From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 11 November 2008 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of Minutes of 10-07-08 Faculty Senate meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual

4. Unfinished Business
   - Motion to amend the duties of the Academic Planning Committee

5. New Business
   - Advisory Committee on Tenure, Promotion, and Third-Year Review
     --Proposal concerning the policy on departmental T & P panels
   - Resolution Regarding the Illegal Immigration and Reform Act
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

6. Constituents’ Concerns

7. Adjournment

A reception hosted by SGA will be held in the courtyard of the President’s house immediately after the meeting. All senators are invited.
Motion to amend the duties of the Academic Planning Committee

**Current Motion:** Revise Faculty By-laws to remove general education oversight from Academic Planning Committee

Duties: To consider and recommend long-range academic programs and goals for the College, including general education programs. To this end, the committee shall …

**Original Motion:** Revise Faculty By-Laws to change the duties of the Academic Planning Committee. (The original motion was proposed by Hugh Wilder at 1-Apr-08 Faculty Senate meeting devoted to general education proposals.)

Revise the Faculty By-Laws, Art. IV, Sect. 2.B.1.b as follows:

Duties: To consider and recommend long-range academic programs and goals for the College. [DELETE THE NEXT PHRASE IN THE ORIGINAL: "INCLUDING GENERAL EDUCATION PROGRAMS." THE TEXT OF THE SECTION WILL THEN CONTINUE WITH NO CHANGES.]
Advisory Committee on Tenure, Promotion, and Third-Year Review

A proposal to change the extra-departmental panel member workload policy with respect to departmental T&P panels

In light of recent requests from two departments, the Committee recommends the following Manual policy change.

The beginning of paragraph 3 of Manual section M.4 now reads:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year evaluation, the same individual from outside the department sits with departmental panel members for all cases.

The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
Resolution Regarding the Illegal Immigration and Reform Act

WHEREAS, the 2008 Illegal Immigration Reform Act (A280, R327, H4400) requires South Carolina’s public institutions of higher education to prevent illegal aliens from enrolling; and

WHEREAS, we have seen no evidence, neither statistical nor anecdotal, of illegal aliens enrolled at the College of Charleston, which renders this requirement more symbolic than material; and

WHEREAS, we know that the cost of bringing the College of Charleston into compliance with this requirement will be significant; and

WHEREAS, in these difficult economic times, the state is seeking to cut unessential expenses; and

WHEREAS, the legislature has not appropriated any money to pay for this provision of the law, and

WHEREAS, the legislature has just ordered the College to cut $4.9 million from its 2008/2009 budget, and

WHEREAS, the symbolism of this requirement, which publicizes the exclusion of a class of residents, harms the spirit of a public university; and

WHEREAS, to demand proof of citizenship of every student unnecessarily inconveniences those students and offends the liberty to which they are entitled; and

WHEREAS, if the Act were successful in excluding anyone, those likely to bear the brunt of its provisions would be the children of undocumented workers; and

WHEREAS, the children of undocumented workers are not responsible for their immigration status; and

WHEREAS, such children are likely to be poor, and the purposeful exclusion of the poor from higher education would contribute unintentionally to the perpetuation of an underclass within our borders; and

WHEREAS, symbolic gestures of exclusion are unbecoming a great people;

WE, the Faculty Senate of the College of Charleston, THEREFORE ask the President of the College of Charleston to work with the legislature for the repeal of that portion of the Illegal Immigration and Reform Act that deals with “Illegal immigrations and higher education” (Section 17).
Faculty Curriculum Committee

List of Proposals Approved by the Committee

Note: All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site

Computer Science

New Minor--Computational Thinking
Change Course--CSCI 112 Communication, Technology and the Internet
Change Course--CSCI 420 Principles of Compiler Design
Change Course--CSCI 362 Software Engineering
Change Course--CSCI 320 Programming Language Concepts
Change Course--CSCI 380 User Interface Development
Change Course--CSCI 470 Principles of Artificial Intelligence
Change Course--CSCI 334 Data Mining
Change Course--CSCI 462 Software Engineering
Change Course--CSCI 332 Database Concepts
Change Course--CSCI 325 Declarative Programming Languages
Delete course--CSCI 130 Visual Basic for Applications

Discovery Informatics

Delete course--DISC 201 Introduction to Databases and Data Mining

French

Change of Major--French and Francophile

German and Slavic Studies

New Course--RUSS 331 Business Russian
Change Minor--Russian Studies

Latin and Caribbean Studies

Change of Major--Latin and Caribbean Studies
Change of Minor--Latin and Caribbean Studies
Marketing and Chain Supply Management

Change of Major--BS International Business

Mathematics

New Course--MATH 445 Numerical Analysis

Delete course--MATH 545 Numerical Analysis I

Theatre

Change Minor--Scenography I

Change Minor--Scenography II
Proposal

Proposal to Change a Graduate Program: MS in accountancy

Report

The Faculty Senate met Tuesday evening (11 November 2008). Here are the highlights of the meeting. Full minutes will follow later.

--Provost Elise Jorgens announced that she is retiring at the end of the academic year (effective June 30, 2009).

--The motion to amend the duties of the Academic Planning Committee passed. The amendment will be presented to the faculty for ratification.

--The motion to change the policy on departmental T & P panels with regard to extra-departmental panel members was remanded to the Committee on the By-Laws and Faculty/Administration Manual for review.

--The Senate endorsed the resolution pertaining to the Illegal Immigration and Reform Act.

--All proposals from the Curriculum Committee passed, except two involving Latin American and Caribbean Studies (a proposal to change the major and a proposal to change the minor). Both of these proposals failed.

--The proposal from the Committee on Graduate Education, Continuing Education, and Special Programs passed.
Oct. 24, 2008

To: Faculty Senate & Committee on the By-laws & Faculty/Administration Manual
From: Richard Nunan,
      on behalf of President’s Advisory Committee on Tenure & Promotion
RE: A procedural recommendation concerning departmental T&P panels

Extra-departmental panel member workload policy
In light of recent requests from two departments, the Committee recommends the following Manual policy change.
The beginning of paragraph 3 of Manual section IV.D.4 (top of p. 121 in new online version of the Manual) now reads:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases.

The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help ensure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
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: Computer Science

2. Course Number and Title: CSCI 112 Communications Technology and the Internet

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Prerequisites = NONE

5. Justification for Change(s):

   Prerequisite change: Students are far more computer literate in 2008 and ready to study this subject matter directly from high school.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      n/a

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   NO

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 01-8-08

9. Signature of Dean of School:

[Signature]

Date: Sept. 11, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/22/08

11. Signature of Faculty Senate Secretary:

[Signature]

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 a Course

**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: **Computer Science**

2. Course Number and Title: **CSCI 320 Programming Language Concepts**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of**

   “**CSCI 230 and MATH 207**”

   to

   “**CSCI 221 and MATH 207**”

5. Justification for Change(s):

   This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from **CSCI 230 Data Structures and Algorithms** to **CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 320.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

       **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

   ________________________________
   Christopher W. Stern

   Date: 9-19-08

9. Signature of Dean of School:

   ________________________________
   ________________________________
   Date: Sept. 22, 2008

10. Signature of Curriculum Committee Chair:

   ________________________________

   Date: 12/3/08

11. 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.
Proposal to Change a Course

**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: **Computer Science**

2. Course Number and Title: **CSCI 325 Declarative Programming Languages**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of**

   “**CSCI 230 and MATH 207**”

   to

   “**CSCI 221 and MATH 207**”

5. Justification for Change(s):

   This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 325.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?  
   a) [ ] yes  [x] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:  
      NA

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.  
   NO

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

__________________________

Date: 07-19-08

9. Signature of Dean of School:

__________________________

Date: 08-22-08

10. Signature of Curriculum Committee Chair:

__________________________

Date: 10-23-08

11. 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.
Proposal to Change a Course

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: Computer Science

2. Course Number and Title: CSCI 332 Database Concepts

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change current prerequisite of "CSCI 230 and MATH 207" to "CSCI 221 and MATH 207"

5. Justification for Change(s):

   This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 332.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      NA

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   ☒ NO

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]

Date: 9-19-08

9. Signature of Dean of School:

[Signature]

Date: Sept. 22, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/23/08

11. Signature of Faculty Senate Secretary:

[Signature]

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.
Proposal to Change a Course

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: Computer Science

2. Course Number and Title: CSCI 334 Data Mining

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change current prerequisite of "CSCI 230 and MATH 207" to "CSCI 221, MATH 207 and MATH 250"

5. Justification for Change(s):

   Three developments justify these changes. 1) Spring 2007 approvals of course changes shifted critical topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. 2) consequently the earlier maturation of CSCI 221 students helps satisfy the requirements for CSCI 334. 3) an increased need for knowledge of statistical methods warrants the addition of MATH 250 Statistical Methods I.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [ ] yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      NA

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   NO

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

Christy Lam

Date: 9-19-08

9. Signature of Dean of School:

George J. Bacon

Date: Sept. 28, 2008

10. Signature of Curriculum Committee Chair:

R. C.

Date: 12/23/08

11. 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.
Proposal to Change a Course

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: **Computer Science**

2. Course Number and Title: **CSCI 362 Software Engineering**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of**
   **"CSCI 230 and MATH 207"**
   **to**
   **"CSCI 221 and MATH 207"**

5. Justification for Change(s):

   This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 362.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ✗ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]

Date: 9-19-08

9. Signature of Dean of School:

[Signature]

Date: Sep 23, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/23/08

11. Signature of Faculty Senate Secretary:

[Signature]

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.
Proposal to Change a Course

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: Computer Science

2. Course Number and Title: CSCI 380 User Interface Development

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change current prerequisite of "CSCI 230 and MATH 207 or permission of the instructor" to "CSCI 221 and MATH 207 or permission of the instructor"

5. Justification for Change(s):

   This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 380.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      NA

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

      NO

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

___ _____________

Date: _____________

9. Signature of Dean of School:

___ _____________

Date: _____________

10. Signature of Curriculum Committee Chair:

___ _____________

Date: _____________

11. 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.
Proposal to Change a Course

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: **Computer Science**

2. Course Number and Title: **CSCI 420 Principles of Compiler Design**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of "CSCI 320 and MATH 307" to "CSCI 230, CSCI 320 and MATH 307"**

5. Justification for Change(s):

   **This course has direct dependencies on topics taught in CSCI 230 Data Structures and Algorithms. If the proposed change to the prerequisites for CSCI 320 Programming Language Concepts is approved (dropping CSCI 230 as a prerequisite for CSCI 320), then CSCI 230 must be explicitly listed as a prerequisite for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]

Date: 9-19-08

9. Signature of Dean of School:

[Signature]

Date: Sept. 22, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/23/08

11. Signature of Faculty Senate Secretary:

[Signature]

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.
Proposal to Change a Course

**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: **Computer Science**

2. Course Number and Title: **CSCI 462 Software Engineering**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of  
   "CSCI 360 or CSCI 362"
   to  
   "CSCI 230 and either CSCI 360 or CSCI 362"**

5. Justification for Change(s):

   **This course has direct dependencies on topics taught in CSCI 230 Data Structures and Algorithms. If the proposed change to the prerequisites for CSCI 360 Software Architecture and Design is approved (dropping CSCI 230 as a prerequisite for CSCI 360), then CSCI 230 must be explicitly listed as a prerequisite for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

      **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]

Date: 07/09/08

9. Signature of Dean of School:

[Signature]

Date: Apr 22, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/22/08

11. Signature of Faculty Senate Secretary:

[Signature]

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.
Proposal to Change a Course

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: **Computer Science**

2. Course Number and Title: **CSCI 470 Principles of Artificial Intelligence**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisites of**
   "CSCI 320 and MATH 307"
   **to**
   "CSCI 230 and MATH 307"

5. Justification for Change(s):

   **CSCI 470 has direct dependencies on topics taught in CSCI 230 Data Structures and Algorithms. If the proposed change to the prerequisites for CSCI 320 Programming Language Concepts is approved (dropping CSCI 230 as a prerequisite for CSCI 320), then CSCI 230 must be explicitly listed as a prerequisite for this course. CSCI 320 is being dropped to accommodate Discovery Informatics majors.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes   x no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

________________________

Date: 9/19/08

9. Signature of Dean of School:

________________________

Date: 9/22/08

10. Signature of Curriculum Committee Chair:

________________________

Date: 9/25/08

11. 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.
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): **German and Slavic Studies**

2. Name of the Minor/Concentration: **Russian Studies**

3. Semester and year in which degree change(s) will go into effect: **Spring 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):
   
   **After the new course is approved, the change listed below to be made in the Catalog Description of the minor:**

   **New required Courses:**

   **Under electives:**
   Add RUSS 331 Business Russian

5. Justification for Change(s):

   **One course represents an expansion of the program to meet the needs and changing requirements of students.**

(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: 10-3-08

7. Signature of Dean of School:

   [Signature]

   Date: 10/7/08

8. Signature of Provost:

   [Signature]

   Date: 10/7/2008

9. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 10/30/08

10. Signature of Faculty Senate Secretary:

    [Signature]

    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.
Program Directors:
Dr. Svetlana Owes, Dept of German & Slavic Languages
E-mail: owenssg@cofc.edu
Prof. Raisa Gomer, Coord. of Russian Program
E-mail: gomerr@cofc.edu

Courses Offered:
(students enroll in both courses)

RUSS 102: Elementary Russian
RUSS 202: Intermediate Russian
LTRS 210: 19th Century Russian Literature in Translation

Dates of Program:
Maymester 2009

Program Fee:
$4,490
(fee is estimated and does not include tuition)

For information and to apply contact:
Julie Swigert, Study Abroad Coordinator, Center for International Education
E-mail: Swigertj@cofc.edu
Phone: 843-953-7823

See reverse side for more information
September 29, 2008

Professor Gomer
Russian Studies
College of Charleston
66 George Street
Charleston, SC

Dear Professor Gomer,

I am delighted to support the course titled Russian for Business as a permanent offering for the Russian Studies minor at the College of Charleston.

