archaeology Minor.

5. Justification for Change(s):
   1. What are the goals, objectives and intended outcomes of the changes (the basis should already be well defined by the department(s) sponsoring the minor)?
      The goal of making this change is to clarify which special topics courses in Anthropology fulfill the Archaeology minor as well as Anthropology requirements. Previously the ANTH 319 courses were allowed by permission of the Archaeology Director who had to then inform the registrar for each course and often each student.

   2. If there is change in distribution of the requirements, how do the beginning, middle and end of the curriculum develop the goal objectives and intended outcomes of the program?
      This should not affect the distribution of requirements in any way and is, in essence, simply a means of clarifying which courses count towards the ARCHAEOLOGY MINOR.

   3. How does this course enhance the liberal education of the students?
      This course is part of the interdisciplinary Archaeology Minor which includes a strong component of teaching students the links between apparently disparate topics.

   4. How will the changes affect students already enrolled in the existing major sequence (i.e. how will you administer the changes)?
      This change will not affect students already enrolled in the minor other than to clarify for them which courses count towards the minor.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   [Signature]
   Date: 1-6-09

7. Signature of Dean of School:
   [Signature]
   Date: 1/6/09

8. Signature of Provost:
   [Signature]
   Date: 1/14/2007

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 1/29/09

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Latin American and Caribbean Studies (LACS)

2. Degree: A.B., B.A. Latin American and Caribbean Studies

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

A. Require LACS majors to complete the equivalent of 202 in Spanish, Portuguese or French and either 6 more hours in the same language or 6 hours of a second language (French, Portuguese or Spanish). Students currently are required only to fulfill their language requirement in Spanish or Portuguese.

B. Add:
FREN 320 A Survey of Francophone Literature
FREN326 A Survey of Francophone Civilization
To LACS major courses under “Electives”

C. Move:
ANTH 325 Peoples and Cultures of Latin America
ANTH 327 Peoples and Cultures of the Caribbean
From CORE II to CORE I

D. Move:
ARTH 205 Pre-Columbian Art and Culture
From electives to CORE II

E. Require all LACS majors to earn a minimum of 6 semester hours in a semester or summer study abroad or internship abroad program approved by the LACS faculty. (with the provision for an alternative or exemption on the basis of special circumstances)

5. Justification for Change(s):

LACS faculty are proposing to add the language and study abroad requirements to strengthen the major. A greater degree of proficiency in languages and familiarity with cultures are seen by LACS faculty as the two most crucial needs of students studying this region.

The faculty has added French to the languages choices because it is a significant language of the Americas. It is one of the four official languages of the Organization of American

(�nd of Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

States. Inclusion of French recognizes students who want to pursue the major with an interest in the French Caribbean.

FREN 320 and 326 contains 1/3 content on the French Caribbean, a focus of the LACS program.

LACS faculty have determined that ANTH 325 and 327 more appropriately belong in the CORE I requirement. ARTH 205 covering Pre-Columbian culture belongs in Core II.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   Date: 12/2/08

7. Signature of Dean(s) of School:
   Date: Dec 2, 2001

8. Signature of Provost:
   Date: 12/12/2008

9. Signature of Curriculum Committee Chair:
   Date: 1/27/09

10. Signature of Budget Committee Chair:
    
11. Signature of Planning Committee Chair:
    
12. Signature of Faculty Senate Secretary:
    Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Humanities and Social Sciences

2. Name of the Minor/Concentration: Women's and Gender Studies

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Add courses: RELS 285 to the list of courses that count towards a WGST minor.

5. Justification for Change(s):

   RELS 285, Religion and Feminism, covers material of central relevance to the Women's and Gender Studies minor. The proposed syllabus draws on feminist scholarship within religious studies, mastery of such scholarship is clearly relevant for a WGST minor.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: 
   
   Date: 11/20/08 

7. Signature of Dean of School: 
   
   Date: 11/20/08 

8. Signature of Provost: 
   
   Date: 11/20/2008 

9. Signature of Curriculum Committee Chair: 
   
   Date: 1/23/09 

10. Signature of Faculty Senate Secretary: 
    
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Graduate Course Proposals from the Faculty Committee on Graduate Education, Continuing Education and Special Programs

For the February meeting of the Faculty Senate

New Course Proposals and Changes:

-- Proposal for a New Graduate Program: MAT in Teaching in the Middle Grades

For Information:

Permission to Cross-List A Graduate Course - FREN 590 with FREN 490

Proposals for the Feb. 10th Meeting

Regina
3-5748
PERMISSION TO CROSS-LIST A GRADUATE COURSE

Note: This form must ALWAYS be accompanied by either a New Graduate Course Proposal form or a Proposal to Change a Graduate Course form.

1. The course is:
   a. New Course (Course Number/Title_______________________) TERM_______________________
   b. Existing Course (Course Number / Title_______________________) TERM_______________________
   c. Special Topic Course (Course Number / Title FREN 590 Special Topics) TERM_Spring 09_______________________

2. This course will be cross-listed with an X O undergraduate course (If so please complete Section A below)
   O existing graduate course (If so please complete Section B below)

Section A
Course Number / Title FREN 490 Special Topics: Francophone/Carib. Lit. TERM: Spring 09

Below please indicate in detail what provisions have been made to delineate separate requirements for the different levels of students. Please also remember to make this delineation on the course syllabus which you will attach to the course proposal form.

The graduate student will be held to a higher level of expectations, including a more demanding grading scale and additional research requirements.

Approval to cross-list the undergrad course with a graduate course (please SIGN AND PRINT your name):
   a. Department Chair of Graduate Course: ____________________________
   b. Department Chair of Undergraduate Course: _______________________
   c. Graduate Program Director: ___________________________ 11/19/08

Section B
Course Number / Title of Existing Course
_______________________

Program of Existing Course
_______________________

Approval of the program director of existing graduate course and of the requesting program director to cross-list the course (please SIGN AND PRINT your name):

"Host" Program Director
_______________________

"Requesting" Program Director
_______________________

Reviewed by: ___________________________ Chair, Faculty Committee on Graduate Education Date: 12/3/2008

(Revised - October, 2005)
COLLEGE OF CHARLESTON AND THE CITADEL

Master of Arts in Teaching in the Middle Grades

DEAN, SCHOOL OF EDUCATION, HEALTH AND HUMAN PERFORMANCE

CHAIR, DEPARTMENT OF TEACHER EDUCATION

DEAN, THE CITADEL

CHAIR, THE CITADEL

P. George Benson, President

November 7, 2008
Master of Arts in Teaching in the Middle Grades
School of Education, Health, and Human Performance

President
Justification

The College of Charleston with the Citadel seeks to establish a new M.A.T. program to prepare middle school teachers in order to meet a critical need in the Lowcountry of South Carolina. Middle schools throughout the region and the state are experiencing significant shortages of teachers qualified to teach the middle grades. Teaching positions in the middle grades continue to be categorized as areas of "critical need" by the South Carolina State Department of Education, meaning that the need for qualified individuals to teach in these areas is dramatic. It is evident that school districts are often desperate to fill middle grades teaching positions. In addition, districts no longer allow the hiring of teachers without proper certification. For example, a school in need of a middle grades science teacher may be forced to use emergency plans because of the lack of highly qualified applicants.

