MEMORANDUM

October 30, 1996

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The third regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, November 12 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of October 1 meeting
3. Reports: Speaker's report
4. New business:
   a. Curriculum Committee
      --CHEM: Biochemistry degree change
      --PEHD: Course change proposals (250, 430)
      New course proposals (103, 139, 245L, 323, 345L, 437, 440)
      --PHYS: New course proposal (456)
      --PSYC: Course change proposal (394)
   b. Academic Planning Committee
   c. Academic Standards Committee
5. Constituents' general concerns
6. Adjournment

Remaining Senate Meeting—Fall Semester
December 3
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: Oct. 28, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the third Senate meeting for Fall 1996.

Chemistry and Biochemistry
Biochemistry Degree Change

Philosophy and Religious Studies
Special topics courses (for information only)

PEHD
New Course Proposal
New Course Proposal
New Course Proposal
Course Change
New Course Proposal
New Course Proposal
Course Change
New Course Proposal
New Course Proposal

Physics and Astronomy
New Course Proposal

Psychology
Course Change Proposal
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 with the class entering in: Fall 1997
4. Change(s) Desired:

To add mandate BIOL 312 and 312L Molecular Biology and Molecular Biology Laboratory as required courses for the major. Currently they are one of a set of courses from which the student must select a minimum of eight hours.

5. Justification for Change(s):

The requirement of this course as a degree requirement will insure that students have a sufficient background in this most important subject area. Currently it is just an option.

6. Date Approved by the Department: April 5, 1996 Date Submitted: 8/15/96
7. Signature of Department of Chemistry & Biochemistry Chair: [Signature]
8. Endorsement of Biology Chair: [Signature]
9. Signature of Dean of School of Sciences & Mathematics: [Signature]

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

c:\newcours\courschg.wp

Curriculum Committee Chair [Signature] 10/28/96
MEMORANDUM

TO: Lee Lindner, Chair, Faculty Curriculum Committee
FROM: Jim Deavor, Chair, Department of Chemistry & Biochemistry
DATE: September 23, 1996
SUBJECT: BS Biochem degree requirements change

Below is a listing of the current vs. proposed B.S. Biochemistry degree requirements. If approved there will be no change in the total number of hours.

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<thead>
<tr>
<th>Current Biochem Requirements</th>
<th>Proposed Biochem Requirements</th>
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MEMORANDUM

TO: Lee Lindner, Chair, Curriculum Committee

FROM: Hugh Wilder, Chair, Department of Philosophy and Religious Studies

RE: Special Topics Courses

The Department of Philosophy and Religious Studies Department is offering two special topics courses this semester (Fall 1996-97):

RELS298/PHIL298/JWST300: Jewish Thought
RELS298: Popular Piety in the Middle Ages

For information for the Curriculum Committee and the Faculty Senate, I attach syllabi for each.
Philosophy 298.  
Religious Studies 298.  
Jewish Studies 300.  

Jewish Thought  
Course Syllabus  

Fall 1996  
Martin Perlmutter  
Maybank 222  
Office: 16 Glebe St., Rm 201  
TR 12:15 - 1:40 P.M.  
Office Hours: TR 3:00 - 4:00 & by appt.  
Telephone - 953-5682

Required Text
(1) Telushkin, Joseph, *Jewish Literacy*, William Morrow  
(2) Levenson, Jon, *Sinai and Zion*, Harper and Row  
(3) Steinsaltz, Adin, *The Essential Talmud*, Basic Books  
(4) Noveck, Simon (ed.), *Contemporary Jewish Thought*, B’nai B’rith Books

About the texts:

*Jewish Literacy* is a general historical survey of Jewish ideas and history that makes the reader literate about Judaism. *Sinai and Zion* explores two of the most basic themes of Hebrew Scripture, *Torah* and *Temple*, and gives an entry to the Jewish Bible. The Talmud is a difficult, long, and influential text that is summarized clearly and briefly in *The Essential Talmud*. *Contemporary Jewish Thought* is an anthology of the writings of important Jewish thinkers of the past hundred years.

About the Course
(1) The course will not be a comprehensive introduction to Jewish thought. It will assume no background in Jewish thought.  
(2) The format will be lectures with a lot of discussion. Everybody must do the assigned reading prior to class meetings, so that class discussions are informed with everybody contributing.  
(3) Class will begin with a student presenting a short summary of the readings for the day. Class discussion will revolve around the readings.  
(4) There are excellent resource persons familiar with experts of Jewish thought in the Charleston community that the course and students can take advantage of.