Russian studies as well as the Russian language have the potential of getting a great deal of attention from our students especially the ones that will be majoring in International Business. Many students who are considering the major ask what language or countries have the greatest potential. I always cite Russia as the second best after China.

We look forward to working with you and your colleagues in the future including assisting in the development of future study abroad opportunities.

Sincerely,

[Signature]

David Desplaces, Ph.D.
International Business Program Director
October 6, 2008.

Dear Dr. Owens,

The department of French and Francophone Studies supports the creation of RUSS 331. We believe it is an important course that will tap into students’ interest in Russian affairs, especially in how business is conducted in Russia. It is also a course that will attract more students to the Russian program.

As the director of Languages and International Business program, I am delighted to see this course proposed as it will address questions I receive from students wanting to choose Russian with business content for their minor. The course will meet the requirements of a minor in Language and International Business and will also serve as a minor for an International Business major.

Regards,

Godwin Okebaram Uwah, Chair
Department of French and International Business &
Director, Language and International Business program
COLLEGE OF CHARLESTON
SCHOOL OF LANGUAGES, CULTURES, AND WORLD AFFAIRS

RUSSIAN STUDIES PROGRAM
BUSINESS RUSSIAN
RUSS 331 001

РУССКИЙ ДЛЯ БИЗНЕСА

COURSE SYLLABUS
INSTRUCTOR: SVETLANA G. OWENS

SPRING 2009
CHARLESTON, SC
<table>
<thead>
<tr>
<th>Course sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>J C Long Room 428</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:owenssg@cofc.edu">owenssg@cofc.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>Office: (843) 953-1995</td>
</tr>
<tr>
<td>Office hours</td>
<td>by appointment</td>
</tr>
<tr>
<td>Russian Language</td>
<td><a href="http://lcwa.cofc.edu/russian">http://lcwa.cofc.edu/russian</a></td>
</tr>
<tr>
<td>Russian Studies Minor</td>
<td><a href="http://lcwa.cofc.edu/russian/minor.html">http://lcwa.cofc.edu/russian/minor.html</a></td>
</tr>
<tr>
<td>Language lab</td>
<td>The Language Lab is located in room 225 of the ECTR. You will have to use the computer to work with the dialogues. I recommend at least one hour a week. The College Skills lab is located on the first floor of the new Addlestone library. It is available to all students who would like tutoring. It is free to all C of C students. For more information, go to <a href="http://www.cofc.edu/~csl">www.cofc.edu/~csl</a></td>
</tr>
<tr>
<td>Course goals</td>
<td>Mastering the form and content of practical business communication with Russian businesses.</td>
</tr>
</tbody>
</table>
| TEXTBOOK              | Contemporary Business Russian  
Ksenia V. Muratova, Mary E. Theis & Andrew Felkay 1997  
| Course structure      | Instructional methods consist of lectures, in-class discussions, case studies. |
| Course description    | The course is aimed at all students of Russian who are interested in doing business in Russia and for all students who seek an up-to-date, structured approach to more advanced levels of discourse. The course provides the linguistic tools for performing many typical business functions in actual business contexts with a focus on Russian business language, enhanced by cultural material and selected readings along with student presentations; social/political/cultural issues as they differ in Russia will also be examined. Readings and discussions are in Russian.  

**Business Communication and Vocabulary**  
Oral communication and comprehension of the contemporary Russian business world. Topics of study include economics, international trade, and a lexicon of entrepreneurship.  

**Documents**  
Analysis and preparation of documents including actual commercial documents, basic business letters, contracts, and banking documents; visa application, custom declaration, opening a bank account, drawing up contracts, etc.  

**Texts** accompanied by questions based on readings, and written assignments to develop proficiency in reading and writing.
Dialogues are practical and business-oriented.

Grammar: prepares student to understand the language of business through a variety of complex sentence structures necessary for business and many other types of communication.

Oral Presentations contain business-related topics, including relevant economic, cultural, social and political issues. They are aimed at creating an awareness of the Russian business environment and highlighting cultural differences that can lead to misunderstandings: gender relations, attitudes toward jobs and colleagues. Five to ten minute presentation on a topic. Oral presentation is prepared by a student or a group of students for each lesson.

Compositions (5-19 complex sentences) will be based on some proverbs that Russians are so fond of using.

| Final Paper  | Points- 100 Length: Minimum 2 pages single-spaced. Layout: This is a business document. Include cover sheet, text, maps or visual aids as needed. The international business country profile is intended as a business brief for an executive to read en route to Russia. Examples are: Business customs, major export/imports, demographics, geography, (weather, climate, leisure activities, time changes, foreign exchange info, etc). Your assignment is to write at a minimum a two page brief on the country of Russia. Include information you think your boss needs to know. There are many websites on international business.Here are a few: The CIA World Fact Book, Country Commercial Guides, MSU CIBER, United Nations Social Indicators, Web of Culture. Or go to http://trade.gov/index.asp |

| Attendance policy | You are expected to attend all classes. Your participation in every class is important. Your grade will be reduced if you miss more than 1 class. You will be dropped from the class if you miss more than 2 classes without an excuse from the undergraduate Dean. You will earn Extra Credit if you do not miss any classes. You are responsible for all materials covered in class and all outside assignments. |

| Extra Credit | Don’t miss any classes (see above)! Follow events in Russian politics, culture, etc., and discuss them in class. |

| Preparation for class | You will be asked to do a lot of reading and writing at home. Please come prepared. You are responsible for studying the vocabulary on your own, and also for preparing (in Russian) any questions you may have. |

| Final exam Country Profile | There will be a final exam in the form of interview. There are no exemptions from the exam. The exam covers the entire semester’s work. |

| Final exam date | |

3
Course evaluation: Students will be evaluated on their ability to read, write, speak and critically think about Russian business issues. Class participation in discussion and case studies is necessary. Your grade for the course is determined by the following:

1. Two Power Point “Awareness” Presentation 5 points each 10%
2. Classroom discussion 2 points each class 20%
3. 10 Vocabulary quizzes 1.5 points each 15%
4. 10 Grammar Quizzes (written form) 1.5 points each 15%
5. 10 Case Studies through Phrases: 1.5 points each 15%
6. Final Exam: Interview 25%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 87</td>
</tr>
<tr>
<td>B</td>
<td>86 - 83</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>68 - 69</td>
</tr>
<tr>
<td>D</td>
<td>66 - 67</td>
</tr>
<tr>
<td>D-</td>
<td>61 - 65</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 61</td>
</tr>
</tbody>
</table>

Honor Code
I enforce without exception the College of Charleston’s Honor System and Classroom Code of Conduct as provided in the Student Handbook. By choosing to enroll in this course, you indicate that you understand the Honor Code and are going to abide by it. If you are not certain about the definition of plagiarism, ask me. Any student found in violation of the Honor Code will automatically receive an “F” for this course regardless of previous performance.

The Syllabus is subject to change as dictated by special circumstances.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>M19</td>
<td>Martin Luther King holiday observed</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 3 W 21 | Reading: Review  
**LESSON 2**
Historical Awareness: The Most Famous Events of Russian History. XX Century.  
/Power Point Presentation  
Dialogue 1: В машине  
Document: Пропуск для гостиниц  
| Vocabulary  
Language Lab: В машине  
Document: Пропуск для гостиниц  
Write a short composition based on a proverb (2-5 sentences) |
| 4 M 26 | Dialogue 2: В гостинице  
Effective Business Communication: Complex Sentences with the Relative Pronoun, Который  
Explain a joke  
| Vocabulary  
Language Lab: В гостинице  
Effective Business Communication: Complex Sentences with the Relative Pronoun, Который  
Reading: Савва Морозов |
| 5 W 28 | Reading: Савва Морозов  
Review  
| Oral Presentation  
Write a short composition based on a proverb |
| 6 Feb M 2 | **LESSON 3**
Cultural Awareness: Gender Relations in Russia  
Dialogue 1: В номере  
Effective Business Communication: Adjectival Participles: Present Active  
Adjectival Participles, Past Active  
Adjectival Participles  
| Vocabulary  
Language Lab: В номере  
Утром  
Effective Business Communication: Present Active Adjectival Participles, Past Active Adjectival Participles  
Reading 1: Деловая женщина |
| 7 W 4 | Explain a joke  
Dialogue 2: Утром  
Reading 1: Деловая женщина  
Effective Business Communication: Adjectival Participles: Present Passive  
Adjectival Participles, Past Passive  
Adjectival Participles  
| Vocabulary  
Language Lab: Утром  
Reading 2: Бостонская компьютерная биржа  
Effective Business Communication: Adjectival Participles: Present Passive  
Adjectival Participles, Past Passive  
Adjectival Participles  
Write a short composition based on a proverb |
| 8 M 9 | Reading 2: Бостонская компьютерная биржа  
Effective Business Communication: Passive Participial Phrases  
Review  
**LESSON 4**
Political Awareness: Persons of Consequences in Russia/Power Point Presentation  
Dialogue 1: На фирме  
| Vocabulary  
Language Lab: На фирме  
Effective Business Communication: Passive Participial Phrases |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Class Activity</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 W</td>
<td>11</td>
<td></td>
<td>Dialogue 2: В кабинете</td>
<td></td>
</tr>
<tr>
<td>11 W</td>
<td>18</td>
<td></td>
<td>LESSON 5 Informational Awareness: Russian Web. /Power Point Presentation</td>
<td></td>
</tr>
<tr>
<td>12 M</td>
<td>23</td>
<td></td>
<td>Dialogue: В банке 2</td>
<td></td>
</tr>
<tr>
<td>13 W</td>
<td>25</td>
<td></td>
<td>Effective Business Communication: Use of Present and Past Adverbal Participles</td>
<td></td>
</tr>
<tr>
<td>14 Mar</td>
<td>9</td>
<td></td>
<td>Reading 2: Деловые Люди LESSON 6 Cross-Cultural Awareness: Paralinguistic Differences and Behavior Patterns. /Power Point Presentation</td>
<td></td>
</tr>
<tr>
<td>15 W</td>
<td>11</td>
<td></td>
<td>Effective Business Communication: Expressing Purpose in Simple and Complex Sentences</td>
<td></td>
</tr>
</tbody>
</table>