The Federal No Child Left Behind Act’s requirements have made staffing teaching positions even more difficult. The law identifies Core Academic Subject and requires that all teachers are “highly qualified.” In order to be classified as “highly qualified” a teacher must have at least an undergraduate degree in the content area, demonstrate content knowledge in each area taught, and be fully certified to teach.

Because of the limited number of certification programs in South Carolina as a whole and with none of the graduate or undergraduate programs existing in the Lowcountry, school districts experience serious difficulty finding the needed numbers of qualified teachers to fill teaching vacancies. There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link among the two universities.

Formal communication with the Dean of Graduate Studies at The Citadel shows that there is interest in collaborating with the College of Charleston to develop this program.

Because all institutions with M.A.T. programs in middle grades education are a great distance from the South Carolina Lowcountry, this joint program of the College of Charleston and The Citadel will enable candidates to juggle advanced study with family and employment demands.

Who are they?
The College of Charleston and The Citadel have long been dedicated to providing a high quality, rigorous education with strong emphasis on the liberal arts to students enrolled in both their undergraduate and graduate programs. All of the graduate programs that prepare future and practicing teachers that exist at the The Citadel and College of Charleston are nationally recognized and accredited. This framework for excellence clearly supports the addition of the M.A.T. in the Middle Grades. The new M.A.T. in the middle grades program aligns with the
College of Charleston's mission to "meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast" (College of Charleston Mission Statement, 2005), and is consistent with The Citadel School of Education mission of preparing principled educational leaders. Dependent upon availability and through advising, the expectation is for candidates to split their coursework equally among the offerings at both institutions.

As evidenced by successful national accreditation and recognition, these Schools of Education have a solid reputation for implementing successful interdisciplinary master's degrees. These existing, successful interdisciplinary degrees currently in place are mathematics, history and English. Prospective students who lack the prerequisite background in their chosen art field will be able to earn credits as necessary through the various undergraduate programs prior to admission to the M.A.T. program. Additionally, both the College of Charleston and The Citadel already have existing M.A.T. and M.Ed. programs of high quality in place that will support and strengthen the proposed M.A.T. program.

**ENROLLMENT**

**Admissions Criteria**

Admission to the program will be granted based on a review of each applicant's admission materials by a Faculty Admissions Committee consisting of the program director and two professors (one from the Citadel and one from the College of Charleston). Each application should include the following:

- an official college transcript from an accredited institution documenting the completion of a baccalaureate degree with a concentration in one of the four content areas (science, mathematics, English and social sciences)
- a fully completed application to the program
- an applicant essay describing the applicant's suitability for and desire to pursue the M.A.T. program and a career in education
- a 2.5 overall undergraduate GPA
- an official copy of Admission test scores that include the verbal, analytical and writing assessments.

**Projected Total Student Enrollment Program will begin January, 2010**

<table>
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<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tr>
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</tr>
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<td>0</td>
<td>12</td>
</tr>
<tr>
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<td>15</td>
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</tr>
<tr>
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<tr>
<td>2011-2012</td>
<td>25</td>
<td>225</td>
<td>25</td>
</tr>
</tbody>
</table>
The above headcounts are based on estimates of the following pools of students applying for enrollment to this program. The estimates were obtained through informal surveys:

- College of Charleston and The Citadel graduates with majors in the content areas
- graduates from other regional institutions with majors in the content areas
- graduates from The Citadel and College of Charleston and other institutions with minors in the content areas
- professionals from the region and beyond with bachelor's degrees and demonstrated proficiency in the content areas, who want to return for a career change to teaching

The number of credit hours/semester is based on the expectation that each full-time student will register for a minimum of 9-credit hours/semester. The offering of a four-semester course rotation will be available for each content area in order for each student to complete his/her course requirements in four semesters or the equivalent combination of semesters and summer sessions.

Because of the specialized content foci of the program, we do not anticipate enrollment from students currently enrolled in other graduate programs at the College of Charleston or at The Citadel.

### ESTIMATED NEW ENROLLMENT

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<th>YEAR</th>
<th>FALL Headcount</th>
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### Curriculum

Curriculum is constructed to build upon already strong content knowledge. Curriculum for the M.A.T. program will consist of a set of core courses in education. Candidates will also take specific coursework and sequenced field experiences related to the instructional pedagogy of their content specialty area including a semester long clinical practice capstone. The diagram below illustrates the integration Chart 1

#### M.A.T. in the Middle Grades

Through

**Intensive Core Education Coursework**
- Social and Philosophical Foundations of Education
- Educational Research
- Application of Methods and Materials in a Middle Level Field Grades 5-8
- Reading and Writing in the Content Areas
- Introduction to Exceptional Children and Youth
Candidates in the M.A.T. program will complete part of their core education coursework through courses such as Classroom Management and Educational Research that are currently taught in both Schools of Education’s existing programs. Similarly, additional content courses are offered as part of the Science and Mathematics for Teachers Program, the History M.A. program and the English M.A. program. These programs are fully functioning joint programs between the College of Charleston and The Citadel. All coursework related to the M.A.T. for the middle grades will meaningfully combine knowledge, skills, content, and teaching methods. Candidates will also take specific coursework and sequenced field experiences related to the instructional pedagogy of their content area including a semester long clinical practice capstone. The concentrations will begin simultaneously. In year one of the program, (Spring, 2010) students will be admitted. There will be instances where courses in this program will overlap with other M.A.T. programs or concentrations at the College. These occurrences will be sequenced so that the courses are in the same academic term in both programs, optimizing the use of faculty resources. The tentative plan for the sequenced implementation of the M.A.T. program in the middle grades across the content areas of concentration is outlined in chart 2 (see page 8).

Required Core Courses
Candidates in all three concentrations of the M.A.T. in the Middle Grades program will complete the following coursework. All of the core courses are already in existence and are currently being taught at the College of Charleston or at The Citadel. The required courses will be offered equally at each institution (the following lists options at the College of Charleston):

<table>
<thead>
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<th>Application of Methods and Materials in a Middle Level Field Grades 5-8 or EDUC 501 Methods and Materials of Middle and High School Teaching (The Citadel)</th>
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<td>EDMG XXX</td>
<td>Introduction to Exceptional Children or EDUC 514 The Exceptional Child in School (The Citadel)</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 654</td>
<td>Educational Research or EDUC 512 Data Collection and Analysis (The Citadel)</td>
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<td>EDFS 652</td>
<td>Human Growth and Development or EDUC 536 Educational Psychology (The Citadel)</td>
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<tr>
<td>EDDD 515</td>
<td>Middle Grades Organization and Curriculum</td>
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<tr>
<td>EDFS 652</td>
<td>Social and Philosophical Foundations of Education or EDUC 500 Foundations of American Education (The Citadel)</td>
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<tr>
<td>EDUC 592</td>
<td>(The Citadel) Teaching Reading and Writing in the Middle and High School--Content Areas</td>
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</tbody>
</table>

TOTAL 21 credit hours

In addition to the common set of required core courses, specialty coursework, and required number of credits, relate directly to the concentration the candidate selects for their degree and area of specialization, and the requirements of the State Department of Education for teacher certification.