Course Requirements:
- Class Participation and Presentation: 10%  
- Two Quizzes: (Sept. 17 and Oct. 30) 20%  
- Midterm: (October 8) 25%  
- Final (December 10, 12 - 3:00 P.M.) 25%  
- Term Paper (November 12) 20%  
(roughly eight pages; topic to be chosen individually)
Religious Studies 298  Popular Piety in the Middle Ages

Instructor: Margaret Cormack  Tel: 953-8033

Office: 11 Glebe St., 103 (at the end of the porch)
Office Hours: Tuesday and Thursday 11:00 - 12:00 or by appointment. Messages can be left at the Dept. of Philosophy and Religious Studies, 14 Glebe St., where I have a mailbox, or on EMAIL (CORMACKM). The phone mail in my office DOES NOT WORK.
PLease NOTE: If you are delivering a paper, please hand it to me in person, if at all possible. Until it is in my hands, I do not know that it has been written. Above all, DO NOT STICK IT UNDER THE DOOR of my office! Go across the street to the Dept. of Philosophy and leave it in my mailbox there. For added security, make sure you have a xerox copy yourself, as well as backup disks if you used a computer.

Texts Required for Purchase:
- The Rule of St. Benedict in English
- Davidson, The Miracles of St. James
daev are available from the College Bookstore and from University Books of Charleston at 360 King St.
- Vauchez, The Laity in the Middle Ages
- Melczer, The Pilgrim's Guide to Compostella
are also available there, and will also be on reserve at the Robert Scott Small Library.

Readers will be available from SASSY Inc. on Wentworth St.

Handouts will be distributed from time to time.

Please read this syllabus carefully, to make sure that the requirements of the course are clear. If you have any questions, don't hesitate to ask!

Grading Scale: A = 95 points
- B+ = 90 points
- B = 80 points
- C+ = 75 points
- C = 70 points
- D = 60 points
- F = below 60

Grading will be based on:

2 in-class exams 20 points each
- these written exams have both short answer and essay components.
final exam, consisting of
- objective section covering the last third of the course 20 points
- essay 20 points
we will decide, as a class, whether this will be a "survey" essay or a research essay.
in either event, I reserve the right to assign or approve the topic. It will be due on or
before the date of the final exam
weekly written homework 20 points

Written homework will be assigned on readings, lectures, and/or films. These 1-2 page assignments may be typed or NEATLY hand-written; if your handwriting is illegible, I reserve the right to demand that they be typed. They are worth 2 points each, and you are responsible for handing in one such assignment every week when there is not an exam or vacation. The topic will be announced in advance, and will usually consist of a question on the reading or a question about the previous film or lecture, based on your notes. The assignment is due at the BEGINNING of the class for which it is assigned, and **CANNOT** BE HANDED IN LATE. However, there are a total of 11 weeks, and there will probably be a few extra assignments here and there, so you will be able to make up any you miss. However, it's a very bad idea to count on doing so, and leaving them all till the last few weeks of class. PLEASE NOTE: THE POINTS ADD UP. If you hand in none of these assignments, the highest grade you can receive, even with an A on all other work, is B.

Readings

The following is an outline of the topics we will be discussing. I will announce the details of day-to-day assignments in class. It is YOUR responsibility to attend class and be aware of the precise assignments. Since this course is using the assigned materials for the first time, and it is possible that I have over- or under-estimated the amount of time required to cover different topics, the schedule is provisional, and may be modified in the course of the semester. If there are any major changes, I will handout a revised reading list.

Please note that except for the beginning of the course, the following lists topics and exams by week only. It does not specify whether an exam will be held on a Monday or a Wednesday. I will let you know the precise date of the exam a week before it takes place.

WEEK OF:
August 21: Introduction to course.

   Homework question: what aspects of paganism do each of the authors object to? What kind of solution is proposed in each case? Why?
   Note down any aspects of Christian practice as described in these texts about which you have questions.

   Wednesday: Vauchez ch. 7

Sept. 2 Handout: Christian sacraments

Sept. 9 The Monastic Life: The Rule of St. Benedict
Sept. 16 Monday: Holy men and women: Reader 1, Gregory the Great

Sept. 23 EXAM. Laypeople: Vauchez chs. 3, 6

Sept. 30 Pilgrimage: Melczer, The Pilgrim’s Guide to Compostella

Oct. 7 Davidson, The Miracles of St. James

Oct. 14 A New Kind of Pilgrimage: the Crusades
    Vauchez ch. 4; selection from Reader 2

Oct. 21 EXAM; Christianity and Islam Reader 2

Oct. 28 Christianity and Judaism: Vauchez ch. 12 Reader 2

NOV 4 FALL BREAK. Urban saints and cults: Vauchez chs. 5, 13

Nov. 11 Female piety: Vauchez chs. 14, 15, 16;

Nov. 18 Holy women: Vauchez chs. 17-22; Handout

Nov. 25-27 Miracle Plays; THANKSGIVING

Dec. 2 REVIEW FOR FINAL EXAM.
Advice on studying.

