MEMORANDUM

November 22, 1996

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The fourth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, December 3 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of November 12 meeting
3. Reports: Speaker’s report
4. New business:
   a. Curriculum Committee
   b. Committee on Graduate and Continuing Education
5. Constituents’ general concerns
6. Adjournment

Scheduled Meetings—Spring Semester

Senate: January 14
February 4
March 11
April 1
April 15 (if needed)

Faculty: April 21
MEMORANDUM

TO: Faculty Senators

FROM: Lee Lindner, Chair, Curriculum Committee

SUBJECT: New Curriculum

DATE: Nov. 20, 1996

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

Guidelines for joint course proposals

History
New Course Proposal

HIST255

Elementary and Early Childhood Education
Special Topics Proposal

For Information Only
To: Faculty Senators  
From: Lee Lindner, chair, college curriculum committee

In light of the increasing emphasis on multidisciplinary curriculum at the College of Charleston, the college curriculum committee has begun to receive proposals for team-taught courses to be taught on a regular basis. Because such courses carry with them special considerations that single faculty member courses do not, the curriculum committee has approved a procedure for joint course proposals that we recommend for Senate approval.

Our proposal requires several assumptions of which you all should be aware:
* courses that are proposed as joint courses may not be taught as single courses without the consent of all participating departments
* courses that are proposed as joint courses require specific justification for the allotment of more than one faculty member to the teaching of the course
* students who take a joint course may not fulfill more than one general education requirement with the course
Guidelines for joint course proposals

A joint course proposal is any proposal for a course that is intended solely as a team-taught, cross-listed course. A joint course proposal is required when the course can only be team-taught, must involve specified departments, and must be cross-listed under at least two specific departmental acronyms.

A joint course proposal should not be submitted if a course may be team-taught, but will be administered by a single department, will only be identified by that departmental acronym, and could be offered by that department alone. In this case, a regular course proposal form should be submitted by the department.

Joint course proposals should follow the same routing procedures as a regular new course proposal. If the proposing departments are from different schools, the signatures of all appropriate deans will be necessary. In all cases, the signatures of all participating departmental chairs will be necessary.

Joint course proposals must be an unified effort on the part of all participating departments. However, because justification, budgetary issues, and so forth may vary among departments, separate proposals should be written and submitted as a single package by the participating departments. The following parts of the proposal must be identical:

- course title
- course credit and hours
- first offering date
- catalog description
- prerequisite justification
- goals and objectives
- importance of course for non-majors
- effect on other departments
- method of teaching
- justification of more than one faculty member
- circumstances under which course can be taught by one dept.
- frequency of offering
- syllabus (should reflect the team-taught nature of the course)

If a course is proposed as a joint course proposal, the Curriculum Committee will expect specific justification of the allocation of more than one faculty member to the course. The two explanations that will best satisfy the justification of more than one faculty member will be 1) data suggesting that the course would make as a double section (or triple, etc--dependent on the number of faculty members involved), or 2) faculty members teaching the course would divide the teaching credit equally among themselves.

If the course is approved as a joint course, no department may teach the course without the collaboration of the other(s) unless specified explicitly on the proposal form.
If a student could receive either humanities or social science credit for the course, the student must register under the acronym for the department that offers such credit. A student may not satisfy two general degree requirements with the same course (e.g., if a team-taught course involves collaboration of the psychology and philosophy departments, the student may receive either a social science or a humanities credit, but not both).
COLLEGE OF CHARLESTON
Curriculum Committee
Joint Course Proposal Form

*items must be identical across submitting departments

1. Department: ____________________

2. *Course Title: ____________________

3. Course Number: __________

4. *Number of credits: _________ *Total hrs/week: _________
   # of lecture hours: ____    # of lab hours: ____

5. *Course will be offered first: __________

6. *Catalog description (please limit to 50 words):

7. a) Prerequisites or other restrictions: ____________________

   *b) If different across departments, please justify explicitly and explain the logistics of having students with different prerequisites in the same course: ____________________

8. Rationale/justification for course (consider the following issues):
   *a) What are the goals and objectives of the course: ____________________

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

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

Check if appropriate: ___ Humanities ___ Social Science
(minimal degree requirements)
10. *a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with 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. Letters from collaborating department(s) are unnecessary).

