MEMORANDUM

January 4, 1996

To: The Faculty

From: Bishop Hunt, Faculty Secretary

About: Meeting

The fifth regular meeting of the Faculty Senate will convene at 5:00 p.m. on Tuesday, January 16, in Maybank 100.

Agenda

Speaker's Report

Academic Standards Committee:

--Requiring minimum credit at the College to earn a minor

Curriculum Committee:

--Minor and Concentration in Astronomy

--Chemistry (course changes, new course, requirement changes)

--Physics (new course)

--EDFS (course changes)

--ARTH (new course)

Constituents' Concerns

Scheduled Meetings for the Spring Term, 1996

Faculty Senate: Tuesdays, January 16, February 6, March 12, April 2 (Maybank 100)

Full Faculty: Monday, April 22 (Recital Hall, Simons Center for the Arts)
Proposal to the Faculty Senate  
Re: Requiring minimum credit at the College to earn a minor.

The Faculty Committee on Academic Standards, Admissions and Financial Aid proposes that the following modification be made to the requirements for earning a minor at the College of Charleston.

In addition to the present requirements as set out on p. 108 of the Undergraduate Bulletin, and, specifically, after the following sentence on p. 108 of the bulletin:

Either program must include a minimum of six three-hour or four-hour courses selected from a formally designated group.

we propose that there be inserted the following requirement:

At least 9 hours in the minor at the 200 level or above must be earned at the College of Charleston.

Rationale

Recently a transfer student petitioned the Academic Standards Committee to be awarded a minor based entirely on transfer credit. Since the Undergraduate Bulletin is silent on this issue and based on legal advice, the committee, albeit reluctantly, approved this petition. The Academic Standards Committee feels that, as with the major, if a student is to be credited with a minor from the College of Charleston, then a significant portion of the work for that minor should have been done at the College.

The choice of nine hours is based on the following calculation. A major program requires a minimum of 24 hours and, in theory, every student (with the exception of a business major) can complete a major with a maximum of 36 hours. Of these hours, at least 12 at the 200 level or above must be completed at the College. This is equivalent to between $\frac{1}{3}$ (of 36 hours) and $\frac{1}{2}$ (of 24 hours) of the major requirements. A minor is at least 18 hours and may require 24 hours. 9 hours is approximately that same fraction of these minor requirements.

For your reference, attached is a photocopy of pages 107 and 108 of the current Undergraduate Bulletin.
DEGREE REQUIREMENTS

minimum grade point average of 2.0 in all courses taken at the College (i.e., at least twice as many quality points as semester hours attempted).

It is ultimately the responsibility of the student to meet the requirements for graduation as listed above.

Courses numbered below the 100 level carry credit, but are not counted as part of the 122-hour minimum needed for the degree nor do they count toward the GPA. No more than eight hours of Physical Education and Health (PEHD) 100-level courses may be counted as part of this minimum. The senior year of work for the degree must be completed in residence at the College of Charleston. However, candidates who have taken more than 60 credit hours at the College of Charleston may complete up to seven, but not more than seven, of their final 37 hours at another institution, with prior permission of a dean in the Office of Undergraduate Studies and the chair of the department of their major.

Students with continuous enrollment have the option of fulfilling all the graduation requirements from the Undergraduate Bulletin under which they entered the College or all the requirements from any subsequent bulletin. Students who withdraw and then return to the College must follow the graduation requirements from the Undergraduate Bulletin under which they are re-admitted or any subsequent bulletin.

The Major Requirements. By the second semester of the sophomore year each student must declare a major through the office of the department of that major. Since the major department must advise the student concerning post-sophomore courses, declaration of major is necessary before the student can be enrolled as a junior. Failure to do so may result in a delay of graduation.

A major program requires at least 24 semester hours in one department. No major program, including interdepartmental programs, but excluding business administration and accounting due to accreditation requirements, requires more than 43 semester hours in the major area. Every department, except those within the School of Business and Economics, that offers a major requiring more than 36 hours also offers a major of not more than 36 hours for the student's choice. Within these minimum and maximum limitations each department specifies the number of hours in its major program or programs, and in some instances specifies the actual courses required. At least 12 hours in the major at the 200 level or above must be earned at the College of Charleston.

DEGREE REQUIREMENTS

Students may complete a double major by fulfilling the requirements of two major programs. The double major will be listed on the student's transcript, but only one diploma will be awarded. If the two majors are in different degree categories, the student must choose to have printed on the diploma either the bachelor of arts or the bachelor of science degree.