*Document: Примерный договор о создании и деятельности совместного предприятия  
Effective Business Communication: Short Form Passive Adjectival Participles Explain a joke  
Reading: Восстановление Китай-города  
Vocabulary  
Language Lab: В кабинете  
Effective Business Communication: Passive Participle Phrases Short Form  
Passive Adjectival Participles  
Reading: Восстановление Китай-города  
Vocabulary  
Write a short composition based on a proverb  
Vocabulary  
Document: Депозитный договор  
Vocabulary  
Language Lab: В банке 1  
Effective Business Communication: Present and Past Adverbial Participles  
Reading: Лизинг  
Language Lab: В банке 2  
Vocabulary Reading 2: Деловые люди  
Write a short composition based on a proverb  
Vocabulary  
Language Lab: Приглашение в ресторан  
Reading 1: Институт Катона  
Vocabulary  
Effective Business Communication: Expressing Purpose in Simple and Complex Sentences  
Reading 1: Институт Катона  
Explain a joke  
Review.  
Vocabulary  
Effective Business Communication: Expressing Purpose in Simple and Complex Sentences  
Reading 2: Кайманы Агро Федриго  
Write a short composition based on a proverb
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>LESSON 7</strong> Social and Economic Issues Awareness: Russian Oligarchs, corruption and the underground economy, the investment climate /Power Point Presentation Dialogue 1: Выбор ресторана Effective Business Communication: Expressing Cause and Effect in Simple Business Sentence. Adverbial Phrases indicating cause in simple sentences</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>M</td>
<td>23</td>
<td>Reading 2: Скучная жизнь самого богатого человека Review</td>
<td>Vocabulary Write a short composition based on a proverb</td>
</tr>
<tr>
<td>20</td>
<td>M</td>
<td>30</td>
<td>Effective Business Communication: Complex sentences with Subordinate Clauses that Express Time. Reading 1: Андрей Чанов. Explain a joke</td>
<td>Vocabulary Effective Business Communication: Complex sentences with Subordinate Clauses that Express Time. Reading 2: Молодые российские бизнесмены будут стажироваться в США Write a short composition based on a proverb</td>
</tr>
<tr>
<td>21</td>
<td>Apr.</td>
<td>W1</td>
<td>Reading 2: Молодые российские бизнесмены будут стажироваться в США Review <strong>LESSON 9</strong> Etiquette Awareness: Telephone Conversation Patterns /Power Point</td>
<td>Vocabulary Language Lab: Разговор по телефону Reading 1: Где делать бизнес? Некоторые перспективные города России</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>22</td>
<td>M</td>
<td>6</td>
<td>Effective Business Communication: <em>Expressing Place in Complex Sentences</em> Explain a joke</td>
<td>Vocabulary: Effective Business Communication: <em>Expressing Place in Complex Sentences</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading 1: Где делать бизнес? Некоторые перспективные города России</td>
<td>Reading 2: Деловые письма</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review</td>
<td>Write a short composition based on a proverb</td>
</tr>
<tr>
<td>24</td>
<td>M</td>
<td>13</td>
<td>Oral presentation: Город России для бизнеса LESSON 10</td>
<td>Vocabulary: Language Lab: Заключительные переговоры</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Present and Future Development</td>
<td>Reading: Из истории Российского предпринимательства</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Awareness: Successful investments and Perspectives of Russian Business Resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dialogue: Заключительные переговоры</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading 1 : Из истории Российского предпринимательства</td>
<td>Effective Business Communication: <em>Explanations in Complex Sentences</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Explain a joke</td>
<td>Write a short composition based on a proverb</td>
</tr>
<tr>
<td>26</td>
<td>M</td>
<td>20</td>
<td>Reading 2 : Деловые письма Review</td>
<td>Vocabulary: Write Resume</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Resume</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>W</td>
<td>22</td>
<td>Get ready for the job Interview</td>
<td>Get ready for the job interview. Questions for the Interview</td>
</tr>
<tr>
<td>28</td>
<td>M</td>
<td>27</td>
<td>The International Country Profile due in written form</td>
<td>Study for the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Get ready for the Job Interview (Exam)</td>
<td>Get ready for the Job Interview (Exam)</td>
</tr>
</tbody>
</table>

**FINAL EXAM:**

INTERVIEW « COUNTRY PROFILE »


**Required Websites:**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Name of a student(s) (Please, print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 1 Ethnographical Awareness: Russian Federation /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>Jan. 14</td>
<td>1.</td>
</tr>
<tr>
<td>1a.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>LESSON 1 Culture in Language: National Concepts, Phrases, Proverbs and Sayings /Power Point Presentation</td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>LESSON 2 Historical Awareness: The Most Famous Events of Russian History. XX Century. /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>3.</td>
<td>Feb. 2</td>
<td>1.</td>
</tr>
<tr>
<td>LESSON 3 Cultural Awareness: Gender Relations in Russia</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>Feb. 9</td>
<td>1.</td>
</tr>
<tr>
<td>LESSON 4 Political Awareness: Persons of Consequences in Russia /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>5.</td>
<td>Feb. 18</td>
<td>1.</td>
</tr>
<tr>
<td>LESSON 5 Informational Awareness: Russian Web. /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>LESSON 6 Cross-Cultural Awareness: Paralinguistic Differences and Behavior Patterns. /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>7.</td>
<td>March 16</td>
<td>1.</td>
</tr>
<tr>
<td>LESSON 7 Social and Economic Issues Awareness: Russian Oligarchs, corruption and the underground economy, the investment climate /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>LESSON 8 Informational Awareness: Russian Media / Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>9.</td>
<td>April 1</td>
<td>1.</td>
</tr>
<tr>
<td>LESSON 9 Etiquette Awareness: Telephone Conversation Patterns /Power Point Presentation</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>10.</td>
<td>April 13</td>
<td>1.</td>
</tr>
<tr>
<td>LESSON 10 Present and Future Development Awareness: Successful investments and Perspectives of Russian Business</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
ORAL PRESENTATION GRADING SCALE

**Grammar – 40 points total**

- (40) Very few or no errors for the targeted grammatical structures and concepts/topic; very good control of patterns, no weakness that causes misunderstanding.
- (35) Occasional errors of the targeted grammatical structures showing imperfect control of some patterns, but no weakness that causes misunderstanding.
- (30) Frequent errors of targeted grammatical structures showing some major patterns uncontrolled and causing occasional misunderstanding.
- (27) Constant errors showing control of very few targeted grammatical structures and frequently causing misunderstanding.
- (25) Grammar almost entirely inaccurate for the concepts/topic and frequently causing misunderstanding.

**Vocabulary – 30 points total**

- (30) Vocabulary is broad and precise. Extensive use of targeted vocabulary studied in class. Words appropriate for concepts/topic. Little or no evidence of English interference.
- (25) Vocabulary lacks variety but is accurate. Adequate use of targeted vocabulary. Words usually appropriate for concepts/topic. Meaning mostly clear but some evidence of English interference.
- (23) Vocabulary very limited, with overuse of imprecise or vague terms. Words sometimes inappropriate for the concepts/topic. Meaning often confused and English interference evident.
- (20) Vocabulary extremely limited and inaccurate. Words often inappropriate for concepts/topic. English interference frequent; or not enough vocabulary to evaluate.

**Fluency – 30 points total**

- (30) Speech is effortless and smooth, with very few instances of unevenness caused by rephrasing or searching for words. Equal participation in the conversation by the speaker.
- (25) Speech is occasionally hesitant, with some unevenness caused by rephrasing and searching for words. Slightly less participation in the conversation.
- (23) Speech is frequently hesitant and uneven. Some sentences may be left uncompleted. Much less participation in the conversation than the other student(s).
- (20) Speech is very slow and fragmentary. Many sentences are left uncompleted. Almost no participation in the conversation.
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): Theatre

2. Name of the Minor/Concentration: Scenography I

3. Semester and year in which degree change(s) will go into effect: Spring 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):
   
   Change name of concentration (currently Scenography I) to Costume Design and Technology.

5. Justification for Change(s):
   
   After completing the accreditation process with the National Association of Schools of Theatre it was recommended that the names of our technical oriented concentrations be changed to be more consistent between concentration title and content.

(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: Oct. 2, 2008

7. Signature of Dean of School: [Signature]
   Date: 10/2/08

8. Signature of Provost: [Signature]
   Date: 10-5-2008

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 10/30/08

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 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): **Theatre**

2. Name of the Minor/Concentration: **Scenography II**

3. Semester and year in which degree change(s) will go into effect: **Spring 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):
   
   **Change name of concentration (currently Scenography II) to Scenic/Lighting Design and Technology.**

5. Justification for Change(s):

   **After completing the accreditation process with the National Association of Schools of Theatre it was recommended that the names of our technical oriented concentrations be changed to be more consistent between concentration title and content.**

(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: 

Date: Oct 2, 2008

7. Signature of Dean of School: 

Date: 10/2/08

8. Signature of Provost: 

Date: 10-5-2008

9. Signature of Curriculum Committee Chair:


Date: ____________________________

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.
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Marketing and Supply Chain Management

2. Degree: BS in International Business

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

4. Change(s) Desired: We are seeking the following changes to the major:

   a. Add Study Abroad experience as part of IB major graduation requirement

   b. Remove MGMT 322 (International Business) as option for required International Business elective

5. Justification for Change(s):

   a. Add Study Abroad experience as part of International Business major graduation requirement: One of the School of Business and Economics’ learning goals is to develop a student’s global perspective. Therefore, all School of Business and Economics’ students are exposed to global business practices in current core general business courses like MGMT 301 (Management and Organizational Behavior), FINC 303 (Business Finance), MKTG 302 (Marketing Concepts), and ECON 200 (Principles of Microeconomics)/201 (Principles of Macroeconomics). The International Business faculty feels strongly that if a student shall graduate with a degree in International Business from the College of Charleston he/she should have traveled once overseas as part of their studies.

   Furthermore, the International Business faculty unanimously agree that any study abroad requirement for the International Business major must at a minimum be four weeks in length in the foreign country(ies).

The College of Charleston offers many options for students wishing to study abroad. Study abroad programs must be approved by the Center for International Education with courses being approved by the respective departments. There are four types of programs offered by the College of Charleston. The most desirable offerings are semester long programs in Santiago, Chile; La Rochelle, France; Buenos Aires, Argentina; Havana, Cuba; and Trujillo, Spain. It also offers summer programs taught by CoFC faculty that are at a minimum four weeks in length in Austria, Germany, Italy, France, Peru, Spain and Turkey. The College also has bi-lateral program agreements with universities in Argentina, Austria, Australia, The Bahamas, Brazil, Chile, Costa Rica, Denmark, France, Germany, Italy, Japan, Mexico, New Zealand, The Netherlands, Spain, Sweden, Thailand, and the UK. Lastly, students have the options to enroll in a program offered by a study abroad program provider or by another university. All courses taken by students must be approved prior to departure by their respective schools/departments.

(Form was approved by FCC on 4/18/06 and replaces all others.)
Program fees for CofC sponsored international experience courses range in prices. A tuition exchange and normal living expenses reflect the normal cost of education at the College of Charleston. For example, the La Rochelle program costs $4900, which includes airfare, housing with breakfast and dinner, insurance and excursions for a full semester (tuition is charged at the normal CofC rate). Since scholarships are currently available through the Office of International Education for up to $1,500 per student (determined based on needs), it is our belief that this new requirement would not be a significant imposition for our students and would significantly strengthen the marketability of our graduates as we prepare them to compete in the market place.

If approved, the catalogue should read: “The international business degree program requires a study abroad experience. Study abroad experience is defined as any approved study abroad course or program, within or outside of the major’s courses, which takes place in a foreign country(ies) that is at a minimum four weeks in length.”

b. Removal of MGMT 322 (International Business) as option for required International Business elective: This course is a survey course beneficial for most of our undergraduate students as it provides an overview about international business practices. However each of the topics covered in MGMT 322 (International Business) are covered in more depth in the core International Business courses (MKTG 326 – International Marketing, FINC 382 – International Financial Markets, MGMT 325 – International Management, MGMT 409 – Global Strategic Management). Students have reported redundancy and significant overlaps of course content between MGMT 322 (International Business) and International Business core courses like MKTG326 (International Marketing), FIN 382 (International Financial Markets), MGMT 325 (International Management) and MGMT 409 (Global Strategic Management).