11. *Method of Teaching: _____________________________

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

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

*c) Please justify the commitment of two (or more) faculty members to the teaching of this course: _____________________________

*d) If the course can be taught by any department without the collaboration of others, please explain the circumstances: _____________________________

e) Frequency of offering: ______each Fall ______every two years 
   ______each Spring ______every 3 years 
   ______other (explain__________

13. Requirements for additional resources made necessary by this course:
   a) Staff:
   b) Budget:
   c) Library:
(NOTE: Courses requiring additional resources will need extensive justification. Those course offered through reorganization of current staffing and resources are encouraged).

*14. Attach Course Syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). The syllabus must reflect the interdisciplinary, team-taught approach to the course.

15. Signature of Department Chair: ____________________________

16. Signature of School's Dean: ______________________________

17. Signature of Business Affairs official: _____________________

18. Signature of Curriculum Committee Chair: __________________

19. Signature of Faculty Senate Secretary: ______________________

Completed forms should be sent by the Faculty Secretary to the Registrar. Copies of completed forms 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 was last revised on December 15, 1996 and replaces all others).
COLLEGE OF CHARLESTON  
Committee on Curriculum and Academic Planning  
New Course Proposal

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Department:</td>
<td>History</td>
</tr>
<tr>
<td>2. Course number and title:</td>
<td>HIST 255 NAVAL HISTORY</td>
</tr>
<tr>
<td>Total hrs/week:</td>
<td>3</td>
</tr>
<tr>
<td>3. Course will be offered first:</td>
<td>Fall 1996</td>
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<tr>
<td>4. Catalog description (please limit to 50 words):</td>
<td>The role of navies throughout history with emphasis on Europe and the United States since 1600. Attention will be given to naval philosophy, policies, strategy, administration, tactics, and logistics.</td>
</tr>
<tr>
<td>Check if appropriate:</td>
<td>Humanities</td>
</tr>
<tr>
<td>5. Prerequisites (or other restrictions):</td>
<td>Successful completion of HIST 101.102</td>
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</tbody>
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6. Rationale/justification for course (consider the following issues):  
   (a) What are the goals and objectives of the course? It explores the major role that navies have played in the history of the world, especially for democratic nations, notably the United States, for which they have insured free institutions and free enterprise.  
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The course enables students to gain broad and comparative perspectives of history from the naval dimension as well as focusing on the experience of the U.S., a specialty within the major.  

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? As an intermediate level course, it enhances historical understanding, research, and writing skills while covering broad chronological and geographical areas.  

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It examines the political uses of naval technology by nations in peacetime and wartime, and is most closely tied to political science.  
   (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  


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. No shift in enrollment patterns anticipated; simply another elective offering.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. No staffing changes; the former Special Topics course will become one of the professor's regular upper level offerings every other year. This will not affect his teaching of HIST 101 and 102 each semester.

(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: no adjunct support will be necessary.
   (b) Budget None
   (c) Library has been enhanced by the Sheridan Collection of extensive naval titles.

   (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). syllabus for a Fall 1995 Special Topics course is appended.

13. Signature of Department Chair: ______________________ Date submitted: 9-3-96
14. Signature of School's Dean: ______________________ Date: 9-3-96
15. Signature of Business Affairs Official: ______________________ Date reviewed: __________
16. Signature of Curriculum Committee Chair: ______________________ Date approved: 11/21/96
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.)
TO: College Curriculum Committee

FROM: Ed Lawton, EDEE

SUBJECT: Special Topics Proposal (EDEE 580 and 580 L to become EDEE 516 and 516 L)

DATE: September 3, 1996

The Department of Elementary and Early Childhood Education is attempting to improve the quality of course work available to prospective middle school teachers. Currently the middle school add-on certification offering includes a simple middle school curriculum and organization course. The new course, first in special topics form and then in the regular curriculum, will provide much greater depth in the middle school program. Included will be a survey of early adolescent characteristics, social and cultural factors related to early adolescent development and, profiles from the literature and research of exemplary middle level teachers. The laboratory component of the course will also support our students with time to actually observe and participate in a public middle school setting.

Our intention is to offer a stronger preparation program for students interested in middle school teaching. This course, and an improved liberal arts and science specialty preparation, now in effect, will help attain that goal.