The following applies to all your courses, not just this one. I’m not going to repeat everything you have heard already about time management, not leaving things to the last minute, etc.; don’t forget that the staff of the College Skills Lab (room 216 of the Education Center) is there to help you, as is the SNAP (Special Needs Advising Plan) office on 88 Wentworth St. These notes represent my personal tried and true advice for getting through the semester successfully.

- read the assigned material BEFORE the date on which it is due. If possible, it should be read at least twice. I recommend the following procedure:
- Weekend: Do the reading for the week - as if you were reading a novel. Don’t underline or take notes, just get the general idea. Pay special attention to maps, illustrations, etc.
- The day before class: re-read the material assigned for that day. Take notes, making sure you understand any new terms and also how the material "fits together." How does it compare with what you have learned in the course so far?
- In class, take careful notes. This does NOT mean copying down every word the professor says. Write down key names, dates, definitions, outlines, etc. As a rule, anything written on the blackboard belongs in your notes, as does anything the professor repeats. If something is said in class that you miss, or don’t understand, raise your hand and ask!
- Compare your class notes and notes from the readings. Do they make sense together? (Sometimes lectures will be on a different topic than the readings, and this will not apply.) This is the time to memorize definitions, outline the relationship of important concepts, etc. If there is something you don’t understand, go back over your notes and text, to make sure you understood what was said. If there’s still a problem, ask about it, either in my office hour or in class. Don’t be shy about asking questions in class; if you are confused, probably someone else is, too. The time to straighten out misunderstandings is always AS SOON AS POSSIBLE - the later you leave it, the less you and I will remember about the original context, and the harder it will be to straighten things out.
- If there is a special discussion topic or paper assignment for a given day, the procedure described above applies as follows. 1) Read through the text once for an overview. 2) Read a second time, taking notes; formulate your opinion on the question and briefly outline your answer. 3) REREAD the material to make sure
your ideas hold up! If you find apparent contradictions, or evidence that might support a different point of view, consider why this is so, and whether the opposing perspectives can be reconciled.

If you follow this plan on a regular basis, you will have a wonderful set of reliable notes to use when writing a paper or studying for an exam. Not only that, careful studying at the time the material is presented means that studying for exams will be far less stressful.

When writing papers, don’t forget the writing consultants at the College Skills Lab. Remember, however, that they can only help you with form, NOT content. You have to know what you want to say; they will help you express it clearly. It may take a couple drafts, so if you plan to take advantage of their services, don’t wait till the last minute. Be sure to take a copy of the assignment and any notes pertaining to it you may receive in class.

NB: I strongly advocate taking notes - by hand or on a computer - rather than using a highlighting pen. Writing out the notes makes them stick in your head longer, and highlighting decreases the amount you will get from the bookstore if you want to sell it back at the end of the semester.

FINAL WORD OF WARNING: ALWAYS BACK UP YOUR COMPUTER DISK - and PRINT OUT THE LATEST VERSION! Computers invariably crash during the final draft, which is usually being written late the night before the paper is due.
New Course Proposal

1. Department: Physical Education and Health

2. Course number and title: PEHD 103 Martial Arts  Number of credits: 2

Total hrs/week: Lecture: Lab: 

3. Course will be offered first: Replaces Special Topics

4. Catalog description (please limit to 50 words): An introduction to the theory and application of Asian martial arts in modern, everyday life. An activity course in which the basics of a martial art will be learned through lecture demonstration and laboratory experience.

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course? An elective course which will provide the student with a lifetime fitness activity potential with practical application possibilities. This course will provide the student with viable options for personal self-defense including the use of non-violent alternatives as well as the rational use of physical techniques such as those taught through various types of Asian martial arts. This course will also present opportunities for aesthetic self-expression through the performance of ancient, battle-proven repositories of effective self-defense techniques.

(b) How does the course support the mission statement of the department and the organizing principles of the major? This course is an introductory activity course of (proven) high interest to the general student body. Besides martial arts skills, students perform and understand the rationale for basic activities required in other lifetime health-fitness activities: warm-up activities, cardiovascular conditioning, and cool-down activities.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is an introductory level activity class. It will introduce/reinforce the rationale for lifetime fitness and provide basic techniques fitness, i.e. calculating and monitoring exercise heart rate, training in flexibility, and muscular strength and conditioning, that are expanded on in later PEH classes.

8. (a) 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 arts tradition by exposing students to an aspect of another culture. Students are not only expected to perform physically in this class but also demonstrate an understanding of martial arts through written tests and an outside paper.

(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

9. Method of teaching: The general method of teaching for an activity course is as follows: Rationale, demonstration, application, group activity, partner work. Additionally, students will be required to produce a type-written report that is the result of two separate interviews with local martial arts teachers. This provides the student with the opportunity/skill to choose an appropriate environment to continue this health/lifetime fitness skill after graduating from the College of Charleston.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None. This course has been offered as a special topics course the maximum number of times. It has filled each time and the same is expected if it becomes a permanent course.