Because of differing requirements the minimum number of credits required for degree completion will vary according to discipline:

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Core Credits</th>
<th>Minimum Required Specialization Credits</th>
<th>Minimum Credits Required for Graduation</th>
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**Required Core Coursework**

All students in all content areas will complete the following coursework:

EDMG XXX Application of Methods and Materials in a Middle Level Field Grades 5-8 or EDUC 501 (Citadel) Methods and Materials of Middle and High School Teaching (The Citadel) 3 Credit hours

**COURSE DESCRIPTION:** This course provides candidates an opportunity to observe, teach content lessons, and examine the middle level teachers' role in establishing and maintaining a positive classroom-learning environment. Candidate lessons will be evaluated using the SC teacher evaluation instrument. Reflection is the method used for identification of ways to improve instructional practices.

2) EDFS 710 Introduction to Exceptional Children or EDUC 514 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** An introductory course designed for general and special educators. An interdisciplinary approach to the study of the learning and behavioral characteristics of exceptional children and youth. Includes causes, identification, educational and community programs and provisions.

3) EDFS 635 Educational Research or EDUC 512 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** An in-depth study of methods used in different types of educational research. Includes involvement of the student in the process of educational research design, implementation, reporting, and evaluation.

4) EDFS 654 Human Growth and Development or EDUC 536 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** The study of general principles of lifelong human growth and development and the relationship of teaching and learning theories to physical, social, intellectual and emotional development.

5) EDEE 515 Middle Grades Organization and Curriculum 3 Credit hours

**COURSE DESCRIPTION:** An overview of the middle school concept, including 1) historical and philosophical antecedents, 2) conflicting perceptions of middle school, 3) definitions of middle school and middle-level concept, 4) characteristics of the emerging adolescent and related program implications, 5) change factors involved in conversion to the middle school concept, 6) evaluation methods for determining effectiveness and student progress, and 7) speculation on the future of the middle school movement.

6) EDFS 652 Social and Philosophical Foundations of Education or EDUC 500 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** In-depth study integrating concepts and information from major social sciences and philosophy to examine the problem of teaching in modern schools. Historical approaches are used to focus on cultural, socioeconomic and political issues affecting education.
1) EDMG 6XX Clinical Practice in Middle Grades or EDUC 520 (Citadel) Professional Internship 6 Credit hours.

All students in all content areas will complete the following for successful completion of the clinical internship.

**COURSE DESCRIPTION:** This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the EHHP.

2) EDMG 6XX Transition to the Profession Seminar or EDUC 525 (Citadel) 3 credit hours

**COURSE DESCRIPTION:** This course is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all ADEPT written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of both teacher education programs at the College of Charleston or the Citadel. (Must be taken concurrently with Clinical Practice in the Middle Grades.)

**Specialty Coursework**

The specialty coursework for each concentration is presented in the next four sections.

**English concentration**

39 Hours for M.A.T. degree

**Expected Undergraduate Content** - Students entering the program without these courses will be expected to take them either on the undergraduate or graduate level and pass them with a C or better as part of their program of study.

- Adolescent Literature
- World Literature (2 courses)
- American Literature (1 course)
- Media Studies
- Modern English Grammar
- Creative Writing (short story, poetry, etc.)

Content Area Required Courses: 12 credit hours (plus any deficiency from expected undergraduate content as listed)

- Teaching of Writing (College of Charleston)
- Methods and Materials of Teaching Middle Level Language Arts (Citadel)
- Success in Literacy for Older Readers (EDEE 678) (College of Charleston)
- Reading: Diagnosis and Remediation (Citadel)

1) EDMG 657 Teaching Writing in the Middle Grades (New Course) 3 credit hours

**COURSE DESCRIPTION:** This course will address the teaching of writing theories, research and pedagogies represented in best practice models of teaching and assessing writing in middle grades.
Students will learn about teaching writing through engaging in their own writing/design processes using print and non-print texts to study writing processes. This course will be framed from a 21st Century literacies perspective and will highlight the connections between the teaching and learning of writing, reading, speaking, viewing and listening. This course will also include content on teaching writing to children from diverse backgrounds including English Language Learners.

2) EDEE 678 Success in Literacy for Older Readers 3 credit hours

**COURSE DESCRIPTION:** An in-depth examination of the relationship between reading methods, reading materials and the thinking process. Methods to work with the older students (upper elementary and middle grades) as they learn to read and construct knowledge are the focus.

4) EDUC 508 (Citadel) Reading: Diagnosis and Remediation 3 Credit hours

**COURSE DESCRIPTION:** A course for helping the problem learner primarily in the literacy areas of reading and the language arts. The course covers techniques at all grade levels and reviews the literature as to teaching effectiveness. Case studies are required.

**Mathematics concentration**

**36 Hours for M.A.T. degree**

**Expected Undergraduate Content - Students entering the program without these courses will be expected to take them either on the undergraduate or graduate level and pass them with a C or better as part of their program of study.**

- Algebra and Trigonometry – 1 course
- Geometry - 1 course
- Probability and Statistics – 1 course
- Discrete Math – 1 course
- Calculus – 1 course

Content Area Required Courses: minimum of 9 graduate hours (plus any deficiency from expected undergraduate content as listed)

**Required graduate level courses to include:**

- Introduction to Problem Solving (College of Charleston SMFT 510)
- Applications Across the Mathematics Curriculum with Technology (College of Charleston SMFT 516)
- Methods for Teaching Middle/Secondary Mathematics (The Citadel MATH 514)

To correct deficiencies in undergraduate preparation, students may be advised to go beyond the required graduate courses (SFMT 515, SFMT 516, and MATH 514 (Citadel) and take additional graduate coursework from the following list of courses to complete their content area requirements. The courses chosen will be based on their undergraduate transcripts.

2) SMFT 515 Introduction to Problem Solving
COURSE DESCRIPTION: A course designed primarily for elementary and middle-level teachers to investigate mathematics topics through problem-solving activities. Topics covered will include numeric and algebraic concepts and operations: patterns, relationships and functions: geometry and spatial sense and measurement. The NCTM Standards, NCTM Addenda Series and the South Carolina Mathematics Curriculum Framework will serve as a basis for the nature and content of activities.

2) SMFT 511 Introduction to Probability and Statistics

COURSE DESCRIPTION: This course is designed primarily for elementary and middle-level teachers. The course will examine methods of statistical measurement and their uses and misuses in interpreting and describing data. The course also addresses variation, the underlying framework and application of basic probability distributions and inductive reasoning through probability.

3) MATH 514 (Citadel) Methods for Middle/Secondary Mathematics 3 credit hours

COURSE DESCRIPTION: Various methodologies for teaching middle and secondary mathematics will be introduced and used in the course. The emphasis will be on using techniques and ideas suggested in the NCTM standards and South Carolina Frameworks. Ideas on how to supplement textbook material and how to motivate students will be presented. Students in the course will have the opportunity to practice the techniques presented.