(Commentary approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 4-28-08

7. Signature of Dean of School: [Signature]
   Date: 4-28-08

8. Signature of Provost: [Signature]
   Date: 9/22/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 12/31/08

10. Signature of Budget Committee Chair: [Signature]
    Date: [Signature]

11. Signature of Planning Committee Chair: [Signature]
    Date: [Signature]

12. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by
    the Registrar to:
    1. Department Chair or Program Director
    2. Business Affairs Office (establishes course fee structure in
       SIS, referral to Board for necessary approval)
    3. College Relations (addition to Undergraduate Catalog)
    4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
    5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 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: French and Francophone Studies

2. Degree: B.A. French and Francophone 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 French majors to take THREE 400 level courses

   B. Add:
      FREN 495: Capstone Seminar (required of all majors)

   C. Change description of Major (to be made under "Core Courses" in item 3 of the catalog description for the Major):
      1) Substitue with: "Students can now take any combination of THREE courses."
      2) Delete: "At least two of these courses must be in a century...category and/or genre category"

5. Justification for Change(s):
   We have changed our name and our focus to French and Francophone Studies instead of just French. In order to insure that our students have a broader, Francophone-based course of study, we have deleted two of our course 300-level courses and created two Francophone courses and also created a capstone course.

(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: 9-25-08

7. Signature of Dean(s) of School:

Date: 9-24-08

8. Signature of Provost:

Date: 10/7/2008

9. Signature of Curriculum Committee Chair:

Date: 10/30/08

10. Signature of Budget Committee Chair:

Date: ___________________

11. Signature of Planning Committee Chair:

Date: ___________________

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 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. Change requirement for double major in non-inter-disciplinary major to minor in non-interdisciplinary minor

   B. Reduce the number of credit hours that can be double counted in any one discipline for the major from 12 to 9

   C. Require LACS majors to take six semesters (or the equivalent) of language study in Spanish, Portuguese or French. Students may take six semesters in one language or four semesters in one and two in the other (students currently are required only to fulfill their language requirement in Spanish or Portuguese)

   D. Add:
      FREN 320 A Survey of Francophone Literature
      FREN 326 A Survey of Francophone Civilization
      To LACS major courses under "Electives"

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

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

   G. 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):
   The rationale for the double major was to insure that students receive a grounding in a discipline and requiring that students minor will continue to insure that this is the case while allowing them to fulfill the additional requirements. The reduction in double counted hours

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

makes the overlap of disciplinary courses the same as the LACS minor.

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 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 covers much of the same ground as ANTH 266 which is unlikely to be offered again.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

Date: 9/23/08

7. Signature of Dean(s) of School:

Date: 9/22/08

8. Signature of Provost:

Date: 9/23/2008

9. Signature of Curriculum Committee Chair:

Date:

10. Signature of Budget Committee Chair:

Date:

11. Signature of Planning Committee Chair:

Date:

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): Latin American and Caribbean Studies
2. Name of the Minor/Concentration: 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):
   - **Add:**
     - FREN 320 A Survey of Francophone Literature
     - FREN 326 A Survey of Francophone Civilization
   - **To LACS minor courses under “Electives”**
5. Justification for Change(s):
   - FREN 320 and 326 contains 1/3 content on the French Caribbean, a focus of the LACS program.

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

6. Signature of Department Chair or Program Director:

[Signature]

Date: [Date]

7. Signature of Dean of School:

[Signature]

Date: 9/22/08

8. Signature of Provost:

[Signature]

Date: 9/23/2008

9. Signature of Business Affairs Official:

[Signature]

Date: [Handwritten: not needed]

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/30/08

11. Signature of Faculty Senate Secretary:

[Signature]

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.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Computer Science

2. Course Number and Title: CSCI 130 Visual Basic for Applications

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: Course was last offered in Fall 2006. The DISC minor has dropped this course as a requirement.

6. Signature of Department Chair

   Christopher W. Stout

   or Program Director:
   Date: 2/21/08

7. Signature of Dean of School: E. Moon
   Date: 2/29/08

8. Signature of Provost: Susan J. needles
   Date: 3/12/2008

9. Signature of Curriculum Committee Chair:
   Date: 3/1/08

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Proposal to Delete a Course

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: **Computer Science**

2. Course Number and Title: **DISC 201**

3. When will Course Deletion become effective? **Spring 2009**

4. Justification for Deleting the Course: **Course has never been offered due to low demand. The DI minor has been changed to remove this course as a requirement.**

5. Is the course part of any other degree or Program? If so, what department? A letter of support for the deletion and a Change of Major/Minor form will be required from the affected department. **No**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Delete a Course

6. Signature of Department Chair or Program Director: 
   
   
   Date: 9/25/08

7. Signature of Dean of School: 
   
   
   Date: Sept. 29, 2008

8. Signature of Provost: 
   
   
   Date: Oct. 5, 2008

9. Signature of Curriculum Committee Chair: 
   
   
   Date: 10/23/08

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 9/1/08 and replaces all others.)
Proposal to Change a Course

1. Department: **MATHEMATICS**

2. Course Number and Title: **MATH 545 Numerical Analysis 1**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   1. Delete from Undergraduate Catalog, making it a graduate course only, contingent on the addition of MATH 445.
   2. Modify catalog description as in attachment MATH545-proposal.

5. Justification for Change(s):

   1. If MATH 445 is added, there will be no normal need for undergraduates to take the similar course MATH 545. They could still take it with permission in special cases.
   2. The strict prerequisites of undergraduate courses are inappropriate for a graduate courses; slight topic changes are justified in the above mentioned document.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) yes  no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   Yes.
   
   Its role in the Mathematics M.S program would be unaffected by this change.
   Its current role in the Actuarial Studies Track of the Math Major would be replaced by MATH 445, though with completion of MATH 545 still acceptable.
8. Signature of Department Chair or Program Director:

__________________________ Date: 10-21-08

9. Signature of Dean of School:

__________________________ Date: ____________

10. Signature of Curriculum Committee Chair:

__________________________ Date: 10/30/08

11. Signature of Faculty Senate Secretary:

__________________________ Date: ____________

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.
Curriculum Committee
Proposal for a New Course

1. Department: Mathematics

2. Course Number and Title: MATH 445 Numerical Analysis

Number of Credits: 3  Total hrs/week: 3

Lecture: 3  (Lab: 0  Recitation: 0  Seminar: 0)

3. Semester and year when course will first be offered: Spring 2009

4. Catalog Description (please limit to 50 words):

This course is a study of numerical methods and analysis of their accuracy, stability, and speed. Topics include root-finding, numerical solution of simultaneous linear equations and systems of non-linear equations, approximation of functions, and numerical solution of ordinary differential equations.

5. Prerequisites:

MATH 203 and 323, and either MATH 246 or permission of the instructor.

6. Rationale/justification for course
(a) What are the goals and objectives of the course?
(b) How does the course support the mission statement of the department and the organizing principles of the major?

In brief, the answer to each question is "as for the current course MATH 545", because this course would replace the existing listing of MATH 545 in the undergraduate catalog, with MATH 545 continuing as a graduate course only.

The change will allow scheduling the two course MATH 445 and MATH 545 separately, though they could also share lectures in some years.

At the same time, the course description and proposed prerequisites are slightly different, to allow students to take this course without having previously taken MATH245 (Numerical Methods and Scientific Computing).
7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

As now with MATH 545, it enhances the end of the major, in particular the Actuarial and Applied Mathematics tracks: it will replace MATH 545 as one of two ways to satisfy one requirements of the Actuarial track.

7. (b) N/A.

8. (a) Are other departments affected by this course? No.

8. (b) Please explain overlap with any existing courses.
As indicated above, it would replace MATH545 in the undergraduate catalog. Also, a few topics overlap with ones in MATH 245, but would be dealt with at a higher level.

9. Method of teaching:
lecture, with some computer programming work in a computer equipped classroom.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
No enrollment shifts are expected, as it would simply replace a very similar existing course.

10. (b) Address potential shifts in staffing of the department as it relates to the offering of this course:
None are expected, unless high enrollments for both MATH445 and MATH545 lead to their being taught separately. The record suggests that this would happen only rarely: it might have happened once in the last ten years if there had been distinct courses MATH 445 and MATH 545 instead of a single course MATH 545 shared by graduate and undergraduate students.

10. (c) Frequency of offering:
Spring of odd numbered years, as currently with MATH 545.

11. Requirements for additional resources made necessary by this course:
None: see above.

12. A proposed syllabus is included, along with the most recent syllabus for MATH 545 for comparison.
Approval Signatures

Department Chair: [Signature] Date: 10-21-2008

Dean of School: [Signature] Date: October 31, 2008

Provost: [Signature] Date: 10/27/2008

Business Affairs Official: _______________ Date: __________

Curriculum Committee Chair: _______________ Date: __________

Faculty Senate Secretary: _______________ Date: __________

Date Approved by Senate: ________
Proposal for a New Course

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: **German and Slavic Studies**

2. Course Number and Title: **Russ 331 Business Russian**  
   Number of Credits: 3  
   Total hrs/week: 3  
   Lecture: □  Lab: □  Recitation: □  Seminar: □

For Independent study courses:
   Research: □  Field experience: □
   Clinical Practice: □  Internship: □
   Practicum: □  Independent Course Work: □

3. Semester and year when course will first be offered:  
   **Spring 2009**

4. Catalog Description (please limit to 50 words):
   A course to develop communicative skills for doing business in a Russian-speaking environment; it provides the linguistic tools for performing typical business functions in actual business contexts. Focus is on practical applications of Russian to business including individual and group projects on awareness of social, political, cultural issues, as they differ in Russia, enhanced by selected readings, written documents, simulated real-life situations. Readings and discussions are in Russian.

5. Check if appropriate: Humanities: □  Social Science: □  (meets minimum degree requirements)

   Check if appropriate: □
   This course will be cross listed with: _____
   Rationale for cross listing: _____
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **RUSS 202 or the permission of the instructor.**

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      **Mastering the form and content of practical business communication in Russian and understanding business culture in Russia.**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) How does the course support the mission statement of the department and the organizing principles of the major?

The course enhances the content courses in Russian Studies minor and supports ongoing development of students' linguistic skills in the target language, as well as provides students with contemporary applications of the business language in the discourse.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

To count towards the requirements in the minor in Russian Studies. See letter of support.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course supports the Liberal Art tradition of cross-cultural awareness by providing in-depth study of a major field (language and culture). As an elective for the Russian Studies minor it complements the tandem fields of Business.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

Business Department. See letter of support.

b) Please explain overlap with any existing courses.

None

9. Method of teaching:

Instructional methods consist of lectures, in-class discussions, case studies

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

N/a; the course is aimed at students interested in doing business in Russia, who have attained basic proficiency in the language, and need an up-to-date, structured approach to more advanced levels of discourse. It will be offered as a 300-level course along with 313, 314, 390.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:

none

c) Frequency of offering:

each fall: ☐ each spring: ☐

(Form was approved by FCC on 9/1/08 and replaces all others.)

p. 2
Proposal for a New Course

every two years: ☐ every three years: ☐
other ☒ (Explain): 

as needed

11. Requirements for additional resources made necessary by this course:

a) Staff:
   none

b) Budget:
   none

c) Library:
   none

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☒ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   Russian Studies Minor (Interdisciplinary Minor)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   
   Date: 10-03-08

15. Signature of Dean of School: 
   
   Date: 10-07-08

16. Signature of Provost:
   
   Date: 10-07-2008

17. Signature of Business Affairs Official: 
   
   Date:

18. Signature of Curriculum Committee Chair:
   
   Date: 10-03-08

19. 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.)
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department: Department of Computer Science

2. Check one: _X_ minor ; ___ concentration

3. Name of Minor/Concentration: Computational Thinking

4. Desired acronym: COMP

5. Total number of hours required for completion of minor/concentration: 18

6. Semester and year in which new minor/concentration will go into effect: Spring 2009

7. Justification for offering the minor/concentration (consider the following):

   (a) What are the goals and objectives of the minor/concentration?

   **Goal:** The minor in Computational Thinking is designed for students interested in computing who do not wish to minor or major in computer science. Such students' transcripts will reflect their ability to use computation effectively as a tool for production and creation in a world driven by information and technology.

   **Objectives:** The minor provides non-computer science majors a fundamental understanding of (1) problem solving using algorithmic thinking, (2) software development up to an intermediate level, and (3) the utility of software applications and production and creation tools.

   (b) How does the minor/concentration support the mission statement of the department?