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

None

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

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

(a) Staff: none
(b) Budget: none
(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: ___________________________ Date submitted: 3/24/95
14. Signature of School's Dean: ___________________________ Date: 3/27/95
15. Signature of Business Affairs Official: ___________________________ Date reviewed: ______________
16. Signature of Curriculum Committee Chair: ___________________________ Date approved: 7/28/95
17. Signature of Faculty Senate Secretary: ___________________________ Date approved: ______________

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 21, 1995 and replaces all others.)
**COLLEGE OF CHARLESTON**  
Committee on Curriculum and Academic Planning  
New Course Proposal

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<th>1. Department:</th>
<th>Physical Education and Health</th>
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<tr>
<td>2. Course number and title:</td>
<td>PEHD.139 African Dance</td>
</tr>
<tr>
<td>Total hrs/week:</td>
<td>3</td>
</tr>
<tr>
<td>3. Course will be offered first:</td>
<td>Replaces Special Topics Course already being taught</td>
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<tr>
<td>4. Catalog description (please limit to 50 words):</td>
<td>The course focuses on the history, techniques, practice of dance movements and meaning of several African dances. Students will also recognize drum rhythms for each dance, learn names of instruments used for the dance, and perform each dance.</td>
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Check if appropriate:  
- Humanities  
- Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues):
   
   (a) What are the goals and objectives of the course? The student should explore the history of several west African dances and learn the following competencies: understand the meaning of specific African dances, recognize the drum rhythms for each dance, learn the names and use of instruments for each dance, and perform a complete African dance series.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? This is not a majors' course; however, part of the department's mission is to offer a wide variety of activity courses to meet a wide variety of student interest. This course has proven very popular as an activity special topics course. It is especially important to the department's mission of offering activities which introduce students to aspects of physical activity in other cultures.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Not Applicable

8. (a) 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 arts tradition by exposing students to an aspect of another culture. Students are not only expected to perform physically in this class but also demonstrate an understanding of African Dance through written tests and an outside paper.

   (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

9. Method of teaching: Lecture, demonstration, student participation, and guest performers.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None. This course is already offered as a special topics course.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None

(c) Frequency of offering: 

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

(a) Staff None

(b) Budget None

(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: A. Lewis

14. Signature of School's Dean: J. Allen

15. Signature of Business Affairs Official: Date reviewed: 3/26/96

16. Signature of Curriculum Committee Chair: Date approved: 10/28/96

17. Signature of Faculty Senate Secretary: Date approved 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 (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.)
1. Department: Physical Education and Health
2. Course number and title: PEHD 245L Basic Athletic Training LAB
   Number of credits: 1
   Total hrs/week: 3 hours per week in lab
   Lecture: 0 hours per week
   Lab: 3 hours per week
3. Course will be offered first: Fall 1997
4. Catalog description (please limit to 50 words): An introduction to basic injury management skills required in the field of athletic training, with focus on preventive and protective taping. Does NOT meet Humanities/Social Studies minimum degree requirement.
5. Prerequisites (or other restrictions): Must be taken in same semester as PEHD 245
6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To provide critical professionally-related, hands-on-experience aimed at the development of the basic skills necessary to enhance the learning experience and student involvement during clinical exposure. These skills would benefit clinical exposure in disciplines such as the athletic training, physical therapy, and other sports medicine specializations. For those planning to enter the profession of athletic training, this organized skill development opportunity is essential for national certification exam preparation.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of the Physical Education and Health Department is to prepare students to enter graduate studies that typically require national certification OR, at the very least, a minimum of 800 hours of practical experience to meet entrance requirements. This foundation of skill allows students to develop their professional proficiency and demeanor prior to pursuing graduate study. Without these skills, their practical experience would be substandard.
7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is of potential interest to any undecided non-major who wants to explore the topic of sports medicine as a potential professional goal. May serve as a supplement to students involved in the non-PEHD pre-physical therapy course of study.
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 of potential interest to any undecided non-major who wants to explore the topic of sports medicine as a potential professional goal. May serve as a supplement to students involved in the non-PEHD pre-physical therapy course of study.
   (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.) N/A

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
9. Method of teaching: Demonstration, Hands-on Practice, Skill Performance

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Athletic training and prephysical therapy, as components of the Sports Medicine Track, are continuing to receive increasing numbers of declared majors. They now comprise a majority in the department. The athletic training program, in particular, has been sought out in increasing numbers over the past four years by high school students and students from other colleges seeking this field of study and opportunity for experience. The trend is upward in terms of interest and enrollment.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Staffing needs will not change, as this course has been offered for the past three years without credit granted to the students involved. The instructor must be a certified athletic trainer and we have 2.5 athletic trainers currently on staff.

(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 Will be taught as part of load
(b) Budget Additional laboratory expenses will be covered by student fees
(c) Library Continued supplementation of reference materials per departmental procedure.