Other options available for program completion:

1) SMFT 514 Geometry for Elementary and Middle School Teachers 3 credit hours

COURSE DESCRIPTION: This course will investigate plane and geometric shapes, transformations, lines and coordinate geometry and measurement. Students will investigate geometric formulas, theorems and simple proofs through a hands-on approach that includes developing geometric constructions, making models and using technology.

2) SMFT 516 Applications across the Mathematics Curriculum with Technology 3 credit hours

COURSE DESCRIPTION: This course, intended for middle and secondary school teachers, explores applications of mathematics which use geometry, trigonometry, probability and statistics, networks, matrices and linear programming. We will develop practical classroom presentations of various applications, and integrate computer and graphing calculator activities into these classroom modules.

3) SMFT 518 Applications of Calculus for Teachers 3 Credit Hours

COURSE DESCRIPTION: A course designed primarily for science and math teachers to investigate applications of calculus in science and technology. Topics will include a review of limits, derivatives and integration techniques, as well as applications to physics, geology, chemistry, biology and technology. Investigative labs, utilizing data collection, and interdisciplinary projects will be major components of the course.

Science concentration
36 Hours for M.A.T. degree
Expected undergraduate coursework: a bachelor's degree in one of the following content areas
- Biology
- Chemistry
- Physics
Content Area Required Courses: Middle Grades science requires content in all areas of science to successfully pass PRAXIS II Middle Grades Science Test. Therefore students must choose appropriate courses from a spectrum of courses and may NOT complete the degree with only one content area.

All students are required to successfully complete:

1) EDFS 660 Nature of Science, Mathematics, and Science/Mathematics Education 3 credit hours

**COURSE DESCRIPTION:** Topics include the historical development of science and mathematics and the variety of philosophies in science/mathematics education. Other topics include social trends affecting science and mathematics education in the United States since 1900, including reform movements of 1904, 1937, 1945, 1960 and the present: and local frameworks addressing national and global concerns.

2) Science methods course—One of the following based on evaluation of undergraduate transcripts to ensure that the candidate has preparation in both lab and field techniques: **Only if the undergraduate degree is not in biology.**
   
   BIO 605 (Citadel) – Laboratory methods in Biology or
   BIO 606 (Citadel) – Field Methods in Biology or
   BIO 609 (Citadel) – Seminar in Environmental Science

3) Recommended elective(s) from the following list of courses based on evaluation of undergraduate transcripts to ensure adequate preparation in the sciences:

1) SMFT 523 Earth Science for Teachers 4 Credit hours

**COURSE DESCRIPTION:** This course examines the physical nature of earth, its oceans, and atmosphere. Teachers will examine the geological processes affecting the surface of the earth and the interaction of earth’s dynamic hydrosphere and atmosphere. Throughout the course, teachers will acquire conceptual knowledge of these processes with the expectation of learning and developing classroom activities appropriate for primary and middle school students. Where appropriate, teachers will use computer-downloaded and real-time satellite images and space shuttle photographs to develop activities.

2) SMFT 537 Topics in Botany for Teachers 4 Credit hours

**COURSE DESCRIPTION:** The course will focus on plant structure and physiology, with an emphasis on the flowering plants. The course will also cover the evolution of diversity in the plant kingdom, processes of growth, reproduction and development, and the basic principles of plant ecology. The course will integrate lecture, lab, field trips, and workshops to expand your knowledge of botany, and to help you translate information about botany into functional classroom activities.

3) SMFT 548 Atomic Theory of Matter from Lucretius to Quarks 4 Credit hours

**COURSE DESCRIPTION:** Why we believe in the existence of particles- This section will explore observable data through laboratories that introduce the physical, observable behavior of matter and will introduce students to scientific models and model building based on those observations.

The nature and behavior of those particles- This section will follow the development of the atomic theory to the working models of today. Explanations of “real” world phenomena as a function of those particles-
This section will build connections between the fundamental atomic theory and applications to biology, earth and space science, material science, and applications in chemistry and physics.

4) SMFT 555 Applications of Physics for Teachers: How Things Work  4 Credit hours

**COURSE DESCRIPTION:** We connect the physics to a wide variety of fields: biology, anatomy, geology, astronomy, and so on. We will also connect everything to the real world. Abstraction is good, but we want to make this material real for your students. This means that we need to be able to put every principle of physics in obvious terms to your classroom students. We hope to empower you to function at a level such that you can meet the needs of every student, those exceptional ones on either side of the spectrum as well as those in the middle. This empowerment will enable you to analyze things outside of your normal curriculum, and to answer those embarrassingly frequent subtle and insightful questions that children ask.

5) SMFT 639 Genetics and Molecular Biology for Teachers  3 Credit hours

**COURSE DESCRIPTION:** The course will introduce teachers to content and methodology necessary to effectively teach genetics and molecular biology at the high school level. Many of the topics may be suitable (or can be modified) for the middle school classroom. This course is going to be grounded mainly in inquiry-based and/or active exploration. I will strive to teach this course by modeling what I believe are the most effective methods for teaching biology! As such the course will involve some lecture, inquiry-based labs, engaging demonstrations, active learning approaches to teaching genetics and molecular biology, incorporation of technology into the classroom, and sharing of ideas.

6) SMFT 645 Physics of Force and Motion for Teachers  3 Credit hours

**COURSE DESCRIPTION:** This course is intended for practicing teachers, especially those at the K-8 level, who want to enhance their understanding of the mechanical universe, forces and motion. We will use the language and tools of science (mathematics, computers, equipment, and words).

7) SMFT 647 Determination of Structure and Matter  4 Credit hours

**COURSE DESCRIPTION:** This course investigates the discovery and development of spectroscopy as a major tool for studying the nature of matter. Its application to the study of modern atomic theory and modern astronomy will be explored. Laboratory work will include exercises in the use of this technique in modern analytical investigations.

8) SMFT 524 Space Science for Teachers  4 Credit hours

**COURSE DESCRIPTION:** SMFT 697 focuses on topics in space science while using pedagogical techniques appropriate for middle and upper school instruction. Astronomy and planetary geology are major components of this course.

**Social Science concentration**

36 Hours for M.A.T. degree

Expected undergraduate coursework: a bachelor’s degree in one of the following content areas:

- History
- Sociology
- Humanities—economics
Expected Undergraduate Content - Students entering the program without these courses will be expected to take them either on the undergraduate or graduate level and pass them with a C or better as part of their program of study.

- 2 World History or Western Civilization courses
  2 US History courses
  1 South Carolina History course
  1 choice of Anthropology or Sociology course
  1 micro-Economics course
  1 Political Science that covers American Govt. course

Content Area Required Courses: Minimum of 3 required graduate courses in the social sciences to include HIST 692 (Citadel) Teaching History and Social Sciences plus additional coursework from the following to compensate for any deficiencies in the expected undergraduate coursework (plus any deficiency from expected undergraduate content as listed):

GEOG 511 (Citadel) – World Geography 3 Credit Hours

COURSE DESCRIPTION: A course dealing primarily with the elements and principles of geography. Familiarity with important global features and locations is stressed. Topics include maps, oceans, atmosphere and winds, climate (elements and patterns), landform, soils and agriculture, mineral resources and industry.