   **The second department goal (out of four) states:**
   - To serve the needs and interests of a broad spectrum of students, especially non-majors, who see the use of computers as important in their personal or professional development;
   **This minor is designed to achieve this goal.**

   (c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

   (Form was approved by FCC on 04/18/06 and replaces all others.)
As stated on the College’s website, “In the great liberal arts tradition, a College of Charleston education focuses on discovery and personal growth, as well as preparing for life, work and service in our society.” The Minor in Computational Thinking supports this tradition by allowing students to experience a broader range of computer science courses that will promote their ability to communicate, perform and excel in life after graduation.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

No other department is affected by the requirements of this minor.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

Many College of Charleston students already register for multiple sections of computer science 100-level courses. Thus no increase will likely be seen in those courses. This minor may increase the number of students who enroll in our 200-level computer science courses. It is not believed that this will have a significant impact on college-wide enrollments.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

Although, enrollments in CSCI 2++ level courses may increase, it is not expected that this will result in any changes in staffing.

9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: none

(b) Budget: none

(c) Library: none

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example

(Form was approved by FCC on 04/18/06 and replaces all others.)
include a typical schedule for a student to complete this minor.

Minor Requirements:
Students must take a minimum of 18 hours in computer science excluding CSCI 110 Computer Fluency, with 9 hours at or above the 200 level. Students may select courses that best configure the minor to their major. At least 9 hours in the minor at the 200 level or above must be earned at the College of Charleston.

The current CSCI courses from which students will select courses are given in the lists below. All courses available to students in the minor develop both a theoretical underpinning and application skill set.

100-level courses (at most 9 hours from this set are required for to the minor):
- CSCI 112 Communications Technology and the Internet
- CSCI 114 Electronic Publishing and Design
- CSCI 120 Building Virtual Worlds
- CSCI 180 Computers, Music and Art
- CSCI 199 Special Topics in Computing
(Note: CSCI 116 and CSCI 130 are no longer offered and are in the process of being deleted from the Catalog.)

200-level courses and above (at least 9 hours from this set are required for the minor):
- CSCI 210 Game Programming
- CSCI 220 Computer Programming I
- CSCI 222 Computer Programming I Laboratory
- CSCI 221 Computer Programming II
- CSCI 230 Data Structures and Algorithms
- CSCI 250 Introduction to Computer Organization and Assembly Language Programming
- CSCI 299 Special Topics in Computer Science
See Undergraduate Catalog for 300 and 400 level CSCI courses. It is unlikely that students will elect to take many 300- or 400-level CSCI courses.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Example schedules for a student wishing to complete this minor:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CSCI 114</td>
<td>Fall</td>
<td>CSCI 112</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 112</td>
<td>Spring</td>
<td>CSCI 114</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 120</td>
<td>Fall</td>
<td>CSCI 120</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 220/222</td>
<td>Spring</td>
<td>CSCI 210</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 250</td>
<td>Fall</td>
<td>CSCI 220/222</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 221</td>
<td>Spring</td>
<td>CSCI 250</td>
</tr>
<tr>
<td></td>
<td>MATH 207*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CSCI 112</td>
<td>Fall</td>
<td>CSCI 220/222</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 114</td>
<td>Spring</td>
<td>CSCI 221</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 210</td>
<td></td>
<td>MATH 207</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 220/222</td>
<td>Fall</td>
<td>CSCI 230</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 250</td>
<td>Spring</td>
<td>CSCI 250</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 221</td>
<td>Fall</td>
<td>CSCI 320</td>
</tr>
<tr>
<td></td>
<td>MATH 207</td>
<td>Spring</td>
<td>CSCI 112</td>
</tr>
</tbody>
</table>

*MATH 207 is listed because it is a corequisite for CSCI 221.

(Form was approved by FCC on 04/18/06 and replaces all others.)
1. Department: Teacher Education

2. Graduate Program: MAT in Special Education

3. Program Change(s) will go into effect: Fall 2009

4. Change(s) Desired:
   Present Requirement: 37 hours
   Requirement Change:
   Delete EDFS 774 Language Development and Language Disorders
   Delete the field course as a separate course (EDFS 738, 748, 758) and integrate fieldwork into current coursework.
   Addition to program of study:
   EDFS 654 Human Growth and Development (3) if not taken as an Undergraduate within the past 3 years.
   Prerequisite:
   Undergraduate courses in the liberal arts, including human growth and development or educational psychology or similar course.

(CURRENT and revised programs of study are attached.)

5. Justification for changes:

The MAT Program in Special Education needs to be more competitive in the state and region as other programs have opened (site based and online). Other universities offer similar programs of study in a range of 27 hours to 60 hours, from 20 months to five years in length. Of 20 programs surveyed, 10 required between 36 and 39 hours and two required fewer.

The suspension of the MEd Program in Special Education last year has impacted course enrollments in the disability characteristics and procedures courses, so we must increase MAT overall enrollments (from the current cadre of 12 to about 18-21) to achieve specialty course enrollments.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
The language disability course was a nice addition to the program of study but has been disconnected from the program, because it requires an adjunct with speech/language expertise, and is not an essential component for an accredited program of study in special education.

The individual field courses always drew the attention of the administration because of their seemingly low enrollments (although they met in the seminar together and were supervised by one professor). The state has reduced the total hours required of MAT students to 75 hours prior to clinical practice (down from 100). We currently implement a lot of fieldwork components in the other coursework and can embed the required field hours within those courses. Program faculty teaching MAT coursework in a given semester will do the required supervision. The Office of Student Services and Certification will continue to make school placements in consultation with program faculty.

We required students to take Human Growth and Development if they had not had an equivalent course in the past three years. We want to broaden the wording to include other similar coursework and a longer period in the review of undergraduate transcripts.

The sequence of study will change from four semesters and a summer to three semesters and a summer. Most MAT candidates will be enrolled in clinical practice in the fall, balancing our placement needs and faculty supervision that has gotten too heavy in the spring. Students who want to enroll part time can enroll in six hours a semester and be successful in five or six semesters.

6. Signature of Program Director: Andrew H. Lewis Date: 9-24-08
7. Date approved by the Department: Sept 19, 2008
8. Signature of Department Chair: Meta Van Arbe Date: 9-24-08
9. Signature of School Dean: Sara Weil Date: 9-24-08
10. Signature of Provost: Susan J. Morrison Date: 10-13-2008

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education.

H. L. R. Trenery Date: 11-5-2008

12. Signature of Chair of Graduate Council: Thompson Date: 11/21/08

13. Signature of the Faculty Secretary: Date: 

* IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
Current MAT Program of Study in Special Education
(LD, ED, or MD options)

SUMMER SEMESTER
EDFS 654 Human Growth and Development*  
(* If not taken as an undergraduate within the past 3 years)

FALL SEMESTER (YEAR ONE)
EDFS 635 Educational Research  
EDFS 710 Introduction to Exceptional Children and Youth  
EDFS 714 Introduction to Curriculum and Instruction in Special Education

SPRING SEMESTER (YEAR ONE)
EDFS 720 Educational Assessment of Students with Disabilities  
EDFS 724 Reading and Language Arts Instruction for Students with Disabilities  
EDFS 730 or 740 or 750 Characteristics of ED, LD, or MD

SUMMER SEMESTER (YEAR ONE)
EDFS 687 or 717 Technology for Teachers (depending on tech skill levels)  
EDFS 774 Language Disorders and Interventions

FALL SEMESTER (YEAR TWO)
EDFS 725 Classroom and Behavior Management  
EDFS 731 or 741 or 751 Educational Procedures  
EDFS 738 or 748 or 758 MAT Field Experience

SPRING SEMESTER (YEAR TWO)
EDFS 797 Clinical Practice (internship) (9 hrs)  
EDFS 500 Nonviolent Crisis Intervention (1 hr)

43-46 hours

*Field 10 hrs in 710, 15 hrs in 720, 75 hrs in 738/748/758

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH  
(Form approved by FCGCE on April, 2001 and replaces all others)
Proposed Revised Program of Study

FALL SEMESTER (12 hours)
EDFS 635 Educational Research
EDFS 710 Introduction to Exceptional Children and Youth+
EDFS 714 Introduction to Curriculum & Instruction in Special Education*, +
EDFS 730 or 740 or 750 Characteristics of ED, LD, or MD**, +

+25 field hours connected to these courses

SPRING SEMESTER (12 hours)
EDFS 720 Educational Assessment of Students with Disabilities+
EDFS 724 Reading and Language Arts Instruction Students with Disabilities+
EDFS 731 or 741 or 751 Educational Procedures*, **, +
EDFS 687 Technology for Teachers or 717 Technology for Special Educators
(depending on tech skill levels)

+50 field hours connected to these courses

SUMMER SEMESTER (3 hours)
EDFS 725 Classroom and Behavior Management

FALL SEMESTER (10 hours)
EDFS 797 Clinical Practice* (internship) (9 hrs)
EDFS 500 Nonviolent Crisis Intervention (1 hr)

*lead courses for portfolios
**lead courses for PRAXIS review

+Field work: Office of Student Services and Certification (SOEHHHP) makes field placements (one in fall, one in spring for each candidate prior to clinical practice) in coordination with the MAT program director and special education program faculty. Each faculty member teaching an MAT course in a given semester assists with field supervision.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: English
Graduate Program: M.A.

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Spring 2009

Change(s) desired: Change catalog description of ENGL 702: Internship, from "100-300 hours of work" to "at least 40 hours of work per credit hour." New description will read as follows:
A supervised field experience in which the student observes and participates in a professional occupation related to the English degree, such as publishing, technical writing, or teaching. The internship will consist of 100-300 hours of work at least 40 hours of work per credit hour and completion of a formal report. Permission of the graduate director is required. Graded on a satisfactory/unsatisfactory basis.

Justification for change(s): 40 hours of work per credit hour is the college-wide standard for internships. COMM 795, for instance, "requires 120 or more hours of work" for 3 hours of course credit. The 100-300 hours currently required was a mistake to begin with and does not reflect actual department practice.

Signature of Program Director: [Signature] Date: 10/09/08
Date approved by the Department: August 26, 2008
Signature of Department Chair: [Signature] Date: 10/09/08
Signature of Schools' Dean: [Signature] Date: 10/13/08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature] Date: 11-5-2008
Signature of Chair of Grad Council: [Signature] Date: 11/21/08
Signature of the Faculty Secretary: [Signature] Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Department: EDMG 657
Graduate Program: Joint MAT in Middle Grades Education with The Citadel
Course Number & Title: Teaching Writing in the Middle Grades
Total hours/week: 3
Number of Credits Lectures: 3 Lab: 

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☐ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered Spring 2010

Catalog description (Please limit to 50 words):
This course will be framed from a 21st Century literacies perspectives and 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.

Prerequisites (or other restrictions)

Rationale/Justification for course (consider the following issues):

a. What are the goals and objectives of the course?
   This course will provide Masters in Teaching in Middle Grades teacher candidates with strategies for teaching writing to adolescents from diverse backgrounds. This course will present students with modeling and engage them in practice of teaching strategies that address the national literacy standards related to the teaching of writing recognized by the International Reading Association (IRA), the National Council of Teachers of English (NCTE), the National Middle School Association (NMSA) and the National Council for Accreditation of Teacher Educators (NCATE).

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

If more space is needed for any section, please attach additional sheets to this form.
Like all teacher preparation courses in the School of Education, Health, and Human Performance (EHHP), this course will be guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher of writing.

This course also supports the organizing principles of the graduate program in that it will provide specialized knowledge and training for middle school teachers candidates, an area that is in need in the Lowcountry. This course will be an intensive course in the teaching of writing with a focus on providing comprehensive, equitable writing instruction for adolescents from diverse cultural backgrounds.

Are other departments affected by this course? ☐ YES ☑ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☑ YES ☐ NO If yes, at what institution? The Citadel!