(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: Andrew H. Lewis Date submitted: 10/11/94
14. Signature of School's Dean: Nancy J. Johnson Date: 10/14/94
15. Signature of Business Affairs Official: Prinda J. Eubanks Date reviewed: 10/14/94
16. Signature of Curriculum Committee Chair: ___ 
17. Signature of Faculty Senate Secretary: ___ 
18. Signature of Faculty Senate Secretary: ___ 

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Physical Education and Health

2. Course Number and Title: PEDD 250 Rhythms and Gymnastics

3. Course changes will go into effect: Fall 1996

4. Change(s) Desired: Name changed to Dance and Rhythms

5. Justification for Changes: Students taking this course are majors who are in the teacher education track. According to the NCATE certification guidelines, our students must possess "knowledge and skills of basic rhythmic activities as well as various dance forms."

6. Date Approved by the Department: 3/26/96 Date Submitted:

7. Signature of Department Chair: Andrew W. [Signature]

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

c:ncwemc'scounselcng.frm

Curriculum Committee Chair [Signature] 10/28/96
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Physical Education and Health

2. Course number and title: [H] 323 Women's Health Issues Number of credits: 3

   Total hrs/week: 3 Lecture: 3 Lab: __________

3. Course will be offered first: Replaces Special Topics Course already being taught

4. Catalog description (please limit to 50 words): This course deals with a wide variety of health issues of concern to women. Major categories of topics include: utilization of the health care system, issues of concern to women of diverse backgrounds, normal physiological health and well-being, common physiological and psychological health problems, and cultural as well as societal influences on women's health.

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

5. Prerequisites (or, other restrictions): None

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course? See attached syllabus

   (b) How does the course support the mission statement of the department and the organizing principles of the major? Part of the department's mission is to offer a wide variety of courses to meet a wide variety of student interests. This course has proven very popular as a Special Topics course and a Women's Studies course. It is especially important to the department's mission of offering information related to other cultures.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Students wishing to do independent study in the subject would be encouraged to take the course during the middle of the major. Majors completing the health minor should take the course whenever it is offered.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course may be selected as one of the courses for the interdisciplinary Women's Studies minor.

   (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.) Yes Women's Studies

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
9. Method of teaching: lecture, discussion, guest speakers, multimedia presentations, group presentations

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None

This course has been offered twice as a Special Topics course with maximum enrollment of 45 students.

(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  X every two years
    __ each Spring  __ every 3 years
    __ other (Explain ______________________ )

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

(a) Staff  None
(b) Budget  None
(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: Andrew H. Lewis  Date submitted: 3/26/96
14. Signature of School's Dean:  Date: 3/27/96
15. Signature of Business Affairs Official:  Date reviewed: 10/21/96
16. Signature of Curriculum Committee Chair:  Date approved: 10/21/96
17. Signature of Faculty Senate Secretary:  Date approved 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 (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.)
**COLLEGE OF CHARLESTON**  
Committee on Curriculum and Academic Planning  
New Course Proposal

1. Department: Physical Education and Health  
2. Course number and title: PEHD 345L  
   Number of credits: 1

<table>
<thead>
<tr>
<th>Total hrs/week: 3</th>
<th>Lecture: 0</th>
<th>Lab: 3</th>
</tr>
</thead>
</table>

3. Course will be offered first: Lab currently being offered, as outlined, without assigned credit.

4. Catalog description (please limit to 50 words): An introduction to basic injury evaluation/assessment skills required in the field of athletic training, with focus on the process of injury evaluation, on specific injury evaluation techniques and special tests, and on on-field, off-field, and clinical environments. **Does NOT meet Humanities/Social Studies minimum degree requirement.**

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

5. Prerequisites (or other restrictions): PEHD 245 and PEHD 245L  
   (Must be taken in same semester as PEHD 345)

6. Rationale/justification for course (consider the following issues):  
   (a) What are the goals and objectives of the course? To provide critical professionally-related, hands-on experience aimed at the development of the basic skills necessary to enhance the learning experience and student involvement during clinical exposure. These skills would benefit clinical exposure in disciplines such as the athletic training, physical therapy, and other sports medicine specializations. For those planning to enter the profession of athletic training, this organized skill development opportunity is essential for national certification exam preparation.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of the Physical Education and Health Department is to prepare students to enter graduate studies that typically require national certification OR, at the very least, a minimum of 800 hours of practical experience to meet entrance requirements. This foundation of skill allows students to develop their professional proficiency and demeanor prior to pursuing graduate study. Without these skills, their practical experience would be substandard.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is designed to be a mid-level expansion on skills used by the Athletic Training professional in injury evaluation and assessment. This lab and corresponding didactic course examine, in part, the athletic injuries discussed in Basic Athletic Training from a different perspective and in greater intensity and profundity. The knowledge acquired in the corresponding course is significantly diminished in value without this laboratory experience.