All of the following courses are from a joint Citadel/College of Charleston program—Master of Arts in History. All courses are offered at the two institutions on a rotating basis.

HIST 521 The American South 3 Credit hours

COURSE DESCRIPTION: The political, economic, social and intellectual development of the South from the 1920s to the present, with emphasis on the region within the national context as one of both change and continually.

HIST 522 South Carolina History 3 Credit hours

COURSE DESCRIPTION: A survey of the political, economic, social and intellectual development of South Carolina from it discovery to the present, with emphasis on the relation of the state to the south and the nation.

HIST 594 Historiography – (special topics course for MAT students only) 3 Credit Hours

COURSE DESCRIPTION: Designed for social studies and history teachers in the secondary and middle schools, this course seeks to familiarize students with the history of historical writing and the tools of a practicing historian. The course will examine the various methods of gathering historical data and of conceptualizing and interpreting historical information.

HIST 692 Teaching History and Social Sciences 3 Credit hours
COURSE DESCRIPTION: Organization, methods and procedures for teaching history and the social studies in the secondary and middle school.

HIST 693 Historical Geography  3 Credit hours

COURSE DESCRIPTION: A study of differing economic and social patterns, with emphasis on such fundamental determinants of economic activities as climate, raw materials, locations and the interrelationships of these to each other and to world affairs generally. Construction and use of simplified models and diagrams to illustrate the foregoing are a basic part of the course.

FACULTY

New Faculty
Faculty candidates will typically hold at least a terminal degree in their subject area. No new faculty lines will be needed for the graduate program for the first two years.

Changes in Assignment
The graduate faculty members are expected to remain actively engaged in their respective undergraduate programs. Teaching schedules for the three to five faculty serving the program each semester are expected to include two to three undergraduate sections (or the equivalent in the case of applied lessons) and one graduate section. One faculty member will be given a course reduction as program director. The program directorship will rotate between The Citadel and the College of Charleston.

Faculty Development
All program faculty members are expected to pursue active programs for professional growth that may include, but not be limited to, research, consulting, conferences, curriculum development, grant writing, meeting attendance, research and presentations, and professional leadership. Funding is already in place to support all current faculty members in these endeavors.

<table>
<thead>
<tr>
<th>List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
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<td>Professor #27</td>
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<th>List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)</th>
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**Unit Administration and Faculty Support**

The institutional definition of the full time equivalents was used to complete the chart below. 12 contact hours each term or 24 for the academic year constitutes one FTE.
### UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT

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* Including Summer 2009

**Physical Plant**
Both The Citadel and College of Charleston have wonderful space for teacher education programs.

The Schools of Education utilize several buildings on their campuses for classroom and office space and will easily accommodate new M.A.T. in the Middle Grades students. The new School of Education, Health and Human Performance at the College of Charleston building opened in March of 2007. New classrooms housed in the Education Center at the College of Charleston devoted to education courses were updated and expanded to include state of the art computer technology and dedicated as the Charles and Andrea Volpe Center for Teaching and Learning in the spring of 2006.

**Equipment**
In the area of middle grades, no new equipment needs are anticipated.

**Library Resources**
The library resources that currently exist at the College of Charleston are adequate to support the initial phases of implementation of M.A.T. in the Middle Grades. Accrediting organizations in the middle grades do not list specific required holdings, but rather require substantial current holdings of the institution's choice related directly to each degree. The College of Charleston consistently updates its library holdings in all education areas. The resources are strong because we have undergraduate and graduate programs in all the areas associated with this degree from education to science, mathematics, social science, and English/language arts. The new EHHP facilities also contain curricular materials in the Curriculum Resources Lab.

**Accreditation, Approval, Licensure, or Certification**
The middle grades M.A.T. program will be accredited by the National Middle School Association SPA with coursework that addresses national specialty professional association standards as well as the South Carolina curriculum standards.

The College of Charleston’s School of Education Health and Human Performance was initially accredited by NCATE in 1998 and was recently reaccredited in the Spring of 2005. Accreditation reviews occur every seven years.

The NCATE accreditation process determines whether school and colleges meet demanding standards for the preparation of teachers and other professionals in school settings. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. Providing leadership for reform in teacher education is also central to NCATE's mission. The NCATE standards focus on systematic assessment and performance-based learning and encourage accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P-12 students.
Graduates of this program must meet the state’s requirements for teacher certification in order to be officially licensed to teach. To be certified, graduates must:

- Submit a transcript to the State demonstrating a degree earned from an approved teacher education program (M.A.T. in Middle Grades from the College of Charleston and The Citadel joint program.)
- Pass the Praxis Principles of Teaching and Learning Test and the Praxis II test in the middle grades content area test.
- Passing of the Praxis tests is not required for graduation; however graduates of this new M.A.T. program will need to pass all Praxis tests in order to be recommended for certification from the State of South Carolina.

**Estimated Cost**

The new costs and revenues shown here are expressed in FY 2008 dollars and rely on tuition rates in effect for FY 2008. No state appropriations or other state funding is assumed below. Only tuition revenues are included as sources of financing. Tuition estimates are based on all-residential tuition rates, based on the current rate of $301 per graduate credit hour. Estimates and costs and tuition revenues are based on the enrollment projections provided above.

NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

<table>
<thead>
<tr>
<th>ESTIMATED COSTS BY YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
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<tr>
<td>Program Administration</td>
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<tr>
<td>10,360</td>
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<tr>
<td>Faculty Salaries</td>
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<td>0</td>
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<td>200</td>
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<td>1000</td>
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<td>Other: Recruiting and</td>
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<td>4000</td>
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<tr>
<td>Accreditation Consultation</td>
</tr>
<tr>
<td>---------------------------</td>
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<tr>
<td>TOTALS</td>
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**SOURCES OF FINANCING BY YEAR**

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<th>Tuition Funding</th>
<th>$97,524</th>
<th>$121,905</th>
<th>$162,540</th>
<th>$203,175</th>
<th>$203,175</th>
<th>$788,319</th>
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</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>$97,524</td>
<td>$121,905</td>
<td>$162,540</td>
<td>$203,175</td>
<td>$203,175</td>
<td>$788,319</td>
</tr>
</tbody>
</table>

**Program Administration**

The program will be administered by the graduate program director, a College of Charleston or a Citadel faculty member, who will receive a course release that will cost approximately $2000 plus fringes. The additional salary to pay the graduate program director for summer responsibilities will be $5000 plus fringes. The program directorship will rotate between the colleges every four years.

**Faculty Salaries**

The coursework will be covered by the faculty salaries that are currently in existence.

**Staff Salaries**

No additional salaries will be needed.

**Library Resources**

The current budget in the Addlestone Library adequately supports the current B.A. program in all content areas in education at the Citadel and College of Charleston.

**Other**

Three thousand annual dollars have been allocated for recruiting for the MAT program.