Concentrations and Minors. A student may elect to pursue a program of study organized around a particular theme within the major discipline—a concentration—or outside the major discipline—a minor. Both concentrations and minors will be shown on the student's transcript. Either program must include a minimum of six three-hour or four-hour courses selected from a formally designated group. Successful completion of such a program of study requires a grade point average of at least 2.0 in the courses which comprise it. Credit may be received for up to two concentrations or minors, and courses used to satisfy the requirements of one may not be applied toward a second. These courses may be selected from a single department or from several, and interdisciplinary courses may be included. Students must enroll formally with the specific coordinator or department chair for each program in order to have the transcript reflect credit for work done in a concentration or minor.

Minimum Degree Requirements. For all undergraduate degrees, the total number of semester hours must include the following:

- English:
  - six semester hours: English 101 and 102. (A degree candidate must enroll in English 90, 101 or 102 each semester until the English requirement has been fulfilled.)

- History:
  - six semester hours: History 101 and 102, which must be taken in sequence.

- Natural Science:
  - eight semester hours: an introductory or higher sequence from one of the following: astronomy, biology, chemistry, geology, or physics, of which two semester hours must be earned in the accompanying laboratories.

- Mathematics or Logic:
  - six semester hours in either mathematics
To: Faculty Senators  
From: Trisha Folds-Bennett, Chair, Curriculum Committee  
Date: December 18, 1995  

Enclosed are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the January 16 Senate meeting.

You should have the following proposals:

✓ *Minor and Concentration in Astronomy
✓ *Chemistry course changes:  
  new course:  
  requirement changes:  
✓ *Physics new course:  
✓ *EDFS course changes:  
✓ *ARTH new course:  

If you have any questions prior to the meeting, please call (3-5517) or e-mail (Bennett@cofc.edu) me.
Minor in Astronomy

Goals, Objectives, and Intended Outcomes of an Astronomy Minor

We will provide students with a broad-based program of study organized around a theme of astronomy. Our Physics 129/130 (astronomy) courses are among the most popular courses on campus, and many students have expressed an interest in a minor in this field. The College of Charleston has the strongest astronomy research and teaching faculty in the state, and needs to offer such a program to interested students in the state so they don't need to go to out-of-state colleges for programs in astronomy. After students have completed this program, they will have an excellent appreciation of the breadth of astronomy.

Relation Between Curriculum and Goals

We have selected 18 courses which all fall under the theme of astronomy and will demonstrate the breadth and variety of the sub-fields of astronomy to students. We have required all students to complete a one-year survey of astronomy course, either the Physics 129 and 130 or Honors Astronomy series for students who haven't taken calculus or the Physics 310 (Planetary Astronomy) and 311 (Stellar Astronomy and Astrophysics) series primarily for students who have taken calculus. Other courses are electives allowing students to explore the sub-fields of astronomy which most interest them.

Communication of the Goals to the Students

The astronomy minor and its goals will be mentioned and discussed with all students in the core courses. Interested students will be referred to the astronomy minor program director for further discussion about the minor and to set up a proper program of courses for each student appropriate to their major and career goals. A handout will be given which will cover every aspect of the minor, including goals.

Dependence of the Minor on Specific Courses

The minor is centered around the core courses. This should not be a problem because the Physics 129/130 series is so popular that multiple sections are currently offered at various times, and the series starts in both fall and spring semesters. The more advanced Physics 310/311 series will be offered every 2 years (assuming minimal student enrollment); however, in the case that a student has a problem with course availability, they may take Physics 129 and 130 and still achieve the goals and objectives of the minor. Remaining courses are all electives, which the student can select to accommodate course availability, student schedule time constraints, etc.

Depth and Breadth of the Program

While the theme of Astronomy is often considered by those outside the field as narrow, it is in fact quite broad, covering biology (especially in Physics 205, Intelligent Life in the Universe), geology (especially in Physics 310, Planetary Astronomy), chemistry (in the formation of the solar system and in interstellar gases), physics (especially in Physics 101/102 and 201/202, introductory physics), and philosophy and religion (especially in cosmology and the beginning of time). We believe students minoring in astronomy will be exposed to a wide variety of disciplines, which blends in well with the liberal education of the College of Charleston. We have designed the minor so that both students who have taken calculus and students who haven't taken calculus can be accommodated (8 of the 15 courses selected are algebra-based for students who haven't taken calculus).
Costs

300 and 400 level courses in the Physics and Astronomy Department are currently under-subscribed, so additional students will not present a problem. There will be some slight added pressure on the Math department, although this should be negligible. Those students interested in the track where calculus is not needed will not need math beyond the algebra they already have, and those interested in the calculus track will probably need to take the additional math beyond algebra for their majors anyway. There will be some added stress on the 100 level courses, but this will be negligible. Hence, the net cost to the College will be minor.