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 of potential interest to any undecided non-major who wants to continue their exploration of sports medicine as a potential professional goal. May serve as a supplement or special interest to students involved in the non-PEHD pre-physical therapy course of study.

   (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.) N/A

9. Method of teaching: Demonstration, Hands-on Practice, Skill Performance

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Athletic training and pre-physical therapy, as components of the Sport Medicine Track, are continuing to receive increasing numbers of declared majors. They now comprise a majority in the department. The athletic training program, in particular, has been sought out in increasing numbers over the past four years by high school students and students from other college seeking this field of study and opportunity for experience. The trend is upward in terms of interest and enrollment.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Staffing needs will not change as this course has been offered for the past three years without credit granted to the students involved. The instructor must be a certified athletic trainer and we have 2.5 athletic trainers currently on staff.

c) Frequency of offering: ___ each Fall  ___ every two years
   ___ each spring  ___ every 3 years
   ___ other (Explain)

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

   (a) Staff Will be taught as part of load.
   (b) Budget Additional laboratory expenses will be covered by student fees
   (c) Library Continued supplementation of reference materials per departmental procedure.
   (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: Date submitted: 10/11/96
14. Signature of School's Dean: Date: 10/11/96
15. Signature of Business Affairs Official: Date reviewed: 10/14/96
16. Signature of Curriculum Committee Chair: Date approved: 10/28/96
17. Signature of Faculty Senate Secretary: Date approved

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.)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Physical Education and Health

2. Course Number and Title: PEHD 430 Sport Science and Rehabilitation

3. Course changes will go into effect: Fall 1996

4. Change(s) Desired: Name changed to Therapeutic Exercise

5. Justification for Change(s): The new title is more descriptive of the course content.

6. Date Approved by the Department: 3/26/96 Date Submitted:

7. Signature of Department Chair: Andrew H. Lewis

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

C:\newcours\courschg.frm

CURRICULUM COMMITTEE CHAIR  10/28/96
1. Department: Physical Education and Health
2. Course number and title: PEHD 437 Therapeutic Modalities
   Number of credits: 3
   Total hrs/week: 6 Lecture: 3 Lab: 3
3. Course will be offered first: Fall, 1996
4. Catalog description (please limit to 50 words): This course provides comprehensive coverage of the adjunctive use of therapeutic modalities in the athletic injury recovery process. This course examines the physiological basis and rationale for modality use, clinical application, and specific application techniques. Students will gain didactic knowledge regarding modality selection, indications, and contraindications as well as hands-on experience in the appropriate use and application of techniques.
   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)
5. Prerequisites (or other restrictions): PEHD 245 & 245L, PEHD 345 & 345L and/or permission of the instructor
6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To provide athletic training students with information required to attain certification by the National Athletic Trainer's Association (NATA). To provide non-athletic training students with preliminary exposure to theory and methodology of therapeutic modalities commonly used in the treatment of athletic injury.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of the Physical Education and Health Department is to provide students the best preparation possible in fields related to physical education through a variety of courses. Therapeutic modalities is such a course for those physical education students interested in pursuing a career in athletic training as well as exercise science. This course will better students to meet requirements for NATA certification as athletic trainers.
7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Enhances the later stages of the major process in that it builds upon PEHD 245 and PEHD 345. In addition, it provides exercise science students with information fundamental to their future course of study.
8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Not applicable
   (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.

   Method of teaching: Lecture, Practical application, Case Studies/Discussion, Field Trip

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Departmental shifts will be away from special topics courses needed to cover this content to a permanent course regularly offered in the schedule which is needed to meet the growing demands of majors in this area.

(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 ___ every two years ___ each Spring ___ every 3 years ___ other (Explain ________________)

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

(a) Staff Will be taught as part of load
(b) Budget Additional laboratory expenses will be covered by student fees.
(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: ___________________________ Date submitted: __________/

14. Signature of School’s Dean: ___________________________ Date: __________/

15. Signature of Business Affairs Official: ___________________________ Date reviewed: __________/

16. Signature of Curriculum Committee Chair: ___________________________ Date approved: __________/

17. Signature of Faculty Senate Secretary: ___________________________ Date approved 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 (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.)
# COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. **Department:** Physical Education and Health

2. **Course number and title:** PHEL 440 Biomechanics **Number of credits:** 3

| Total hrs/week: | 3 | Lecture: 3 | Lab: 0 |

3. **Course will be offered first:** Spring 1997

4. **Catalog description (please limit to 50 words):** The course will focus on the mechanical basis of human movement, with some consideration given to the anatomical constraints that influence all types of human movement, from athletic to pathological. Topics covered will include: kinematics of movement (linear and angular), kinetics (linear and angular), equilibrium, and fluid mechanics.