**Institutional Approvals: College of Charleston**

Departmental Approval  
Program Director  
Department Chair  
Dean of School  
Chair, Faculty Committee Graduate and Continuing Education  
Chair, Graduate Council  
Faculty Secretary  
Provost  
President  
Board of Trustees  

October 17, 2008  
October 30, 2008  
December 1, 2008  
December 1, 2008
1. Signature of Program Director: Mala Van Acker  Date: Oct. 30, 08
2. Date approved by the Department: Oct 17, 2008
3. Signature of Department Chair: Mala Van Acker  Date: Dec, 08
4. Signature of School Dean: **[Handwritten Signature]**  Date: 12.1.08
5. Signature of Provost: **[Handwritten Signature]**  Date: 12/12/2008

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

6. Signature of Chair of the Faculty Committee on Graduate and Continuing Education. **[Handwritten Signature]**  Date: 12/12/2008
7. Signature of Chair of Graduate Council: **[Handwritten Signature]**  Date: 12/15/08
8. Signature of the Faculty Secretary: __________________________ Date: __________________________
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
February 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Article V Section 2.B.3.

Intent: To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

Motion:

3. Committee on the By-Laws and the Faculty/Administration Manual

   a. Composition: Three faculty members. Ex-officio members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

   b. Duties:

      (1) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

      (2) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

      (3) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

      (4) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)
Committee on By-laws and the Faculty/Administration Manual

Highlights of Meeting

The Committee on the By-laws and the Faculty/Administration Manual met at 9:30 am on Thursday, January 21, 2009 in 7 College Way, Room 201. In attendance were Deanna Caveny (Chair), Bev Diamond, Brian McGee, Tom Trimboli, and Trish Ward.

Future Spring 2009 meetings are scheduled for the same time and place on Thursdays, Feb 19, Mar 19, Apr 16, and Apr 23.

Highlights of our discussion follow.

• There is ambiguity in our bylaws in the definition of “regular faculty” and in sections defining the subset of regular faculty who are eligible to serve on the Faculty Senate and who are counted in the allocation of senate seats to academic departments. College of Charleston employees are considered “regular faculty” if they meet one of four provisions in the definition. The first three provisions cover librarians and certain instructional faculty. Employees meeting these three provisions can vote in the election of Senators and are considered in allocating Faculty Senate seats. The fourth provision seems designed to capture those administrators who we want to include in our “regular faculty”. Those who are regular faculty members by virtue of this provision are excluded from senatorial apportionment calculations, from serving as Senator, and from voting in elections of Senators. Two primary complications are:
  (1) Full-time tenure and tenure-track employees are addressed via the first provision. To be considered a regular faculty member via this provision, one must “normally teach at least six hours”. This has become problematic. For example, it means that some department chairs might not be counted when determining senatorial apportionments.
  (2) It is also not clear who is an “administrator” or where various administrators (from the department level to the Associate Provost level) fall in the four provisions. This is important, for while all academic-related administrators seem to be considered “regular faculty”, those that become regular faculty members via the fourth provision don’t count in senate apportionments, while those that meet one of the first three provisions do. The Committee will be proposing some amendments to the bylaws to address these ambiguities and inconsistencies.

• The Committee is bringing to the Faculty Senate an amendment to allow the Committee to make changes to non-extant or inaccurate titles in the FAM.

• Last year, the Senate endorsed a FAM change stipulating that candidates for tenure, promotion, renewal, and third-year review sign their departmental evaluation panel’s letter and receive a copy. We are drafting language for inclusion in the FAM.

• The Committee has talked further regarding the FAM language about providing reasonable accommodations for students’ religious observances. In particular, Tom Trimboli, Legal Counsel and committee member, provided us some Department of Justice documents pointing out our responsibilities related to religious freedom. If you’d like copies of those documents, just send me an e-mail.

• The committee has addressed other asunder policy and FAM items that have come up! Please see full minutes or a committee member if you’d like to know more.
E. Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty

1. Introduction

In keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College’s established standards and criteria and with established procedures.

Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of each faculty member within their departments. In the exceptional case that a faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly,

• each regular faculty member of the College of Charleston will be evaluated annually on the basis of performance over the last calendar year at the College.

In addition,

• each faculty member with at least one full calendar year of service at the College will be assigned a merit category on the basis of performance over the last three calendar years (or the time since hire if this is less than three years) as one factor to be considered in the determination of any salary increase.

Newly hired faculty members will not be assigned a merit category. Instead, each will receive an “average” raise determined by the relevant dean and based on the percentage of the salary pool allocated to the faculty member’s school for raises.

The term ‘average’ is vague. Is this the actual numerical average? It is possible that the newest faculty members of a department
would be higher paid than colleagues hired a year or two before and this would only exacerbate a salary inversion issue.

Each annual performance evaluation should include strengths, weaknesses, and specific recommendations for improvement.

There are certainly cases where no weaknesses exist. Is this statement requiring a chair to manufacture a weakness for the review?

Probationary faculty should be rigorously evaluated each year in preparation for third-year and tenure reviews. In the case of a tenured faculty member or a Senior Instructor, the assessment may be less detailed. A faculty member, Chair, Dean or Provost can request that a more extensive evaluation be conducted in any given year.

This is a significant change from the past policy allowing a tenured faculty member to forgo any evaluation for up to 2 years. Welfare is concerned about the added workload of a more extensive evaluation at the request of the administration. We suggest that those departments that do implement tiered evaluations, should have specific guidelines on notifying tenured faculty members that a detailed evaluation is being sought. Also that they develop policies on how often or for what causes these extensive evaluations of tenured members would be requested.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries will provide an appraisal letter addressing teaching effectiveness, research and professional development, and professional service (for teaching faculty) and professional competency, professional growth and development, and professional service (for library faculty). Notification to the faculty member of the merit category assigned, which may take place separately from the discussion of the annual evaluation, should include a brief justification of the category assigned. Departments and schools may develop additional rating instruments.

It is the responsibility of the individual faculty member to ensure that he/she is making progress toward meeting the criteria published in the Faculty/Administration Manual for other evaluations (tenure and promotion) and to seek the advice of the Chair or Dean of Libraries and other department faculty toward that end.
A tenure and/or promotion review requires additional evidence beyond that required for an annual review of performance or assignment of merit category, as well as assessment over a different time frame. For instance, a department may conduct a peer review of teaching or an external review of research, and graduate surveys are solicited, at the time of a tenure and promotion decision.

Annual performance and merit reviews constitute only one of many factors that are considered during the tenure and/or promotion decision-making process and in no way conclusively determine that outcome. Because tenure and promotion decisions often involve an assessment of career achievement and potential, as well as a demonstrated commitment to scholarship and the mission of the institution, annual performance reviews and the assignment of merit categories to a faculty member for purposes of salary administration for one or several years are insufficient, by themselves, to determine the outcome of such important decisions.

While we see the merits of the above paragraph, Welfare does feel that there should be a clear and predictable relationship between the annual & merit evaluations and progress towards tenure & promotion. Are we really saying that a probationary faculty member could receive 5 years of good annual evaluations and still not be good enough to receive tenure?

This segues to the larger topic of College wide standards for tenure & promotion. If schools and departments come up with their own policies then the T&P committee must accept those policies and criteria specified by the individual departments when evaluating faculty. Are there no specific and quantitative College wide benchmarks that all departments must require from their faculty? Are we comfortable with having no common scale for teaching, research and service?