Thank you for your consideration.
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: Elementary and Early Childhood

2. Course number and title: EDEE 580: Early Adolescent Students and Their Teachers
   Number of credits: 
   Total hrs/week: 4 Lecture: 3 Lab: 1

3. Course will be offered first: Spring 1997

4. Catalog description (please limit to 50 words): The cognitive, affective and psychomotor characteristics of the 10-14 year old student will be examined. The effective teacher of these students will be profiled with respect to teacher attitude and efficient application of instructional, evaluation and classroom management techniques.

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

5. Prerequisites (or other restrictions): EDEE 515: Middle School Organization and Curriculum, or permission of the instructor.

6. 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.)
   The course deals with psychological, social and cultural factors related to early adolescent development. (Letters attached.)

7. Signature of Department Chair: ___________________________ Date submitted: ___________________________

8. Signature of Curriculum Committee Chair: ___________________________ Date: 11/21/96

9. Signature of Faculty Senate Secretary: ___________________________ Date Presented to 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. 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 approved by FCC on February 9, 1995.)

c:\newcours\sp-topic.frm
UNIVERSITY OF CHARLESTON, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Spanish and Italian

2. Course number and title: INTR-530 Special Topics in Bilingual Legal Interpreting. Number of Credits: 1-3 Credits Total Hours/Week: 1-3 Lectures and Lab: 1-3 Hours

3. Course will be offered first: As needed.

4. Catalog description (please limit to 50 words): Special studies related to legal interpreting designed to supplement regular course offerings of the Bilingual Legal Interpreting Program.

5. Prerequisites (or other restrictions): Permission of Program Director; No more than three hours may be taken during an academic semester or equivalent.

6. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach sheets to this form.)

(a) What are the goals and objectives of the course? Legal interpreting as an emerging profession is continually refining the parameters of knowledge and skills required to successfully meet its requirements. The proposed special topics course will allow the program to develop courses which can explore certain topics in greater depth, or address new areas of needed study within the profession: It will allow courses to be offered on a pilot basis prior to being proposed as new courses to be added to the curriculum.

(b) How does the course support the mission-statement of the department and the organizing principles of the graduate program? The MA Program in Bilingual Legal Interpreting was developed and approved in light of the mission of our liberal arts institution to acknowledge an increasingly multicultural society and provide education programs that lead to new careers which respond to the needs of a culturally and linguistically diverse American community. The development of course materials in special topics serve to enhance the quality of the program.

7. 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

8. Is this course part of joint program? ___Yes ___XX No If "Yes", what institution? ____________
Will the other institution use the same course number and title at the other school? ___Yes ___XX No If "No" what will be the course number and title at the other school? ____________

9. Method of teaching: Any special topics course will utilize the Interpreting
Facility and combine lecture with guided practice.

10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: None

(b) Address potential shifts in staffing of the departments as it relates to the offering of this course. (Note: If more space is needed, attach additional sheets to this form.) It is anticipated that this shift will necessitate the hiring of one adjunct instructor, or an overload for a roster faculty member.

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

(a) Staff Will use existing staff
(b) Budget Will use existing budget
(c) Library Will use existing resources

(Note: Course requiring additional resources will need special justification.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Course syllabus will be developed the first time the special topics course is offered. The following are examples of Special Topics: Comparative Linguistic Systems, The Law and Literature, Language Policy and Language Minorities in the United States.

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: ___________________________ Date submitted: 9/20/96
14. Signature of Department Chair: ___________________________ Date approved: 9/23/96
15. Signature of School's Dean: ___________________________ Date approved: 9/24/96
16. Signature of Budget Director, Business Affairs Office: ___________________________ Date reviewed: 11/7/96
17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: ___________________________ Date approved: 12/24/96
18. Signature of Chair of Graduate Council: ___________________________ Date approved: 1/6/96
19. Signature of Faculty Senate Secretary: ___________________________ Date approved: ___________

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November 16, 1994 and replaces all others.
1. Department: Educational Foundations and Specializations (EDFS)

2. Course number and title: EDFS 697: Special Topics in Educational Technology
   Number of credits: one (1) - three (3)
   Total hours/week: 1 - 3 Lecture and Lab: 1 - 3

3. Course will be offered first: as needed, no earlier than Spring 1997

4. Catalog description: An intensive study of an approved special topic in the field of educational technology. No more than three (3) hours may be taken under this listing during an academic semester or its equivalent.