Method of teaching:

This course will include modeling of teaching strategies by the course instructor presented in combination with the instructor's facilitation of students' guided practice. This course will also include large and small group discussions of relevant reading, viewing, and listening material and will include extensive opportunities for students to receive individual written feedback on course projects.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

This is a new required course for a new Joint MAT in Elementary Education program.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None. There are already qualified literacy faculty members available in TEDU to teach this course.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: Andrew H. Kempe Date: 9-14-08
Signature of Department Chair: Nata Van Deur Date: 9-24-08
Additional Chair’s Signature*: Date: 
Signature of Schools’ Dean: George Auer Date: 10-9-08
Additional Schools’ Dean Signature*: Date: 
Signature of the Provost: Susan J. Morrison Date: 10-13-2008
Signature of Budget Director**: Date: 

*For interdisciplinary courses. **Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Signature of Chair of Grad Council: Amy Anderson McCool Date: 11-21-08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
### Course Name:
Teaching Writing in the Middle Grades (5-8)

<table>
<thead>
<tr>
<th>Course Prefix and Number:</th>
<th>Department of Teacher Education EDMG 657</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Term:</td>
<td></td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course addresses the theories, research and pedagogies significant to teaching writing in middle grades. Teacher candidates will engage in their own writing/design processes. This course draws from 21st century literacies perspective that recognizes the relationship between sociocultural identities (e.g. age, gender, race, social class, language, (dis)abilities) and multiliteracies practices.</td>
</tr>
<tr>
<td>Course Text/Materials:</td>
<td>Required:</td>
</tr>
<tr>
<td></td>
<td>Selection of one of each of the following groups of books for book club reading:</td>
</tr>
<tr>
<td></td>
<td><strong>Gender and Writing:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Craft:</strong></td>
</tr>
</tbody>
</table>
Elements of Teacher Competency:

All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course Objectives (These objectives are directly related to the national literacy standards constructed by The National Council of Teacher of English (NCTE) and the International Reading Association (IRA) and adopted by the National Middle School Association (NMSA) and the National Council of Accreditation of Teacher Education (NCATE):

1. Understand that adolescents adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

2. Be able to implement a wide range of teaching strategies so that adolescents will use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

3. Model inquiry teaching practices that address language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to facilitate adolescents’ abilities to create, critique, and discuss print and non-print texts.

4. Model how adolescents conduct research on issues and interests by generating ideas and questions, and by posing problems. Demonstrate for adolescents how to gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

5. Model how to use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

6. Recognize an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

7. Learn strategies for teaching adolescents whose first language is not English to make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
8. Reflect upon ways to create classroom writing environments where adolescents participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

9. Understand that adolescents use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

10. Learn how to individualize and modify instruction so as to include children with disabilities in the areas of communication and writing.

**Description of Projects/Assignments:**

<table>
<thead>
<tr>
<th>I. Writing Process Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will participate in an in-class writing workshop where they keep a writer’s notebook, choose a topic to write about from their notebooks, draft in the genre (e.g. memoir, picture book, digital story, poetry, etc.) of their choice, and then revise edit and publish their writing projects. This project will also require that students select and demonstrate evidence of using an adolescent mentor text (e.g. adolescent literature, music, television, movie, etc.) to scaffold their writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Adolescent Writing Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will conduct case study of an adolescent’s writing practices. This case study will include a number of literacy assessments of the writer’s processes, practices, and products. These assessments will be implemented in conjunction with course content throughout the semester (e.g. writing practices inventory, writing conference, Six Traits rubric, observations, retrospective writing process interview, etc.). Then, drawing upon what they observed in their assessments, students will construct an instructional plan including teaching strategies they would recommend to scaffold their case study student’s writing development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. New Literacies Genre Writing/Design Unit Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will plan a 3-4 week writing/design unit plan that draws upon adolescents’ engagement with popular culture and digital literacies and explores a genre that represents new literacies (e.g. digital storytelling, blogging, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Midterm Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>The midterm exam will include short answer and essay questions that will require students to synthesize and apply material presented in class meetings and course readings.</td>
</tr>
</tbody>
</table>
VI. Book Club Digital Story
Students will participate in a book club where they engage in reading and discussion of texts about teaching writing. Students will need to prepare for their book club meetings through reading their selected texts, recording their responses (e.g. questions, critique, connections, etc.), engaging in discussions with their book club peers, and then designing a digital story that demonstrates their understanding of the main issues presented in one of the texts.

V. Attendance, preparedness and participation
Literacy and teaching are a social process. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participated in class through sharing their reflections and responding to and building upon their peers' ideas.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>Evaluation Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93-100</td>
<td>A = 93-100</td>
</tr>
<tr>
<td>B+ = 88-92</td>
<td>B+ = 88-92</td>
</tr>
<tr>
<td>B = 83-87</td>
<td>B = 83-87</td>
</tr>
<tr>
<td>C+ = 78-82</td>
<td>C+ = 78-82</td>
</tr>
<tr>
<td>C = 74-77</td>
<td>C = 74-77</td>
</tr>
<tr>
<td>F = &lt;74</td>
<td>F = &lt;74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>General information about grading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>** Late submissions of assignments are unacceptable under normal circumstances. Each late submission will have an automatic point deduction by week equivalent to the loss of one letter grade. ** Written assignments (both weekly reflections and the research report) are final products that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators are expected. Please use the resources around you to proofread and to edit your work. The Writing Lab (located in the Education Center Room</td>
<td></td>
</tr>
</tbody>
</table>
216) provides free, individualized help on all parts of the writing process.

**Resource Reading List:**

- *Handbook of literacy and technology: Transformations in a post-typographic world*
- *Handbook of research on teaching literacy through the communicative and visual arts*
- *Journal of Adolescent and Adult Literacy*
- *Voices from the Middle*
- *Journal of Literacy Research*
- *Language Arts*
- *Literacy: An international handbook*
- *Middle School Journal*
- *Reading Online (www.readingonline.org)*
- *Reading Research Quarterly*
- *Reading Teacher*
- *Research in the Teaching of English*
- *Reconceptualizing the literacies in adolescents’ lives*
- *Grammar in Context*
- *Journal of Learning Disabilities*
- *Intervention in School and Clinic*

**Attendance Policies:**

Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will be considered absent. Leaving class prior to dismissal is considered an absence as well. Two absences will be allowed; however, assignments submitted after class if you are absent will be considered late. Upon a third absence, the student will be withdrawn from the course with the grade of WA. WA becomes an F on a transcript.

If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision.

**Course Calendar**

- **Week 1:** Introductions, Course Syllabus, Relationship Between Literacy and Sociocultural Identities
- **Week 2:** Writing, Spelling and Language Development
- **Week 3:** Teaching of Writing Theories (e.g. Skills-Based, Expressivist, Sociocultural, Four Resources, Critical/Writing for Social Action)
- **Week 4:** Writing/Design Process: Engaging in Your Own Writing/Design Processes- Keeping a Writer’s
Notebook

Week 5: Writing /Design Process: Planning a Writing Project; Writing with Mentor Texts: Using Print (e.g. adolescent literature, feature articles, etc.) and Non-Print (e.g. popular culture movies, television, music, etc.) Texts to Learn About Genre, Structure, Craft, and Language Systems

Week 6: Writing/Design Process: Revising and Publishing; Writing Workshop Structures (e.g. minilessons, individualized writing conferences, share, etc.) and Building a Writing Community

Week 7: Midterm

Week 8: Genre and Structure Inquiry Units of Study

Week 9: Writing/Design in the 21st Century: Constructing Multilimodal Text Unit Plans (e.g. Blogs, Digital Stories, etc)

Week 10: Adolescent Case Studies: Assessing Writing in the Middle Grades

Week 11: Teaching Writing with Diverse Students: Gender, Race and Social Class

Week 12: Teaching Writing with Diverse Students: English Language Learners

Week 13: Teaching Writing with Diverse Students: Youth with (Dis)Abilities

Week 14: Teaching Grammar in Context; Word Study: Vocabulary and Spelling
The Graduate School – College of Charleston
Proposal for New Certificate Program

Title: Certificate in Special Education

1. Educational objectives of the program

The Certificate in Special Education is designed as a concentration of six courses (18 graduate hours) typically required by the state of South Carolina for an add-on credential in one or two areas of special education to teaching licenses (see attached). The concentrations for this certificate include learning disabilities, emotional disabilities, mental disabilities, and multiclassical disabilities. General and special education teachers are eligible for admission to this certificate program. Each teacher’s program of study is determined by the program director or faculty advisor using the written results of the “file evaluation for adding a certificate area” from the SC Office of Educator Certification and the teacher’s professional goals.

The state’s Educator Certification Manual has indicated for several years that teacher education programs will eventually take on the responsibility for add-on certification through State Board of Education approved programs (see attached, page 27). We anticipate that this certificate program will be approved as such a program and the stringent course lists in the Educator Certification Manual could be modified in the future to be experience and performance-based within this certificate.

Teachers seeking add-on credentials also may be seeking credential advancement from the state in a concentrated area. Teachers with bachelor’s degrees can seek the plus 18 advancement and teachers with master’s degrees can seek the plus 30 advancement. This certificate program can provide a specialized concentration for both levels.

Program Objectives:

a. To provide a concentrated program of study at the graduate level in mild to moderate disabilities (learning disabilities, emotional disabilities, mental disabilities, or multiclassical special education) for the purpose of adding additional areas of certification.

b. To provide special and general education teachers with a focused program of study for the purpose of credential advancement.

c. To contribute to the credentialing of additional special educators in the Lowcountry, to ease the workforce vacancy situation.

d. To provide current and research-based educational experiences in specific disability areas for general educators who have responsibility for the education of students with mild to moderate disabilities within their classrooms.
2. Proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed

18-hour Certificate with Existing Courses

1. EDFS 710 Introduction to Exceptional Children and Youth (3)
   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. Observations required (10 hours). (fall and summer)

2. EDFS 720 Educational Assessment of Students with Disabilities (3)
   A study of the selection, administration, and interpretation of formal standardized educational measures. Includes the application of assessment information to individualized education programs for exceptional children and youth. (fall and spring) Prerequisite: EDFS 710 or equivalent or permission of the instructor. Fieldwork required (approximately 20 hours).

3. EDFS 724 Reading and Language Arts Instruction for Students with Disabilities (3)
   This course is an in-depth study of research-based methodologies for reading and written expression assessment and instruction for K–12 students with emotional, learning or mental disabilities. The course will focus on developmental, corrective and strategic approaches and requires students to demonstrate competence in planning individualized reading and written language programs. (spring) Prerequisite: EDFS 710 or equivalent introduction to disabilities; EDFS 714 or other introductory curriculum and instruction course.

4. EDFS 725 Classroom and Behavior Management (3)
   A study of a variety of management systems with focus on specific techniques and their application in the classroom. (fall, spring, and summer)

5. One Characteristics Course (3)*

6. One Methods Course in the same area (3)**

Teachers who have had up to four of these courses credited by the Office of Educator Certification may substitute electives*** by consultation with program faculty/advisor and with approval of the program director.

*Characteristics Courses

EDFS 730 CHARACTERISTICS OF INDIVIDUALS WITH EMOTIONAL DISABILITIES (3)
An in-depth study of the unique learning and behavioral characteristics of children and youth with
emotional disabilities. Includes theory and practice related to identification and educational community programs and provisions for this exceptionality. (spring)

EDFS 740 CHARACTERISTICS OF STUDENTS WITH LEARNING DISABILITIES (3)
An in-depth study of the unique learning and behavioral characteristics of children and youth. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality with learning disabilities. (spring)

EDFS 750 CHARACTERISTICS OF INDIVIDUALS WITH MENTAL DISABILITIES (3)
An in-depth study of the unique learning and behavioral characteristics of children and youth with mental disabilities. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality. (spring)

**Methods Courses

EDFS 731 EDUCATIONAL PROCEDURES FOR INDIVIDUALS WITH EMOTIONAL DISABILITIES (3)
An in-depth study of educational procedures used to teach children and youth with emotional disabilities. Includes teaching procedures, development and use of materials and individual and classroom management techniques. (fall)

EDFS 741 EDUCATIONAL PROCEDURES FOR STUDENTS WITH LEARNING DISABILITIES (3)
An in-depth study of educational procedures used to teach children and youth with learning disabilities. Includes teaching procedures, development and use of materials, and classroom management techniques. (fall)

EDFS 751 EDUCATIONAL PROCEDURES FOR INDIVIDUALS WITH MENTAL DISABILITIES (3)
An in-depth study of educational procedures used to teach children and youth with mental disabilities. Includes teaching procedures, development and use of materials, and classroom management techniques. (fall)

***Electives (graduate-level courses)

EDFS 795 Independent Study in Special Education (3)

Field Experience in LD, ED, or MD

A supervised field experience requiring a minimum of 50 hours of direct contact with children and youth with disabilities. The independent study contract will indicate required assignments, based on individual teacher needs. This independent study is supervised by a special education faculty member and a cooperating (fully-certified) special education teacher in the public schools. (fall and spring)
EDFS 711 EDUCATIONAL PROCEDURES FOR EXCEPTIONAL CHILDREN IN THE REGULAR CLASSROOM (3)
A course designed for general education teachers, both elementary and secondary. Educational strategies to meet the challenges of students, including those with disabilities, who require additional attention in the regular classroom. Emphasis is on individualization of instruction. (summer)

EDFS 712 TRANSITIONAL PROGRAMMING FOR EXCEPTIONAL CHILDREN AND YOUTH (3)
Designed for general and special educators, this course focuses on transition issues affecting exceptional children and youth. Educators acquire the knowledge and skills to plan and implement appropriate transition services, including career and vocational education. Procedures to facilitate student career decision making are covered. (summer)

EDFS 714 INTRODUCTION TO CURRICULUM AND INSTRUCTION IN SPECIAL EDUCATION (3)
This course is designed to provide students with knowledge and skills related to research-based, validated “best” practices for determining curriculum and implementing instruction for students with mild and moderate disabilities. The course focuses on three major models of instruction: explicit instruction, direct instruction and strategy instruction. (fall)

EDFS 717 TECHNOLOGY APPLICATIONS IN SPECIAL AND REMEDIAL EDUCATION (3)
Instruction in the use of technology and augmentative equipment with students who have special needs. Includes use of adaptive devices for individuals with disabilities, use and evaluation of a variety of applicable software and management software for special and remedial teachers.