2. Standards, Criteria and Evidence for Annual Evaluation

Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.) In particular, teaching is the primary responsibility of faculty at the
College of Charleston. All school and department annual evaluation and merit review policies will be available to all College faculty members.

The Faculty Welfare Committee and an ad Hoc committee of past members of the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation.

Welfare shares the concern of T&P with regard to the workload that we will receive with regard to this last paragraph. At the very least the departmental evaluation procedures should be vetted through their individual schools and presented for review by Welfare collaboratively. Or it may be best to set up an ad Hoc committee to approve the initial instruments/procedures and then any subsequent changes can be reviewed individually by Welfare.

3. Annual Evaluation and Merit Review Process

Annual evaluations will normally be completed early in each calendar year. A calendar for the evaluation process will be posted on the website of the Office of Academic Affairs.

While specific policies may differ by school and department, all annual evaluations should provide sufficient information to allow for full, fair and constructive evaluation without being unnecessarily burdensome to faculty or Department Chairs. At a minimum, faculty members will provide

- a current curriculum vitae, and
- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service over the last calendar year.

We perceive issues in evaluating teaching with only two pages of narrative. Research and service are fairly easily quantified, but effective teaching is difficult to demonstrate without additional materials. We suggest that all faculty members be allowed to include some (limited) amount of additional evidence for review.
Schools and departments may require faculty to submit additional material, and required documentation may vary by tenure status and rank. Evidence of the sort typically provided for major evaluations should be requested of probationary faculty; schools may require less extensive documentation for tenured faculty and Senior Instructors. Schools and departments may require that the personal statement include goals for the next one-to-three years. The Department Chair or Dean of Libraries will conduct the annual evaluation and will have access to additional information, including the faculty member’s

- previous annual evaluations and personal statements,
- course evaluations, and
- information included in the Faculty Activity System.

To facilitate Chairs’ work in assigning merit categories, concurrent with the submission of materials for the annual evaluation of performance, any faculty member with at least one full calendar year of service at the College of Charleston will submit

- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service over the last three calendar years, if employed by the College during that period of time, or, for a faculty member with fewer than three years of service at the College of Charleston, over the period since hire.

The Department Chair or Dean of Libraries will assign a merit category on the basis of this three-year summary and the annual evaluations over the same three calendar years. In the case of the Department Chair, this assignment will normally be tentative until discussed with the Dean. Newly hired faculty members need not submit any additional materials.

In the case of a faculty member undergoing a major evaluation (Third-Year Review, tenure and/or promotion, post-tenure review, or renewal as Senior Instructor), an evaluation of performance over the last calendar will not be conducted. A merit category for the purposes of salary administration will be assigned. Normally, the documentation provided by the faculty member in the major evaluation will be sufficient to allow the Chair to assign a merit category. (Since major evaluation packets are completed early in the fall semester, documentation of activities through the end of the calendar year could reasonably be added for this assignment.) This assignment of a merit category will consider the faculty
member’s performance during the same three-year window used for other faculty.

The Department Chair may consult with a faculty committee in conducting the annual evaluation or assigning a merit category.

The faculty member must present the requested documents in accordance with the established format for his/her department or school and the published schedule. Any faculty member who fails to submit the required documentation for his/her annual evaluation and assignment of merit category will receive a merit rating of “does not meet the merit threshold” and will be ineligible for a salary increase that year.

In the case of library faculty who are supervised by department heads and/or assistant Deans, these supervisors will provide written comments on the performance of the librarians. These comments are forwarded to the Dean of Libraries who uses them as he/she writes the final evaluation narrative. The librarian receives the comments from all supervisors in addition to the Dean’s final evaluation.

After reviewing materials submitted by the faculty member, the Department Chair or the Dean of Libraries shall provide the faculty member with a signed and dated evaluation.

4. Chair’s Interview with the Faculty Member

By the date designated on the evaluation calendar, the Chair or Dean of Libraries shall conduct an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair’s or Dean of Libraries’ narrative assessment of strengths and weaknesses and suggestions for improvement. Records of the evaluation will be on file in the office of the Department Chair.

At the evaluation interview, the faculty member and the Chair or Dean of Libraries will discuss the evaluation narrative. The faculty member and the Chair or Dean of Libraries then sign the form to indicate that they have met. If there is disagreement about any part of the evaluation, the Chair or Dean of Libraries and the faculty member shall seek to resolve those differences. If a resolution is reached, the Chair shall change the evaluation document accordingly if appropriate.

5. Appeal
A faculty member may appeal his/her annual evaluation to the appropriate Academic Dean by submitting a written request for an appeal hearing to the Dean within 10 working days of the evaluation interview. The Dean will arrange and chair a meeting with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean will reach a decision and inform all parties in writing. The faculty member may appeal the Dean’s decision to the Provost who will receive all written material pertaining to the case. After consultation with the faculty member, the Department Chair and the Dean, the Provost will render the final decision in writing to all parties concerned.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost, who will render the final decision.

6. Dean’s Role in the Assignment of Merit Categories

The Dean plays an active role in the development of departmental and school criteria and standards for annual evaluation and the assignment of merit categories. The Dean is responsible for ensuring that these standards and criteria are applied by chairs equitably across departments in his or her school. Normally a Dean and Chair will discuss the assignment of merit categories before a faculty member is notified of such. Notification to the faculty member of the assignment of a merit category may occur separately from the annual evaluation.

Welfare has received many comments on how the merit category and subsequent raise are decided and how much of that information is shared with the faculty member. In general the faculty feel that this process should be transparent where they are notified of the specific recommendations of their chair, dean, provost, and final rating. As the administrator with the most knowledge of their faculty, if the chair’s initial recommendation is changed, support for that change should be given.

F. Merit categories and Salary Increases
Eligibility for any salary increase will be based on merit. The assignment of a merit category will indicate whether the faculty member is eligible for any salary increase. Eligibility for any salary increase requires satisfying the merit threshold. The merit threshold is defined as demonstrating professional competence in all three evaluation areas (teaching, research and professional development, service) according to criteria and standards articulated by schools and departments. Criteria and standards may vary by school, department, tenure status and rank.

The description of additional merit categories will be available on the Academic Affairs website during 2008-09 and included in the Faculty/Administration Manual thereafter.

In addition to merit ratings, market factors may contribute to a salary increase. Market factors will contribute to any salary increase only when the faculty member has met the merit threshold. Market factors may include:

- Data collected in comparative salary studies;
- Internal (College, school, departmental) equity, including gender equity, salary compression and/or inversion.