5. Prerequisites: Permission of the instructor

6. Rationale/justification for course
   (a) What are the goals and objectives for the course?
   Educational technology is a rapidly changing field with new developments occurring frequently. The proposed special topics course will allow the department to develop courses which address specific technological needs of current and future teachers and will also enable courses to be offered on a pilot basis prior to being proposed on a permanent basis.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program?
   EDFS has faculty in four areas: foundations, secondary education, special education, and technology. Within the context of a comprehensive liberal arts education, EDFS faculty prepare special education teachers, coordinate the preparation of secondary teachers, and contribute to the preparation of early childhood, elementary, and middle school teachers. The faculty members contribute to their profession through cooperative service activities and collaborate with others (e.g. School of Education, University of Charleston, and school districts) who educate future and current teachers.
   The proposed special topics course will enable the faculty in educational technology to offer courses which address current advances in educational technology.

7. Are other Departments affected by this course? no

8. Is this course part of a joint program? no

9. Method of teaching: Any special topics educational technology course will be taught either in the School of Education's Technology Lab or in a technology lab located in a school. The course will involve a blend of instruction with application using the latest available equipment and software.

10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: Because of the nature of this proposed special topics course, it should not result in enrollment pattern shifts.
    (b) Address potential shifts in staffing of the department as it relates to the offering of this course. As noted before, the nature of this course should not result in staffing shifts. However, necessary staffing shifts will be addressed at the time the course is offered.
11. Requirements for additional resources made necessary by this course:

(a) Staff: Will use existing staff
(b) Budget: Will use existing budget
(c) Library: Will use existing resources

12. Possible topics are: Design and Administration of Computer Networks, Multimedia Applications for Preschool Learners

REVIEW/APPROVAL PROCESS

13. Signature of Graduate Program Director: Date submitted: 5/25/96
14. Signature of Department Chair: Date approved: 3/25/96
15. Signature of School's Dean: Date approved: 3/25/96
16. Signature of Budget Director, Business Affairs Office: Date reviewed: 11/7/96
17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: Date approved: 10/24/96
18. Signature of Chair of Graduate Council: Date approved: 11/6/96
19. Signature of Faculty Senate Secretary: Date approved: 

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office
UNIVERSITY OF CHARLESTON, S.C. 
Faculty Committee on Graduate and Continuing Education 
New Graduate Course Proposal

1. Department: Spanish and Italian

2. Course number and title: INTR-590 Independent Study in Bilingual Legal Interpreting.
   Number of Credits: 1-3 Credits  Total Hours/Week: 1-3
   Lectures and Lab: 1-3 Hours

3. Course will be offered first: As needed.

4. Catalog description (please limit to 50 words): Individual study of a given topic to be defined by the student in consultation with the instructor who will guide the work and determine the credit hours to be awarded.

5. Prerequisites (or other restrictions): Permission of Program Director; No more than six hours may be taken during the program of graduate study.

6. Rationale/Justification for course (consider the following issues): (Note: If more space is needed, attach sheets to this form.)

   (a) What are the goals and objectives of the course? Students entering the MA program come with a broad range of diverse backgrounds. Those with prior experience in legal interpreting may wish to pursue in greater depth a specific area of personal interest. Some may choose to explore a topic beyond time and space devoted to it in the curriculum. Others may wish to develop a research topic related to a specific aspect of the field of legal interpreting. This course will allow the needed flexibility in an otherwise tightly structured and sequenced course of study.

   (b) How does the course support the mission-statement of the department and the organizing principles of the graduate program? Initiative and creativity within their intellectual pursuits are qualities which the department and graduate program endeavor to foster and encourage among our students. Independent study provides one avenue for such inquiry.

7. 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

8. Is this course part of joint program? Yes XX No If “Yes”, what institution? 
   Will the other institution use the same course number and title at the other school? Yes No If “No” what will be the course number and title at the other school? 
9. **Method of teaching:** Any independent study course will utilize the Interpreting Facility and library resources and combine independent work with the supervising faculty.

10. (a) **Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course:** None

(b) **Address potential shifts in staffing of the departments as it relates to the offering of this course.** (Note: If more space is needed, attach additional sheets to this form.) None

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

   (a) **Staff** Will use existing staff
   (b) **Budget** Will use existing budget
   (c) **Library** Will use existing resources

   (Note: Course requiring additional resources will need special justification.)

12. **Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).** Readings and assignments will be developed on an individual basis according to the topic selected by the student and agreed upon by the faculty member.