Justification

This year, the Department of Physics has been renamed the Department of Physics and Astronomy. With the addition in the past three years of several new astronomers, our College now has the strongest and broadest astronomy undergraduate department in the state (Bob Dukes, Bill Kubinec, Terry Richardson, and Harold Nations are all astronomers, and Lee Lindner has dabbled in Planetary Astronomy). Consistent with these changes, we propose a minor in Astronomy. Not only would this minor offer students a strong overview of the field (benefiting the students), it will also attract additional students into our other higher-level astronomy course offerings (currently all under-subscribed) and therefore increase our FTE (benefiting our department). The minor may even attract high school or transfer students who are considering other colleges to come to the College of Charleston instead.

Definition

We propose the following Catalog description (course titles are for review of this proposal only and will not be placed in the Catalog description): "A minor in astronomy shall consist of at least 6 courses, which must include 2 core courses and 4 elective courses. The core courses must consist of either Physics 129 and Physics 130 (with associated labs), Honors Astronomy, or Physics 310 and Physics 311. The elective courses can be chosen from Physics 101 (Introductory Physics), 102 (Introductory Physics), 201 (General Physics), 202 (General Physics), 205 (Intelligent Life in the Universe), 298 (Special Topics), 301 (Classical Mechanics), 306 (Physical Optics), 390 (Research), 399 (Tutorial), 412 (Special Topics), 413 (Astrophysics), 420 (Senior Research), and 499 (Bachelor's Essay) in addition to Physics 310 and 311 if they were not taken as core courses. A maximum of three courses may be at the 100 level. Physics 298, 390, 399, 412, 420 and 499 must involve astronomy. A minimum of 3 credit-hours of Physics 390 or 412 must be taken for these courses to count towards the minor. Students may not receive credit for both Physics 101 and 201, for both Physics 102 and 202, or for both Physics 129/130 and Honors Astronomy. Physics 101 and 102 must include associated laboratories. The courses must be approved by the student's major advisor and the astronomy minor program director."
Course Selection

All of the elective classes chosen deal with astronomy or with material of great value to astronomy. Note in particular the requirement of approval by the astronomy minor program director. This allows us the flexibility to encourage students who have taken calculus to concentrate on the calculus-based courses, while still allowing students who haven't taken calculus to get a broad background in astronomy (students are free to mix courses between tracks if they so desire). [Several 129/130 students who have not taken calculus indicated a strong interest in this minor when we mentioned this possibility.] The minor as proposed would have 2 "tracks," one primarily for students who haven't taken calculus and the other primarily for students who have taken calculus, with supervision by the minor program director. For example, a student who hasn't taken calculus could choose from 8 algebra-based courses (Physics 101, 102, 129, 130, 205, 310, 311, and 390). No matter which six classes were chosen, we feel a student who hasn't taken calculus has received a broad overview of astronomy, and we would have no problems with awarding a minor in astronomy, especially since the College requires a minimum 2.0 GPA in the courses which comprise the minor. Note also that a minimum of two 300 level courses are required, so all students will be exposed to higher-level courses. A science major could choose from 11 calculus-based courses (Physics 201/202, 298, 301, 306, 390, 399, 412, 413, 420, and 499) for the 4 electives needed, and may include some of the algebra-based courses. Note also that having 18 courses in the minor eliminates the problem that many of these classes are currently offered infrequently (e.g. Physics 205, 298, 310, 311, 399, 412, 413 and 499 are all offered every two years at best). Also, note that Physics 101/102, 129/130, and 201/202 are offered every year, which reduces the need to offer the other electives frequently. No new courses are required for this minor, and hence no additional work for our faculty (other than the minor program director).

Signature of Department Chair: __________________________ Date submitted: 11/10/95
Signature of School’s Dean: __________________________________ Date: 11/10/95
Signature of Curriculum Committee Chair: ______________________ Date approved: __________
Signature of Faculty Senate Secretary: __________________________ Date approved: __________
Concentration in Astronomy for Physics majors

Goals, Objectives, and Intended Outcomes of an Astronomy Concentration

We will provide students with a broad-based program of study organized around a theme of astronomy. Astronomy is very popular among our majors, and many of our majors have expressed an interest in a concentration in this field. The College of Charleston has the strongest astronomy research and teaching faculty in the state, and needs to offer such a program to interested students in the state so they don't need to go to out-of-state colleges for programs in astronomy. After students have completed this program, they will have an excellent appreciation of the breadth of astronomy.