The respective roles of merit and market factors in salary reviews may vary each year and by school and department.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tr>
<td>FYSM166-001</td>
<td>Female Action Figures on the Screen</td>
<td>Anna Andes</td>
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<td>FYSM146-001</td>
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<td>Carrie Blair</td>
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<td>Gender Outlaws: Our Culture War over Sexual Identity</td>
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<td>Exploring Gender Roles and (Mis)Identity Through Dance</td>
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<td>Pub. Educ. Pol. and Prac. in the 21\textsuperscript{st} c.: Local, State and National Persp.</td>
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**LC1 – ENGL101/MATH111/BIOL111**
Connecting Science and Math Through Active Learning
**LC2 – CLAS104/ARTH220**

Submitted by Susan Kattwinkel, Director of the First-Year Experience, 2/10/09
Uncovering the Civilizations of Greece and Rome

LC3 – CLAS102/LATN101
Exploring Ancient Rome
Noelle Carmichael/Brian Lush
LC4 – ENGL101/PSYC103
Left or “Write” Brained?
Marguerite Scott-Copeses/Adam Doughty
LC5 – FYSM158-001/MATH104
To Know a Freshman
David Gentry/Hope Florence
LC6 – BIOL111/PSYC103
Biology and Psychology for Pre-Professional Students
Deb Bidwell/Mark Hurd
LC7 – WGST200/POLS101
Sex, Politics and American Culture
Alison Piepmeier/Marguerite Archie-Hudson
LC8 – THTR176/GRAMT105
The Art of Business
Allen Lyndrup/David Desplaces
LC9 – CHEM111/BIOL111
Chemistry and Biology for Pre-Med Students
Pam Gelasco/Stephanie Dellis
LC10 – CHEM111/BIOL111
Chemistry and Biology for Pre-Med Students
Wendy Cory/Kathleen Janech
LC11 – POLS103/ENGL101
Writing and Thinking Politics
Helen Delfeld/Simon Lewis
LC12 – THTR176/GRMN101
German Exploration
Susan Kattwinkel/Morgan Koerner
LC13 – FYSM126-090/COMM104
Speaking for Public Education
Fran Welch/Paula Egelson/Tom Heeney

Spring ‘10

1. FYSM158-001 – The Psychology of Violence
Jen Wright - PSYC
2. FYSM156-001 – Starting Over: Using Post-apocalyptic Novels to Rethink the Social Contract
Claire Curtis - POLS
3. FYSM113-001 – The Individual, Family and State in the Western Tradition
Darryl Phillips – CLAS

Submitted by Susan Kattwinkel, Director of the First-Year Experience, 2/10/09
4. FYSM134-001 – Opportunities and Challenges in Medicine and Allied Health
   Michelle Futrell

LC1 – CHEM111/ENGL102
Thinking and Writing for Success in Science
Jim Deavor/Marie Fitzwilliam

LC2 – PHYS101/MATH111
Connecting Physics and Mathematics
Sorinel Oprisan/Sofia Agrest

LC3 – POLS103/ENGL102
World Politics: Explorations Through South African Literatures
Kea Gorden/Simon Lewis

LC4 – HIST104/ARTH104
Imagining Asia
Jeffrey Diamond/Mary Beth Heston

Total number participating departments: 20
Total number participating faculty: 58 (does not count faculty participating in more than one FYE class) 29 returning faculty, 29 new faculty

Classes from each school:
ARTS – 7
BUSINESS – 2
SCIENCE and MATH – 17 (16 faculty)
HSS – 25 (23 faculty)
EDUC – 3 (4 faculty)
LCWA - 7
THE ISSUE
State funding for PASCAL was reduced by 90% from $2 million to $200,000 in FY 2008-09.

THE GOAL
Convince the General Assembly to act on a request from the higher education community to restore PASCAL by providing $2.3 million for this statewide program in FY 2009-2010. This returns PASCAL’s purchasing power to its 2007-2008 level.

THE PROGRAM
Since 2004, PASCAL’s $2 million annual appropriation from the state has been used to develop and sustain two major programs:

- **PASCAL Delivers**, PASCAL Delivers, a rapid delivery service for books that vastly expands and leverages print-based knowledge statewide by providing a single, web-based, unified South Carolina academic libraries catalog.

- **Electronic Resources** – extremely cost-effective central licensing of core electronic resources for higher education.

THE IMPACT
These programs have vastly increased the knowledge available to the entire higher education community in South Carolina. With one or two clicks of a mouse, students and faculty at the College of Charleston can have books delivered rapidly from any academic library in the state – drawing from a virtual library of over 10 million volumes, or access millions of articles from thousands of electronic research publications.

THE VALUE
Is PASCAL effective? Absolutely! Last fiscal year, the College of Charleston paid $12,000 in dues to cover program administration. In turn, PASCAL spent $94,000 on behalf of the College. Given discounting available through statewide licensing, it would cost the college $189,611 to replace the content it is losing. Each dollar PASCAL has spent since 2004 has returned about $7 dollars in value in terms of access to resources. This 90% cut means «Institution» will pay more to get less.

THE SURVIVAL STRATEGY
PASCAL has been forced to cancel licenses for many resources, reduce the frequency of deliveries, and assess large increases in dues and fees. Unless we can reverse the huge cuts made in 2008-2009, PASCAL will not remain viable.

THE CALL TO ACTION
The Commission on Higher Education requested $2.3 million in additional funding to restore PASCAL’s purchasing power to the 2007-08 level.

Please make the restoration of PASCAL’s **full funding** a top priority for the College when you meet with our legislators.

South Carolina’s 51 colleges and universities need to speak in a unified voice to restore funding for this important statewide consortium beyond June 30, 2009. Please inform and encourage your colleagues to speak out for PASCAL.

To the South Carolina State Legislature:
Submitted by the College of Charleston Faculty Senate
Author: Faculty Library Committee

Purpose: To advocate the restoration of full funding for PASCAL by the South Carolina General Assembly.
Whereas, PASCAL is a statewide academic library consortium, of which the College of Charleston is a member, and

Whereas, PASCAL’s funding has been supported by the member colleges and the South Carolina General Assembly, and

Whereas, PASCAL has succeeded in serving the research needs of students by expanding access to information through a rapid delivery system and through access to online databases provided at consortial pricing and

Whereas, the state funding for PASCAL was decreased by 90% in FY2008-2009, necessitating increased fees by member colleges and reduced services and

Whereas, without a reinstatement of legislative funding, PASCAL will cease to exist in FY2009-2010, and

Whereas, the online and print materials provided by PASCAL will no longer be available to the majority of the 230,000 students and faculty of South Carolina institutions, and

Whereas, the South Carolina Commission on Higher Education Study Committee has identified PASCAL as “the best current example for sharing inter-institutional costs for technology in South Carolina,” and

Whereas, the Commission on Higher Education has recommended funding PASCAL at a cost of $2.3 million,

Whereas, the South Carolina General Assembly has the authority to reinstate PASCAL’s funding and to support the inter-institutional cooperation that serves the students and faculty of South Carolina’s colleges and universities, and

Whereas, the College of Charleston is a direct beneficiary of PASCAL’s resources having received access to over ten million books, 13,000 research publications and delivery of over 3,938 books. Therefore,

Be it enacted, by the College of Charleston Faculty Senate the following:

That, the College of Charleston Faculty Senate strongly appeals to the South Carolina General Assembly to Fund PASCAL at the $2.3 million amount recommended by the Commission on Higher Education.
Faculty Senate Resolution

Restore full funding to PASCAL
Partnership Among South Carolina Academic Libraries

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