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

5. **Prerequisites (or other restrictions):** Biology 202, Physics 101, and PHEL 330

6. **Rationale/justification for course (consider the following issues):**

   (a) What are the goals and objectives of the course? The course will provide a brief review of anatomy, followed by primary focus on mechanical basis for movement from an athletic to pathological perspective. Linear and angular kinematics and kinetic concepts will be discussed and understood from quantitative and practical points of view.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of PHEL is to provide students in the professional track of exercise science with cognitive tools which they can use as they continue their educations beyond the undergraduate level. This course will add further experience in quantitative assessment and problem solving and focus on the importance of research plans in answering challenges presented by the "real world".

7. **For courses in the major, how does the course enhance the beginning, middle, or end of the major?** This course will provide students with the opportunity to tie information from biology, kinesiology, motor learning, work physiology, and analysis of human movement together.

8. (a) **For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?** Majors from biology and other disciplines who are considering medical, PT, OT, or other graduate school endeavors should enroll.

   (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

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**IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH**
9. Method of teaching: Lecture, discussion, outside presentations from professionals in the fields of physical therapy, occupational therapy, orthopedics and other medical disciplines, videos, use of A.D.A.M. and other multimedia sources.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Students in the exercise science track will have to depend less on special topics courses for this information.

(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
- every two years
- every 3 years

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

(a) Staff None
(b) Budget None
(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: [Signature] Date submitted: 3/26/96
14. Signature of School's Dean: [Signature] Date: 3/27/96
15. Signature of Business Affairs Official: [Signature] Date reviewed: 3/27/96
16. Signature of Curriculum Committee Chair: [Signature] Date approved: 10/28/96
17. Signature of Faculty Senate Secretary: [Signature] Date approved 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 (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 Pharm, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
Phys456: Air Pollution Meteorology

An introduction to the basics of air pollution science. Course begins with a summary of underlying meteorology and atmospheric physics and then covers the atmospheric radiation budget, atmospheric circulation, aerosols, atmospheric chemistry (acid rain, ozone hole), short term atmospheric change, atmospheric chemical models, and air quality. Lecture four hours per week. Prerequisites: Physics 202 (or Physics 102 and Math 120) and Chemistry 112, or permission of the instructor.

Catalog description (please limit to 50 words): This course demonstrates the application of physics to the science of air pollution and the environment. Course applies the principles of physics to weather, allowing for better understanding of the physics.

Method of teaching: 

- Lectures (including guest lectures), demonstrations, films, problem solving

Requirements for additional resources made necessary by this course:

- Staff None; see 10b above
- Budget None
- Library None: the MES program has provided a well-stocked collection

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

Signature of Faculty Senate Secretary: ____________________________ Date approved: 10/25/96

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
This form last revised March 23, 1995 and replaces all others: at/newcours/newcours.frm
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Psychology
2. Course Number and Title: Psyc 394, Systems of Psychology
3. Course changes will go into effect: Spring, 1997
4. Change(s) Desired:
   We desire to change the name of this course from "Systems of Psychology" to "History and Systems of Psychology." We also wish to change the catalog description to read as follows:
   A study of psychological theory in historical context. Topics will include Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis.
   Prerequisites: 103 and at least 12 additional hours in psychology.

5. Justification for Change(s):
   The proposed changes will make it so that the catalog description and title of this course more accurately reflect its subject matter. Faculty who have been teaching the course agree that the changes will make the Bulletin more accurate. A suggestion that such a change be contemplated was first raised by Dr. Charles L. Brewer of Furman University, who served as a consultant to the Department on curricular matters in April, 1995.

6. Date Approved by the Department: Date Submitted:

7. Signature of Department Chair: ____________________________

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

Curriculum Committee Chair ____________________________ 10/28/96
To: Robert Mignone, Speaker of the Faculty  
From: Academic Planning Committee  
Re: Motion for a Senate Resolution  

The Academic Planning Committee requests that the Faculty Senate adopt the following Resolution and a supporting rationale.

"Be it resolved that the Faculty Senate expresses its displeasure and concern that the advising process is no longer required for preregistration."

We wish our resolution and a supporting rationale be sent to the President, the Vice President for Academic Affairs, the Vice President for Enrollment Management, and to the Registrar so that some means may be initiated for correcting this problem.

Rationale: We are deeply concerned that omission of faculty from the advising process will have detrimental effects on course selection, on course sequencing, on retention, on student progress, on proper preparation for graduation in a timely fashion, on career planning, and on encouraging commitment to appropriate major and minor courses of study.
College of Charleston
Committee on Academic Standards, Admissions, and Financial Assistance

The 1996-1997 edition of the Undergraduate Catalog, p. 43, contains the following paragraph:

Attendance
Since class attendance is a crucial part of any course, students are expected to attend all classes and laboratory meetings of the courses in which they enroll. During the first week of classes instructors will announce and distribute their attendance policies. However, whatever the policy may be, each student is responsible for all information disseminated in the course. If a student misses more than the permissible number of class meetings, the professor will first notify the student of excessive absences which, if not corrected, will result in a grade of WA, equivalent to a grade of F.