Relation Between Curriculum and Goals

We have selected 14 courses which all fall under the theme of astronomy and will demonstrate the breadth and variety of the sub-fields of astronomy to students. We have required all students to complete a one-year survey of astronomy course, Physics 310 (Planetary Astronomy) and 311 (Stellar Astronomy and Astrophysics). (Physics 129 and 130 (astronomy), or, preferably, Honors Astronomy may be substituted with Department approval). Other courses are electives allowing students to explore the sub-fields of astronomy which most interest them.

Communication of the Goals to the Students

The astronomy concentration and its goals will be mentioned and discussed with all students in the core courses. Interested students will be referred to the astronomy minor program director for further discussion about the concentration and to set up a proper program of courses for each student appropriate to their career goals. A handout will be given which will cover every aspect of the concentration, including goals.

Dependence of the Concentration on Specific Courses

The concentration is centered around the core courses. The Physics 310/311 series will be offered every 2 years (assuming minimal student enrollment); however, in the case that a student has a problem with course availability, we will allow the substitution of Physics 129/130 (offered in multiple sections every year) or Honors Astronomy (offered every 2 years), and students should still achieve the goals and objectives of the concentration. Remaining courses are all electives, which the student can select to accommodate course availability, student schedule time constraints, etc.

Depth and Breadth of the Program

While the theme of Astronomy is often considered by those outside the field as narrow, it is in fact quite broad, covering biology (especially in Physics 205, Intelligent Life in the Universe), geology (especially in Physics 310 Planetary Astronomy), chemistry (in the formation of the solar system and in interstellar gases), physics (especially in Physics 301 (Classical Mechanics) and 306 (Physical Optics)), and philosophy and religion (especially in cosmology and the beginning of time, discussed in 129/130). We believe students with a concentration in astronomy will be exposed to a wide variety of disciplines, which blends in well with the liberal education of the College of Charleston.
Costs

300 and 400 level courses in the Physics and Astronomy Department are currently under-subscribed, so additional students will not add to the budget. There will be no added pressure on the Math department, since our majors will have taken all of the required math prerequisites to satisfy their major requirements. Hence, the net cost to the College will be minor.

Justification

This year, the Department of Physics has been renamed the Department of Physics and Astronomy. With the addition in the past three years of several new astronomers, our College now has the strongest and broadest astronomy undergraduate department in the state (Bob Dukes, Bill Kubinec, Terry Richardson, and Harold Nations are all astronomers, and Lee Lindner has dabbled in Planetary Astronomy). Consistent with these changes, we propose a concentration in Astronomy. Not only would this concentration offer students a strong overview of the field (benefiting the students), it may also attract additional students into our other higher-level astronomy course offerings (currently all under-subscribed) and therefore increase our FTE (benefiting our department). The minor may even attract high school or transfer students who are considering other colleges to come to the College of Charleston instead.

Description

We propose the following Catalog description (Course titles are added for review of this proposal only and will not be included in the Catalog description): “A concentration in astronomy shall consist of at least 6 courses, which must include 2 core courses and 4 elective courses. The core courses must consist of Physics 310 and Physics 311. Physics 129 and 130, or, preferably, Honors Astronomy can be used as core courses with department approval.” [We envision department approval only being granted if we do not offer the core courses in a 2 year period for financial or other reasons.] “The elective courses can be chosen from Physics 205 (Intelligent Life in the Universe), 298 (Special Topics), 301 (Classical Mechanics), 306 (Physical Optics), 390 (Research), 399 (Tutorial), 412 (Special Topics), 413 (Astrophysics), 420 (Senior Research) and 499 (Bachelor’s Essay). Physics 298, 390, 399, 412, 420 and 499 must involve astronomy. A minimum of 3 credit-hours of Physics 390 and 413 must be taken for these courses to count towards the minor. The courses must be approved by the student's major advisor and the astronomy minor program director.”

Signature of Department Chair: ___________________________ Date submitted: ____________
Signature of School’s Dean: ___________________________ Date: ____________
Signature of Curriculum Committee Chair: ___________________________ Date approved: ____________
Signature of Faculty Senate Secretary: ___________________________ Date approved: ____________
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: CHEMISTRY AND BIOCHEMISTRY
2. Course Number and Title: CHEM 441 Physical Chemistry
3. Course changes will go into effect: Fall 1996
4. Change(s) Desired:

Add to the prerequisites: PHYS 201, 201L, 202, and 202L or permission of the instructor.

5. Justification for Change(s):

Physics is required for the bachelor of science degree. Students would be better prepared for CHEM 441 if they would have completed physics prior to taking CHEM 441 Physical Chemistry.