**REVIEW / APPROVAL PROCESS**

13. **Signature of Graduate Program Director:** __________ Date submitted: __________
14. **Signature of Department Chair:** __________ Date approved: __________
15. **Signature of School's Dean:** __________ Date approved: __________
16. **Signature of Budget Director, Business Affairs Office:** __________ Date reviewed: __________
17. **Signature of Chair of Faculty Committee on Graduate and Continuing Education:** __________ Date approved: __________
18. **Signature of Chair of Graduate Council:** __________ Date approved: __________
19. **Signature of Faculty Senate Secretary:** __________ Date approved: __________

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November 16, 1994 and replaces all others.
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Spanish and Italian

2. Course Number and Title: Interpreting 502 (INTR-502) Law and the Legal System of the United States

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired: INTR-502 Legal Processes and Procedures

   A study of the trial process common to all American courts from interviewing the client to receiving the verdict with emphasis on civil and criminal terminology and procedure.

5. Justification for Change(s): The title change and the corresponding course description for the first two law courses in the curriculum of the Bilingual Interpreting Program is the result of discussions with the Advisory Committee of the Development Grant and with several jurists locally. This course has been redesigned to provide students with the fundamental knowledge of procedures and court proceedings.*

6. Signature of Program Director: __________________ Date: __________________

7. Date Approved by the Department: September 3, 1996

8. Signature of Department Chair: Andrew M. Anticevic (for Dr. Espinosa)

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

9. Signature of Chair of the Faculty Committee on Graduate and Continuing Education __________________ Date: 10/24/96

10. Signature of Chair of Graduate Council __________________ Date: 11/6/96

11. Signature of Speaker of the Faculty __________________ Date: __________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised November, 1995 and replaces all others)

* See Attached Syllabus.
Interpreting 502
Legal Process and Procedures

Course Description:
This course is a study of the trial process common to all American courts from interviewing the client to receiving the verdict with emphasis on civil and criminal terminology and procedure.

Texts:

Requirements:
1. Attendance is mandatory and will accumulate toward your course grade.

2. Weekly tests: There will be a short-answer test for the first thirty minutes of every class. The grades will make up one-third of your final grade.

3. Exams: A mid-term exam and final exam will each make up two-thirds of the semester grade. Bluebooks will be provided by the instructor. There will be no make-ups without an advanced written request and written permission from the instructor prior to the dates posted below.

4. All work will be signed by students with Social Security number only.

5. Grading Policy: For all exams and the course grade, grading is 95+=A, 90+=B+, 85+=B, 80+=C+, 75+=C.

6. The alternate meeting site for this class is the front of the Hollings Justice Center, Broad and Meeting Streets. Class may be moved to the Hollings Judicial Center in order to meet with guest lecturers or to participate in telephone conferences with guest lecturers. Maximum advanced notice will be provided.

Course Outline and Reading Assignments:
All assignments, unless otherwise provided for as announced, are required. Students will be prepared to discuss reading materials as announced.

Class 1: The Client Interview, and the Attorney Client Relationship. (Pretrial, Chapters 1 & 2, Legal Procedures & Terms, Part I.) How to brief a case.

Class 2: Pretrial Planning and Investigation (Pretrial 3, Legal Procedures & Terms, Part 2, Chapters 5, 6, 7, 8; Introduction, Chapters 11, Chapter 1, page 10.)
Class 3: The Complaint and Responses to the Complaint (Pretrial, Chapters 4 & 5; Legal Procedures & Terms, Part 2, Chapter 11; Introduction, Chapter 5, pgs. 89-95.)

Class 4: Civil Discovery, Interrogatories, Depositions, Requests, Admissions, and Judicial Intervention (Pretrial, 6, 7, 9, 10; Legal Procedures & Terms, Part 2, Chapters 9 & 10; Introduction, Chapter 5, pgs. 95-112, Chapter 12.)

Class 5: Pretrial Motions, Summary Judgment and Pretrial Conferences and Orders (Pretrial, 11, 12, 13, and Legal Procedures & Terms, Part 2, Chapter 2; Introduction, Chapter 9.)

Class 6: Negotiation and Settlement (Pretrial, 14 and Legal Procedures & Terms, Chapters 3 & 4; Introduction, Chapters 3 & 4.)

Class 7: Mid-Term Test

Class 8: The Trial Perspective: The Courtroom visit to the real thing-a practice exercise-Where Do I Sit, Who Are All These People, What Are All These Things, And What Are They Going To Say? (Trial, Part I and Legal Procedures & Terms, Part IV, Chapter 14.)