The Academic Standards Committee proposes that the last sentence of this paragraph be replaced with the following:

As a student approaches the maximum allowable absences, the professor will notify the student that exceeding the limit will result in a grade of WA. If the student then misses more than the permissible number, the professor may instruct the Registrar to record a grade of WA for the student.

Rationale:
(1) The last sentence of the current regulation seems to tell the professor to notify the student that s/he is going to exceed the maximum allowable cuts after the maximum has already been passed. Also, it implies that it is possible to "correct" having missed classes.

(2) The current regulation does not tell the professor what to do if the student exceeds the maximum allowable cuts.

(3) Older editions of the catalog stated that "Excessive absences will be considered grounds for withdrawal from a course with a grade of WA, which is a failing grade." This sentence seems to have been dropped inadvertently from the two most recent editions of the catalog. However, it is not quite correct either, in that a grade of WA is not "withdrawal" from a course, it is a failing grade in the course.

For information:
Because inadvertent changes such as that mentioned in (3) sometimes occur in the College Catalog, the Academic Standards Committee has charged itself with an annual review of the "Academic Information" pages of the Catalog (pp. 42-51 of the current catalog). The Committee will correct obvious mistakes, and will bring more complex matters such as the above to the attention of the Senate.
The Senate charged the Academic Standards Committee with consideration of the proposal that the first day of class for a given term be made mandatory. A student missing the first day of class would be dropped from the roll. The Committee believes that attendance at the first day of class should not be made mandatory, because there are too many legitimate reasons that a student might miss the first day. However, the Committee certainly recognizes the importance of attendance on the first day (and at all classes).

Therefore, the Committee proposes that the Senate adopt the following resolution. The Committee also asks that, if the resolution is adopted, copies be sent to the SGA and to all administrative offices, and that the resolution be published in *The Cougar Pause*.

**RESOLUTION**

Be it resolved that:

The faculty Senate of the College of Charleston recognizes the first day of class to be a full and important teaching day;

The first day of class sets the tone for the remainder of the semester;

To that end:

All faculty will make certain that the first day of class is a meaningful teaching day;

If the faculty member has an attendance policy, then the student will be counted absent if s/he misses the first day of class unless prior arrangements have been made with the professor or through the Undergraduate Studies Office;

Students will be held accountable for all material covered on the first day of class;

The faculty encourages all administrative departments and offices to support these efforts by minimizing conflicting activities and providing adequate space where learning is to take place.
The current "Alternative Courses to the Foreign Language Requirement" has as an alternative to the 201 and 202 courses that the student "must take two courses within the same geographic area (e.g., Far East, Middle East, Africa, etc.); these two courses must be from two different departments." The list of "NATIONS/REGIONS" that follows lists Russia, France, and Germany separately.

The Academic Standards Committee proposes that Russia, France and Germany be made a single region, Europe, for purposes of fulfilling the above requirement.

Rationale:
Since the beginning of the program of alternative courses in math/logic and foreign languages for students with learning disabilities, the numbers of approved students has grown appreciably. In the Fall of 1994 a meeting was held for faculty involved in teaching the courses where students with learning disabilities tended to concentrate. These particular faculty demonstrated a high level of dissatisfaction with numbers of students in the classes for purpose of meeting the language and/or math requirements. Two things resulted from that meeting. First, Conrad Festa agreed to support particular faculty members, if numbers with specific accommodations created an excessive workload for the faculty member. Second, it was agreed to look at the courses listed as alternatives with a view within the goals of the mathematics, philosophy and languages departments for their courses to widen the course offerings, thereby reducing the concentrations.

In Spring 1995 the SNAP coordinator in response to the faculty request proposed to the Academic Standards Committee a revision of the alternative courses in both foreign languages and math/logic. The proposal carried the approval of the mathematics department, the philosophy department, and the languages department. When presented to the Senate, the Senate referred the request back to the committee to confer with affected departments relative to their courses.

This proposal is a small part of that package, not related to courses that have been questioned. The third part of the foreign language requirement requires two courses from a specific geographic area. Students tend to choose an area with a lot of choices as to course offerings. The likelihood of an offering in a limited period of time is higher. The areas of France, Germany, and Russia have had decreasing numbers of offerings as faculty have changed. It is unlikely that a student will choose those areas. As a result there is a movement to the areas of Africa, classical civilizations, and Latin America (including other third world areas.)

The SNAP coordinator consulted with the geography expert from the political science department, and there was agreement that the combining of France, Germany, and Russia into a single area, Europe, was geographically consistent with the other areas of choice: Africa, classical civilizations, Latin America (third world countries), the Far East, and the Middle East.