6. Date Approved by the Department: October 20, 1995 Date Submitted: October 20, 1995
7. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:
ewcours\courschg.wp
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Chemistry and Biochemistry

2. Course Number and Title: CHEM 571 Chemical Synthesis and Characterization

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired:

Change course number to CHEM 371
Amend description by changing the word "inorganic" to "organometallic" so that it now reads:

571 Chemical Synthesis and Characterization (3)
A study of the chemistry of and methods for the synthesis, separation, and identification of chemical compounds. Emphasis is given to specialized techniques involved in synthesizing organic and organometallic compounds, and data acquisition and analysis for the identification of compounds by spectral methods. Lectures, one hour per week; laboratory, six hours per week. Prerequisite: Chemistry 221 and Chemistry 232, 232L.

5. Justification for Change(s):

The change in number is designed to better reflect the proper sequence in a student’s career that she/he should take the course. The course should be taken as a junior and not as a senior. The change in wording of the course description more accurately reflects the content of the course. In the past 15 years offering the course it has not been taken by anyone for graduate credit. Therefore there is no need to have it listed at the 500 level.

6. Date Approved by the Department: September 1, 1995 Date Submitted: September 8, 1995

7. Signature of Department Chair: James P. Dearn

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1985 and replaces all others)

c:\newcours\courschg.wp

[Signature]

9-20-95
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: CHEMISTRY & BIOCHEMISTRY

2. Course number and title: CHEM 512L
   Number of credits: One (1)
   Total hrs/week: Lecture: None   Lab: Three (3)

3. Course will be offered first: Spring 1997

4. Catalog description (please limit to 50 words):
   CHEM 512L Advanced Inorganic Chemistry Laboratory
   A study of advanced methods for the synthesis, separation, and identification of inorganic compounds. Laboratory,
   three hours per week. Prerequisite: Chemistry 511.

   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions):
   Prerequisite: Chemistry 511.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   The goal for this course is to round out our majors’ knowledge of synthetic chemistry. They currently learn a
   wide variety of techniques for preparing and characterizing organic compounds. This course will allow them to
   gain advanced skills for preparing inorganic compounds.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?
   Three of the goals of our curriculum (as found in our chemistry majors handbook) are that students graduating
   in chemistry should be able to
   1) synthesize compounds
   2) identify compounds and elements
   3) use common tools of chemistry (instruments, glassware, etc.)
   This course clearly addresses these goals and will strengthen the knowledge base in the area of inorganic
   chemistry for our majors.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   The proposed course will enhance the end of the major. The course will complement material learned in the
   prerequisite course. It will also allow the student to build upon laboratory techniques learned in earlier courses,
   especially CHEM 371 Chemical Synthesis and Characterization.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including
   linkages with other disciplines?
   N/A

   (b) 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.)
   No other departments will be affected by this course.

9. Method of teaching: This will be a laboratory course.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.

Our increasing numbers of chemistry majors are also wishing to receive a degree certified by the American Chemical Society. They can do this by taking an upper-level laboratory course or research. Our current offerings are limited. The addition of this course will allow more students to be able to accomplish this.

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

CHEM 511, which is currently offered both fall and spring will now be only offered in the fall. This will open up one slot in the spring. Depending on the number of majors we may need to offer two sections, thus needing coverage of one other course (probably a lower-level introductory lab section) by an adjunct.

(c) Frequency of offering:  
- each Fall  
- each Spring  
- every two years  
- every 3 years  
- other (Explain ________)

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

(a) Staff  
No additional tenure-track faculty

(b) Budget  
Additional glassware and other consumables will be required. This will come from the departmental budget.

(c) Library  
None

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair:  

14. Signature of School's Dean:  

15. Signature of Business Affairs Official:  

16. Signature of Curriculum Committee Chair:  

17. Signature of Faculty Senate Secretary:  

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
CHEM 512L
Department of Chemistry & Biochemistry
College of Charleston

Proposed Course Syllabus
(List of Experiments)

1. The Preparation and Characterization of Sodium Amide

2. The Preparation and Characterization of Chloropentaamine Cobalt (III)
   Chloride, Nitropentaamine Cobalt (III), and Nitritopentaamine Cobalt (III) Chloride

3. The Preparation and Characterization of Nitrogenpentaamineruthenium(II) Iodide

4. The Preparation and Characterization of Ferrocene

5. The Preparation and Characterization of Trimeric and Tetrameric Phosphonitrilic
   Chloride

6. The Preparation and Characterization of Anhydrous Copper(II) Nitrate

7. The Preparation of and Characterization Chromocene

Students spend one lab period preparing and purifying the compound and a second
lab period characterizing the compound by various physical (melting point, magnetic
susceptibility) and spectroscopic means (FTIR, NMR, Mass-spectrometry, UV-VIS).