EDFS 670 PRINCIPLES AND STRATEGIES FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) (K-12) (3)
A survey course intended to provide pre-K through grade 12 educators with knowledge of the principles, underlying methodologies, and techniques for promoting acquisition of a second language through academic content. The main focus is to demonstrate a variety of instructional strategies that can benefit all students in a multicultural classroom.

Others with the approval of the program director. With changing student demographics, there may be a need in the future to add coursework in autism, severe disabilities, and early childhood programs within this certificate.

3. The proposed course sequences associated with the certificate will meet the stated educational objectives.

The course sequence within this certificate program will allow both general education teachers (adding on a special education area) and special education teachers (expanding their areas within special education) to take concentrated coursework as required by the state for additional teaching credentials.

EDFS 710 is a prerequisite for the other coursework and provides a current overview of
exceptionalities, issues in the field, and state and federal regulations and procedures under the Individuals with Disabilities Education Improvement Act of 2004 (and subsequent revisions).

The characteristics courses are in-depth studies of current research into the etiology of the specific disability, manifestations in PreK to grade 12 school and community settings, and the impact of the disability on learning.

The methods courses present research-based interventions in regular and special education settings and require participants to implement interventions with students in the disability area. The reading and language arts course, also a methods course, examines specific approaches for reading and writing assessment and instruction.

The educational assessment course requires teachers to conduct formal and informal educational assessments on a student with a specific disability to determine educational needs. This course follows up the introductory course with more specific skills in the development of individualized education programs.

4. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data.

Nationally the employment needs for special education teachers is expected to grow 15% through 2016 (U. S. Bureau of Labor Statistics, 2008), from 459,000 positions to 530,000. A portion of this increase is due to retirements and leaving the field and a portion is due to the increasing student enrollments, especially in the South and West.

Our graduate programs in special education at the College of Charleston have served adult students through Project CREATE (federal funds for special education teacher training) that we could not count in our program enrollments in the past. Some of these students, those with current teaching licenses, would qualify for this certificate program.

Each year the five local school districts lose between 15 and 80 special educators to relocation and retirement, and create new special education programs for increasing preK- grade 12 student enrollments. This certificate program who help address the need for fully-licensed special education teachers in this region and allow current teachers to add credentials.

5. Names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence. Adjunct faculty associated with the program should also include up-to-date curriculum vitae.

Michael Skinner (Professor) assessment, learning disabilities, and behavior management
Susan Gurganus (Professor) learning disabilities, introduction
Bonnie McCarty Springer (Associate Professor) emotional disabilities and behavior management
Denis Keyes (Associate Professor) mental disabilities and assessment
Mary Provost (Assistant Professor) reading and mental disabilities
Maria Manning (Assistant Professor) exceptional child introduction and emotional disabilities
Angela Cozart (Associate Professor) ESOL coursework
Robert Perkins (Associate Professor) special education technology
Many other faculty members in the Department of Teacher Education are also qualified to teach one or more courses in this certificate program
6. Name and curriculum vitae of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School. The coordinator of this certification program will be the same individual who coordinates the MAT in Special Education program, currently Dr. Andrew Lewis.

7. Other

a. The proposed certificate program contains no new courses, no new faculty, no additional costs, but has different admissions requirements from the MAT in special education.

Admissions requirements for the Certificate in Special Education:

1. Program application (includes professional goals).

2. Current teaching certificate.

3. Graduate transcripts (if any). Students will not receive credit for taking equivalent coursework at the graduate level at other institutions. In some cases coursework may transfer.

4. Written results of the "file evaluation for adding a certificate area" from the SC Office of Educator Certification.

b. Up to 6 hours of transfer credit may be applied to this certificate program, from CEC/NCATE accredited teacher education programs.

c. Certificate completion requires 18 hours in the approved program of study with a minimum 3.0 GPA. Completion within six years is expected.

d. Program participants who receive more than one grade below C+ will be dismissed from the program.

e. All academic policies of the Graduate School apply (as specified in the current catalog at the time of admission).
SIGNATURES

1. Signature of Program Director: Andrew H. Lewis  Date: 9-24-08

2. Date approved by the Department: Neta Van Sickle 9-18-08 9-24-08

3. Signature of Department Chair: Neta Van Sickle  Date: 

4. Signature of School Dean: Fran Welcha  Date: 9-24-08

5. Signature of Provost: Susan J. Morrison  Date: 10-13-2008

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

6. Signature of Chair of the Faculty Committee on Graduate and Continuing Education: H. L. R. Tierney  Date: 11-5-2008

7. Signature of Chair of Graduate Council: J. Thompson  Date: 11/21/08

8. Signature of the Faculty Secretary:  Date:
SOUTH CAROLINA
EDUCATOR CERTIFICATION MANUAL

DIVISION OF EDUCATOR QUALITY AND LEADERSHIP
OFFICE OF EDUCATOR CERTIFICATION
SOUTH CAROLINA DEPARTMENT OF EDUCATION

Jim Rex
State Superintendent of Education

September 2003
(Revised January 2007)
R 43-62 REQUIREMENTS FOR ADDITIONAL AREAS OF CERTIFICATION

I. GENERAL INFORMATION

(A) Effective July 1, 2009, individuals who desire to add areas of certification to an existing certificate must complete a State Board of Education approved program and present a passing score on the appropriate content-area examination in the specific subject field. Until that time, the following add-on certification requirements are in effect.

(B) In the event that the State Board of Education should eliminate, revise or adopt new certification areas, currently certified individuals who are affected may retain the areas of certification for which they previously qualified. However, the State Board of Education may require previously certified individuals to upgrade their certification by completing the new requirements within a specified period of time.

(C) The following designations apply to the grade spans for teacher certification in South Carolina, effective September 1, 2005.

CERTIFICATION GRADE SPANS
early childhood = pre-Kindergarten–grade 3
elementary = grades 2–6
middle level = grades 5–8
secondary = grades 9–12

The areas of art, music, physical education, English for Speakers of Other Languages (ESOL), foreign languages, theater, and exceptional children education (all categories) have a pre-Kindergarten (pre-K)–12 grade span.

(D) Instructional areas may not be added to certificates in guidance, media specialist, or school psychologist unless the applicant has completed a teacher education program designed and approved for initial certification purposes.

(E) Certification is divided into four sections: regular program, exceptional children education, career and technology education, and other types of specialized certification.

II. REGULAR PROGRAM ADD-ON CERTIFICATION REQUIREMENTS

The following areas are included:

(A) Art
(B) Driver Education
(C) Early Childhood Education
(D) Elementary Education
(E) English
(F) English for Speakers of Other Languages (ESOL)
(G) Foreign Languages
(4) Specialized preparation*

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>Technical Theater (including stagecraft, lighting, costuming, makeup)</td>
<td>6</td>
</tr>
<tr>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>Dramatic Literature</td>
<td>6</td>
</tr>
<tr>
<td>History of the Theater</td>
<td>3</td>
</tr>
<tr>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>Theater arts elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*In meeting the above requirements, the applicant with training or experience in the professional theater may offer the following substitutions for the courses listed:

(a) At least three (3) months full-time or twelve (12) months part-time acting training in a non-degree-granting professional acting school (provided that the school employs at least three different teachers) may be substituted for the acting course.

(b) At least six (6) months of full-time employment in technical theater may be substituted for technical theater courses.

(c) Experience as director of at least five (5) full-length plays produced for a paying audience may be substituted for the directing course.

III. EXCEPTIONAL CHILDREN ADD-ON CERTIFICATION

The following areas are included:

(A) Education of Deaf and Hard of Hearing
(B) Emotional Disabilities
(C) Learning Disabilities
(D) Mental Disabilities
(E) Multicategorical Special Education
(F) Severe Disabilities
(G) Speech Language Therapist
(H) Visual Impairment

(A) EDUCATION OF DEAF AND HARD OF HEARING

(1) Bachelor's degree

(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
(4) Specialized preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Teaching Speech Reading</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Language to Students with Hearing Impairment</td>
<td>3</td>
</tr>
</tbody>
</table>

Two electives from the following courses 6

- Educational Assessment
- Anatomy of the Auditory and Speech Mechanism
- History of Education and Guidance for the Hearing Impaired
- Audiology, Hearing Aids, and Auditory Training
- Methods of Teaching Elementary School Subjects
- Principles of Speech Correction
- Physical Education and Recreation for the Exceptional Child
- Nature of Emotional Disabilities
- Nature of Learning Disabilities
- Remedial Reading
- Practicum in Instruction of the Exceptional Child
- Introduction to Rehabilitation and Community Services
- Educational Psychology

(B) EMOTIONAL DISABILITIES

(1) Bachelor's degree

(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Emotional Disabilities*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum may be waived based on two years' experience teaching emotional disabilities

(C) LEARNING DISABILITIES

(1) Bachelor's degree
(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Learning Disabilities*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum may be waived based on two years’ experience teaching learning disabilities.

(D) MENTAL DISABILITIES

(1) Bachelor’s degree

(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Mental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Mental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Mental Disabilities*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum may be waived based on two years’ experience teaching mental disabilities.

(E) MULTICATEGORICAL SPECIAL EDUCATION

This area allows teachers to serve learners with mild to moderate disabilities, which include autism, emotional disabilities, learning disabilities, mental disabilities, and traumatic brain injury.

(1) Bachelor’s degree
(2) Temporary, initial, or professional certificate in either mental disabilities, emotional disabilities, or learning disabilities

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

<table>
<thead>
<tr>
<th></th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Mental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Mental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with</td>
<td></td>
</tr>
<tr>
<td>Emotional Disabilities, and/or, Learning Disabilities, and/or Mental Disabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

OR

(5) If certified in one area (mental disabilities, emotional disabilities or learning disabilities) coursework is required in each of the two areas other than the teacher’s certification area.

|                                | 3              |
| Characteristics                              |                |
| Methods in Procedures                        | 3              |
| Practicum*                                   | 3              |

OR

(6) If certified in two areas (mental disabilities, emotional disabilities or learning disabilities) coursework is required in the one remaining certification area.

|                                | 3              |
| Characteristics                              |                |
| Methods in Procedures                        | 3              |
| Practicum*                                   | 3              |

*Practicum (three semester hours) may be waived based on two years’ experience teaching mental, emotional or learning disabilities, as appropriate.