Class 10: The Trial continued: The Closing Arguments and the Verdict (Trial, Part III continued; Introduction, Chapter 6.)

Class 11: Examination of the Witnesses and The Closing Arguments (Trial, Part III and Legal Procedure & Terms, Part IV, Chapter 15.)

Class 12: Criminal Law and Procedure: The Differences and the Language (Handouts and Legal Procedures & Terms, Part III; Introduction, Chapters 7 & 8.)

Class 13: Administrative Agencies and Legal Research (Handouts and Legal Procedures & Terms, Part V, Chapter 17; Introduction, Chapter 10.)

Class 14: Legal Research-The Law Library-A visit to the Law Library (Legal Procedures & Terms, Part IV, Chapter 16.) and Review.

Class 15: Final Exam
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Spanish and Italian

2. Course Number and Title: Interpreting 602 (INTR-602) Legal Processes in the American Legal System

3. Course changes will go into effect: 1997

4. Change(s) Desired: INTR-504 Law and the Legal System of the United States
   Presentation of foundational elements of the law, including common and civil code; structure of state and federal judicial systems; analysis of areas of the civil and criminal law system; and introduction to administrative law and consideration of the judicial process in general.

5. Justification for Change(s): This course provides a broader scope and perspective of the judicial systems and processes of the common law. It parallels INTR-502 in difficulty of topics and requirements, and therefore is offered as a 500 level course. See syllabus.

6. Date Approved by the Department: September 3, 1996

7. Signature of Department Chair: [Signature]

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

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

9. Signature of Chair of Graduate Council

10. Signature of Speaker of the Faculty

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
Course Description:

Presentation of foundational elements of the law including common law and civil code; structure of the state and federal judicial systems; analysis of areas of the civil and criminal law system, and introduction to administrative law and consideration of the judicial process in general.

Texts:


Reserved Reading as assigned or handed out in class

Requirements:

1. Attendance is mandatory and will accumulate toward your course grade.

2. Weekly tests: There will be a short answer test for the first thirty minutes of every class. The grades will make up 25% of your final grade.

3. A paper on a facet of trial process and procedure will be required which will make up 25% of your final grade. Details to be provided.

4. Exams: A mid-term exam and a final exam will each make up 25% of the semester grade. Blue books are provided by the instructor. There will be no make-ups without an advance written request and written permission from the instructor prior to the dates posted below.

5. All work will be signed by students with social security number only.

6. Grading Policy: For all exams and the course grade, grading is 95+=A, 90=B+, 85+=B, 80=C+, 75+=C.

7. The alternate meeting site for this class is the front of the Hollings Judicial Center, Broad and Meeting Streets. Class may be moved to the Hollings Judicial Center in order to meet with guest lecturers or to participate in telephone conferences with guest lecturers. Maximum advanced notice will be provided.
Course Outline and Reading Assignments:

All assignments, unless otherwise provided for as announced, are required. Students will be prepared to discuss reading materials as announced.

Class 1  Foundations of Law (Process, Chapter 1).

Class 2  History, Function and Organization of the Judiciary (Process, Chapter 2).

Class 3  The Criminal Law Process – Crimes against people, property and peace and good order—Elements of Crimes (Process, Chapter 6).

Class 4  Sentencing, Sentencing Guidelines, Probation and Supervised Release or Parole (Process Chapter 6, handouts and selected readings)

Class 5  The Civil Law Process – Elements of a cause of action, equitable and legal remedies (Process Chapter 7)

Class 6  Administrative Law, the Administrative Process and Administrative Agencies (Handouts and Selected Readings)

Class 7  Legal documents; from the initial criminal complaint and indictment to contracts and real estate deeds; a review of the form and content of the basic legal documents. (Handouts and Selected Readings)

Class 8  The Higher Courts – The Appellate Process (Handouts and Selected Readings)

Class 9  The Synthesis of the Law (Process Chapter 12) and Selected Readings)

Class 10  The Decision Making Process (Process Chapter 9)

Class 11  The Judges, Selection, and Types (Process Chapter 8)

Class 12  The Codes, the Reporters and the Treatises. Introduction to legal research (Handouts and Selected Readings)

Class 13  The law library – A hands-on experience; practical exercise and review.

Class 14  Final Exam