Grading: to be based on a lab notebook, written formal reports, a mid-term, and a
final examination

Committee on Curriculum and Academic Planning
Proposal to Change Degree Requirements

1. Department: Chemistry & Biochemistry
2. Degree: Bachelor of Science in Chemistry
3. Degree changes will go into effect with the class entering in: Fall 1996

* pending approval of the addition of CHEM 512L to the curriculum

4. Change(s) Desired:

To add CHEM 512L Inorganic Chemistry laboratory to the degree requirements.

5. Justification for Change(s):

The addition of this course to the degree requirements will allow all bachelor of science degree recipients to complete the American Chemical Society certified program in chemistry. This will raise the number of required hours for the degree to 43. The bachelor of arts degree option remains open for those not wishing to take this course.

6. Date Approved by the Department: September 1, 1995 Date Submitted: September 8, 1995

7. Signature of Department Chair:

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:\newcours\courschg.wp
Committee on Curriculum and Academic Planning  
Proposal to Change Degree Requirements

1. Department: Chemistry & Biochemistry
2. Degree: Bachelor of Science in Biochemistry
3. Degree changes will go into effect for the class entering in: Fall 1996
4. Change(s) Desired:

To add CHEM 511 Inorganic Chemistry to the degree requirements.

5. Justification for Change(s):

The addition of this course to the degree requirements will allow all degree recipients to complete the American Chemical Society certified program in biochemistry. The number of hours required for this degree would become 39 hours in chemistry, 14 hours in biology, and 16 hours in related areas.

6. Date Approved by the Department: September 1, 1995 Date Submitted: September 8, 1995
7. Signature of Department Chair: James P. Dean

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH  
(form last revised August, 1988 and replaces all others)
1. **Department:** Physics
2. **Course number and title:** 105 Introduction to Meteorology **Number of credits:** 3
3. **Total hrs/week:** 3 **Lecture:** 3 **Lab:** 0
4. **Catalog description (please limit to 50 words):** Survey of the most important topics in meteorology. Sample topics include cloud formation, violent storms, thunder and lightning, rainbows, rain and snow, climate and forecasting. No credit for students who have taken Physics 308. A working knowledge of high school algebra is assumed. Lectures, three hours per week.

5. **Prerequisites (or other restrictions):** A working knowledge of high school algebra is assumed.
6. **Rationale/justification for course (consider the following issues):**
   - **(a) What are the goals and objectives of the course?** Primary goal is to teach non-science majors the science of Meteorology. Secondary goals include: enhancing student's appreciation of the value of interdisciplinary work; and the application of meteorology to a wide variety of other disciplines and careers.
   - **(b) How does the course support the mission statement of the department and the organizing principles of the major?** Course expands the department's course offerings and service to the general student population. Course covers physics and the application of physics to weather. It is important for the department to teach not only pure physics, but also applications of physics. The Physics Department currently offers a meteorology course for science majors (Physics 308), and this new course will service non-science majors. This course should enhance department recruiting for majors and minors.
7. **For courses in the major, how does the course enhance the beginning, middle, or end of the major?** Course may be used as an elective for the Bachelor of Arts major. Course does not satisfy any requirements for the Bachelor of Science major, although it may persuade some undecided students to become Physics majors. Since this course covers applications of basic physics, it could be taken at the beginning, middle, or end of the major, preferably at the beginning or middle. Course may be used as a core course for the proposed Minor in Meteorology; in which case it can be taken at the beginning, middle or end of the Minor.
8. **(a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?** This course is highly interdisciplinary, incorporating aspects from physics, geology, biology and chemistry. This course is of value to a wide variety of majors and career goals.
   - **(b) 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.)
   - **(c) Frequency of offering:** each Fall
9. **Method of teaching:** Classroom lecture and discussion. Demonstrations.
10. **(a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.** Anticipate a possible slight increase in non-majors taking other physics classes; effect college-wide should be minimal.
    - **(b) Address potential shifts in staffing of the department as it relates to the offering of this course.** Once every two years, we plan on replacing a course which is heavily undersubscribed with this course.
    - **(c) Frequency of offering:** __ each Fall ___ each Spring __ every two years ___ every 3 years ___ other (Explain)
11. **Requirements for additional resources made necessary by this course:**
    - **(a) Staff:** 1/16 FTE faculty member
    - **(b) Budget:** 1/16 FTE faculty member will be made available by shifting faculty from an undersubscribed course.
    - **(c) Library:** Currently adequate due to collection of meteorology materials over the past 15 years.
12. **Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).** Course syllabus and further details are attached.
13. **Signature of Department Chair:** ___________________________ **Date submitted:** 12/4/95
14. **Signature of School's Dean:** ___________________________ **Date:** 12/7/95
15. **Signature of Business Affairs Official:** ___________________________ **Date reviewed:** 12/5/95
16. **Signature of Curriculum Committee Chair:** ___________________________ **Date approved:** 12/4/95
17. **Signature of Faculty Senate Secretary:** ___________________________ **by Senate:** Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to: 1. Department Chair; 2. Business Affairs Office (for establishing course fee structure in SIS); 3. College Relations for addition to Undergraduate Bulletin (Attn.: Rhonda Spell); 4. Academic Affairs Office (Attn.: Beth Murphy); 5. Undergraduate Studies
Physics 105
INTRODUCTION TO METEOROLOGY
Further Comments