(F) SEVERE DISABILITIES

This area allows teachers to serve learners with moderate to severe cognitive disabilities, which include mental disabilities, multiple disabilities, orthopedic impairment, autism, traumatic brain injury, and other health impairments.
The Graduate School – College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: ACLS

2. Graduate Program: MSACCS

3. Program Change(s) will go into effect: May 09

4. Change(s) Desired:
   Present Requirement: Requirement Change:
   [Signature Attached]

5. Justification for change:
   [Signature Attached]

6. Signature of Program Director:
   [Signature]
   Date: 6-2-08

7. Date approved by the Department:
   Date: 6-7-08

8. Signature of Department Chair:
   [Signature]
   Date: 9-2-08

9. Signature of School Dean:
   [Signature]
   Date: 9-15-08

10. Signature of Provost:
    [Signature]
    Date: 9/16/08

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education:
    [Signature]  Date: 10/8/08

12. Signature of Chair of Graduate Council:
    [Signature]
    10/30/08

13. Signature of the Faculty Secretary:
    Date:

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(From approved by FCGCE on April, 2001 and replaces all others)
Present Requirement:

2 Required courses, 4 Electives + 4 Track courses = 10 total classes for MS ACCY

3 Tracks as follows:
- Accounting Information Systems – ACCT 551+552+555+556
- Financial Reporting and Auditing – ACCT 507+509+510+531
- Generalist – ANY 4 500-level ACCT classes

Proposed Change

2 Required courses, 4 Electives + 4 Track courses = 10 total classes for MS ACCY

4 Tracks as follows:
- Accounting Information Systems – ACCT 551+552+555+556
- Financial Reporting and Auditing – ACCT 507+509+510+531
- Generalist – ANY 4 500-level ACCT classes
- Taxation – ACCT 540+542+543+545

Justification for Change:

While many of our students ultimately choose the default “Generalist” Track, the 4-course tracks we offer help us market ourselves more effectively to students who see themselves as specializing in one of these 3 fields (Auditing, Systems or Tax) before applying to our program. The accounting profession tends to categorize new hires in one of these 3 specialties so we feel like the 3 tracks, in addition to the Generalist Track, will align our program well with both the firms who primarily hire our graduates and potential applicants.

This change is the final step in our 3 year restructuring plan which involved the introduction of 10 new courses, deletion of over a dozen courses and development of tracks for the first time in our program’s history. The plan seems to be working as both the quality and quantity of our students has never been better. We have every reason to believe that this trend will continue as long as we continue to assess and re-assess our program’s effectiveness within an ever-changing professional environment.
Policies and Procedures for Graduate Certificate Programs

Graduate School of the College of Charleston, SC Policy on Graduate Certificate Programs

Accepted by the Graduate Council, March 20, 1998
Accepted by the Faculty Committee on Graduate and Continuing Education, April 9, 1998
Accepted by the Senate, April 21, 1998
Revised October 30, 2007
Accepted by the Faculty Committee on Graduate and Continuing Education, November 7, 2007
Accepted by the Graduate Council November 30, 2007
Accepted by the Faculty Senate, January 22, 2008
Revised April 16, 2008 and October 8, 2008
Accepted by the Faculty Committee on Graduate and Continuing Education, October 8, 2008
Accepted by the Graduate Council October 24, 2008

a. Introduction

Graduate certificate programs may be created within the structure of the Graduate School. Students may be awarded these certificates upon completion of a well-defined program of coursework. The graduate certificate is not defined as a degree by the Graduate School, rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Moreover, the graduate certificate is not viewed as a guaranteed means of entry into a graduate degree program. While the courses comprising a graduate certificate may be used as evidence in support of a student’s application for admission to a graduate degree program, the certificate itself is not considered to be a prerequisite. The didactic material encompassed within a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. The title of any graduate certificate program may or may not contain the word certificate, depending on the tradition in the discipline proposing the program.

b. Process of Approval for New Graduate Certificate Programs

Proposals for new graduate certificate programs are created and submitted by constituent graduate faculty. They must be accompanied by endorsement from the department heads and deans of the schools in which the contributing coursework is housed, as well as from those academic units whose students or programs could be impacted by the creation of the new graduate certificate. New graduate certificate programs in areas where joint graduate programs are conducted with other universities will normally be endorsed by the collaborating departments at the other institution. The Graduate Council considers all graduate certificate program proposals for academic merit. Those meeting the criteria set forth by the Graduate School are then recommended to the Faculty Senate and the Provost for approval. Upon approval of a graduate certificate program, the constituent graduate faculty must contact the Director of Graduate Admissions to develop an Internal Announcement of Approval. This document outlines the major acronym, requirement rules, IPEDS code, and other details that are necessary for input into SIS. It also provides the timeline for addition of the certificate program to the online application process.

c. Criteria for Approval

The overarching principles applied to the assessment of the academic quality of proposals for new graduate certificate programs include
1. The proposed sequence of coursework must offer a clear and appropriate educational objective at the post-baccalaureate level.

2. The proposed program will achieve its educational objective in an efficient and well-defined manner.

3. A demonstrated need for such a program must exist. This provision may be defined in terms of either external markets (i.e., external demand for the skills associated with such a certificate) or internal academic needs (i.e., the need for a critical mass of students in a given discipline).

4. The number of graduate credits may not be fewer than 12 and no more than 18 credits.

d. Student Eligibility and Admission Criteria

The prerequisites and general criteria of eligibility for admission to any graduate certificate program include:

1. An earned baccalaureate degree or its equivalent from an accredited college or university is required.

2. Each program sets the minimum grade point average, minimum TOEFL scores, standardized test scores, whether or not certificate courses may be counted towards the related master's degree program, and other similar criteria as part of the application. Greater flexibility than that found in graduate degree admission requirements is intentionally built into graduate certificate programs so that the needs of the target student population may be met, if it is appropriate to do so.

3. A maximum of 6 credit hours towards any certificate program may be accepted as transfer credit.

4. Graduate students who are currently enrolled in a graduate program of study leading to a degree, and who wish to pursue a simultaneous graduate certificate within the Graduate School must apply to the certificate program before the last semester of their degree program. The Dean of the Graduate School, upon request by the certificate program coordinator, may grant exceptions to this policy. The application fee will be waived by the Graduate School for currently enrolled students.

5. Certificate-seeking graduate students who are not currently enrolled in a master's program will be admitted into a separate classification within the Graduate School, as "Certificate Graduate" students, as defined by the Graduate Council. This separate classification will permit keeping of University-wide statistical and enrollment data for certificate programs, and will allow inclusion of such efforts in the annual reports and academic planning. The Graduate School will note successful completion of a certificate program on the student's transcript upon completion.

N.B.: The rationale for requiring formal enrollment in graduate certificate programs is based on the need for proper allocation of instructional resources and the desire to afford the certificate students equal access to the desired graduate courses. Departments and programs are better able to plan offerings of the appropriate graduate courses if they are aware of the upcoming demand for such courses. This demand can best be gauged by knowledge of the number of students in the program. By registering as graduate students,
the certificate-seeking students will have timely access to graduate courses offered by departments and schools.

6. Students currently in a certificate program who wish to change their status to degree-seeking must apply to their program of choice. If they are currently-enrolled certificate students at the time of their application, they may request an application fee waiver based on their status as a current student. Materials required by the certificate application process may be included in the master's application package; the certificate student must supply any additional materials required by the degree-seeking program.

7. Graduate alumni interested in obtaining a certificate that includes components of their master's program should contact their program director for specifics.

8. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students.

9. A Certificate Graduate student may enroll on either a part-time or a full-time basis, as determined by the certificate program coordinator. Students enrolled on a full-time basis will have access to many of the same campus services as other full-time graduate students.

10. Master's certificate students will not be eligible for federal financial aid, internal scholarships or internal grant support. There are private or alternative options. Information is available in the financial aid office.

**e. Certificate Program Review**

All graduate certificate programs will be reviewed within the course of regular graduate program assessment and review, as defined by the Graduate Council.

**f. Application Procedure for a New Certificate Program**

For consideration by the Graduate School, proposed new graduate certificate programs must contain the following information:

1. A statement of the educational objectives of the program;

2. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed;

3. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives;

4. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data;

5. The names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or
participating in the design of the course sequence. Adjunct faculty associated with the program should also include up-to-date curriculum vitae;

6. The name and curriculum vita of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School.

7. If the proposed graduate certificate program contains no new courses, no new faculty, no additional costs, and maintains the admissions and academic standing requirements of a related degree program, the proposal will be given expedited review in the approval process.
Section b. Process of Approval for New Graduate Certificate Programs was revised by additions:

“Those meeting the criteria … recommended to the Faculty Senate and the Provost …” Faculty Senate added to clarify the process (October 8 revision)

“Upon approval of a graduate certificate program …… the timeline for addition of the certificate program to the on-line application process” (October 7 revision)

Section d. Student Eligibility and Admissions Criteria was reorganized and renumbered as well as edited as noted:

Additions:

d.6. “Students currently in a certificate program …… any additional materials required by the degree-seeking program” (April 16 revision) and changed to item d.6. from item d.5. (October 7 revision)

d.7. “Graduate alumni interested … program director for specifics” (October 7 revision)

Changes:

d.3. “A maximum of 6 credit hours …. accepted as transfer credit” was moved from d.5. and renumbered as d.3. (October 7 revision)

d.4. “must inform the certificate program coordinator and the Graduate School Office of their intent to seek the graduate certificate. No other application is necessary” was changed to read

“must apply to the certificate program before the last semester of their degree program. The Dean of the Graduate School, upon request by the certificate program coordinator, may grant exceptions to this policy. The application fee will be waived by the Graduate School for currently enrolled students. (October 7 revision)

d.8. not changed, but renumbered d.8. from d.6. (October 7 revision)

d.9. not changed, however the paragraph was given a section number (October 7 revision)

d.10. “They also may be considered for merit-based financial aid by the department or program, as well as for need-based financial aid by the Financial Aid Office, but at a reduced priority compared to degree-seeking students” was numbered as d.10. and changed to

“Master’s certificate students will not be eligible for federal financial aid, internal scholarships, or internal grant support. There are private or alternative options. Information is available in the financial aid office”. (October 7 revision)

N.B. “The rationale for requiring formal enrollment ….. timely access to graduate courses offered by departments and schools” was moved from the end of section d to the space under section d.5. (October 7 revision)

Deletions:

d.5. “Students who are currently enrolled in the Graduate School and who wish to pursue approved graduate certificate programs must apply for admission to such programs before one-half of the required credits are completed” was deleted (October 7 revision)
Motion to amend the duties of the Academic Planning Committee

**Current Motion:** Revise Faculty By-laws to remove general education oversight from Academic Planning Committee

Duties: To consider and recommend long-range academic programs and goals for the College, including general education programs. To this end, the committee shall …

**Original Motion:** Revise Faculty By-Laws to change the duties of the Academic Planning Committee. (The original motion was proposed by Hugh Wilder at 1-Apr-08 Faculty Senate meeting devoted to general education proposals.)

Revise the Faculty By-Laws, Art. IV, Sect. 2.B.1.b as follows:

Duties: To consider and recommend long-range academic programs and goals for the College. [DELETE THE NEXT PHRASE IN THE ORIGINAL: “INCLUDING GENERAL EDUCATION PROGRAMS.” THE TEXT OF THE SECTION WILL THEN CONTINUE WITH NO CHANGES.]
Resolution Regarding the Illegal Immigration and Reform Act

WHEREAS, the 2008 Illegal Immigration Reform Act (A280, R327, H4400) requires South Carolina’s public institutions of higher education to prevent illegal aliens from enrolling; and

WHEREAS, we have seen no evidence, neither statistical nor anecdotal, of illegal aliens enrolled at the College of Charleston, which renders this requirement more symbolic than material; and

WHEREAS, we know that the cost of bringing the College of Charleston into compliance with this requirement will be significant; and

WHEREAS, in these difficult economic times, the state is seeking to cut unessential expenses; and

WHEREAS, the legislature has not appropriated any money to pay for this provision of the law, and

WHEREAS, the legislature has just ordered the College to cut $4.9 million from its 2008/2009 budget, and

WHEREAS, the symbolism of this requirement, which publicizes the exclusion of a class of residents, harms the spirit of a public university; and

WHEREAS, to demand proof of citizenship of every student unnecessarily inconveniences those students and offends the liberty to which they are entitled; and

WHEREAS, if the Act were successful in excluding anyone, those likely to bear the brunt of its provisions would be the children of undocumented workers; and

WHEREAS, the children of undocumented workers are not responsible for their immigration status; and

WHEREAS, such children are likely to be poor, and the purposeful exclusion of the poor from higher education would contribute unintentionally to the perpetuation of an underclass within our borders; and

WHEREAS, symbolic gestures of exclusion are unbecoming a great people;

WE, the Faculty Senate of the College of Charleston, THEREFORE ask the President of the College of Charleston to work with the legislature for the repeal of that portion of the Illegal Immigration and Reform Act that deals with “Illegal immigrations and higher education” (Section 17).