The College of Charleston currently offers two calculus-based upper-level meteorology courses for science majors, Physics 308 and EVSS 656 (Graduate course under the University of Charleston). There is a large market of non-science majors at the college who would be interested in a 100 level algebra-based meteorology course. Many non-science majors have an interest in weather, and many also have an interest in flying, which is very dependent on weather. Furthermore, many communication majors would be interested in such a course to enhance their ability to effectively present weather in TV or print media. Many education majors would enhance their ability to present weather and related topics in elementary and middle schools. We also expect several continuing education students to have an interest in this course.

There are numerous weather-related employment opportunities available to students with only a minimal background in Meteorology. Just to list some that come to mind: National Defense (especially Air Force), insurance companies, airlines, television and newspaper weather reporter, Air Traffic Control, shipping, high school teaching, farming, government policy, National Weather Service assistants, manufacture and sales of weather equipment, legal assistant on weather-related crimes (a surprisingly large business), environmental assessment, satellite remote sensing, and forecasting for events and for industry. For those who choose a B.S. degree in one of the sciences with a minor in meteorology, graduate study leading to research can be added to the list.

We are hopeful that students which enjoy this course may be persuaded to take additional offerings in our department. Hence, our department will benefit from this course in that some students who take this course may enjoy meteorology to the extent that they wish to pursue either a meteorology minor or a B.A. or B.S. degree in physics. We would like to recruit more students into our upper-level physics classes, which are currently under-subscribed.

The Registrar has approved the course title and number, and the Dean of Science and Math has heartedly endorsed this course.
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Educational Foundations and Specializations
2. Course number and title: EDFS 455: Communication and Reading in the Content Areas
3. Changes will go into effect: Fall 1996

4. Changes desired:
   (a) Course title; course number will stay the same; EDFS 455: Literacy and Assessment in the Content Areas
   (b) Catalog description
      Course emphasizes knowledge and skills secondary teachers need to (1) understand reading, writing, and thinking processes at various instructional levels, and (2) make connections between assessment and instruction. Practical application is stressed in delivery of content-specific literacy instruction; preparation, use, and interpretation of teacher-made assessments; and, use of standardized tests and interpretation of results. Practicum experience required. Offered fall only.
   (c) Additional course content will be included in the area of student assessment (see description below)

5. Justification for changes:
   (a) Course name will change to reflect additional content. The term "literacy" describes more succinctly the concepts of communication and reading, which will continue to be incorporated in the course.
   (b) Catalog description will change to reflect additional content
   (c) The course will continue to prepare secondary content area teachers to address the needs of diverse learners specifically in the areas of reading, writing, and thinking; to diagnose the capabilities of learners; to design self-esteem building strategies that promote success in learning; to devise instruction that makes content area learning motivational and meaningful to all students; and, to communicate effectively within the school setting.
      Additional course content will be included to better meet the needs of teachers we are preparing by providing them the skills they need to enhance student learning and improve teaching effectiveness. This new content meets teacher education standards recommended by national teacher education organizations.
      Assessment makes a considerable contribution to student learning and teaching effectiveness. It provides feedback to students, teachers, and parents about growth in and problems with learning. It provides teachers with information necessary to make instructional decisions (e.g., pacing, content, review, instructional level) for individual students as well as for groups of students. Assessing student progress motivates pupils to practice and review academic content, influencing when, what, and how much they study. Assessment enhances teaching effectiveness by helping to determine what individual and group learning goals should be. Since it is an integral part of learning and instructional decision-making, our future teachers should be provided with opportunities to develop competency in assessing student learning.
      According to the National Council on Measurement in Education, the National Education Association, and the American Federation of Teachers endorse the view that assessment is an essential part of teaching. These organizations support the belief that teachers should be skilled in (1) choosing, developing, administering, scoring, and interpreting assessments of students, (2) using assessment results in making instructional and curricular decisions, (3) developing valid pupil grading procedures, (4) communicating assessment results, and, (5) recognizing biased or inappropriate uses of assessments.
      Besides providing instruction and practice in each of the areas mentioned above, EDFS 455 will help our future teachers to recognize the important part good assessment plays in education and how assessment must be inextricably tied to instructional form and content.

6. Date approved by department: 11/9/95   Date submitted: 11/14/95

7. Signature of department chair: [Signature]

8. Signature of dean: [Signature]
Proposal to Change a Course

1. Department: EI2ES
2. Course Number and Title: EDFS 326 Computers for Teachers
3. Course changes will go in effect: On course syllabi and listing as soon as approved and in next printing of the undergraduate catalog
4. Change(s) Desired:

To change the word Computers to Technology in the course title and description as follows:

EDFS 326 **Technology** for Teachers (3)

An introductory course for pre-service teachers to use technology in the classroom. The course includes both awareness and functional levels of educational technology. Participants are made aware of educational technology terminology, types and components of technology, and the potential use of technology in education. In addition, students learn to evaluate hardware and software.

Prerequisite: EDFS 201 and class rank of junior or above.

5. Justification for Change(s):

With the changes in technology available, just computers does not reflect all that is taught in this class. Other types of educational technology such as scanning devices and digitizing hardware, telecommunications and presentation hardware and software are also used in this class.

6. Date Approved by the Department: 11/9/95  Date Submitted: 11/14/95
7. Signature of School’s Dean: [Signature]
8. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1992 and replaces all others)
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department:  Art History

2. Course number and title:  Art History 265 - The City as a Work of Art
   (The History of the Built Form of Cities)
   Number of credits:  3
   Total hrs/week:  3 hrs/week Lecture: Lecture Format

3. Course will be offered first:  Fall 1996

4. Catalog description (please limit to 50 words):  This course examines the
   characteristic elements of historical urban form, explaining their presence and
   meaning, and looking at the ways in which they were modified over time
   and space.  Not a course in urban history, this is, rather, a study of the history
   of urbanism, dealing with the physical forms of the urban environment,
   primarily in Europe and the New World.

Check if appropriate:  √ Humanities  _____  Social Science (meets
minimum degree requirements)

5. Prerequisites (or other restrictions):  No prerequisites

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?  The goal of this
   course is to present to the student the characteristic elements of historical
   urban form, to explain their presence and meaning, and to examine the ways
   in which they were modified over time and space.  This course is not a course
   in urban history, but rather a study of the history of urbanism, dealing
   primarily with the built (and unbuilt) forms of the urban environment.

   (b) How does the course support the mission statement of the
   department and the organizing principles of the major?  As a vital element in
   the developing offerings in architectural history, this course provides a
   survey of the place of architecture within a larger context, so that the student
   will get some idea of the relationship -- or lack of relationship-- between the
   individual work of architecture (the building as Art Object) and the greater
   whole of the city.
It also is intended to be one of the core offerings of the proposed minor concentration in Historic Preservation and Community Planning, and will play a central role in the future major to be developed in that area.

(It should also be noted that a course very similar to this one proposed has previously been offered at the College. I find that in the 1976-1977 Bulletin it was listed as FNA 206 City Design in History.)

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

The course adds to the developing list of 200-Level courses offered by the Art History Department. These are intended to be courses that are not as broad in scope as the introductory courses, but not as chronologically restrictive as the 300-level offerings.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Few subjects are as naturally susceptible to a multitude of approaches as the study of the city. This course looks at the City as one of the primary human artifacts. It therefore can be seen as dovetailing with the particular approaches to urbanism and urban history of other disciplines.

(b) 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.)

Courses dealing with the City in its various forms and its manifestations are offered by the College through the History Department and the program in Urban Studies. Letters of support from Professor Hopkins and Professor McCollough will be forwarded to the Curriculum Committee.

9. Method of teaching: Teaching will be primarily by lecture, though periodic class discussions on assigned readings will occur.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. It is expected that this course will draw both Art History majors as well as interested History students and Urban Studies majors. In addition it will be a basic part of the future major in Historic Preservation and Urban Planning.
(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

There will be no need for shifts in departmental faculty as a result of the institution of this course. The professor responsible for teaching this course was hired in 1994. He is proposing the course as part of his regular complement of courses within the Art History department.

(c) Frequency of offering: ___X____ every two years.

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

(a) Staff:
There will be no need for additional faculty for this course. Neither will there be a need for increased budget or library resources.

(b) Budget
(c) Library

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: [Signature]
Date submitted: [Date]

14. Signature of School's Dean: [Signature] Date 11/15/95

15. Signature of Business Affairs Official: [Signature]
Date reviewed: [Date]

16. Signature of Curriculum Committee Chair: [Signature]
Date approved: [Date]

17. Signature of Faculty
Senate Secretary: [Signature]
Date approved by Senate: [Date]