MEMORANDUM

December 19, 1996

To: The Faculty

From: Kathy Haney
Facility Secretary

Subject: Senate Meeting

The fifth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, January 14 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of December 3 meeting
3. Reports: Speaker’s Report
4. New Business
   a. Committee on Nominations and Elections
      --Election of two At-large Senators
      --Election of Ad-Hoc Faculty Advisory Group on Space Allocation
   b. Curriculum Committee
   c. Committee on Continuing and Graduate Education
5. Constituents’ general concerns
6. Adjournment

Remaining Meetings—Spring Semester

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

Faculty: April 21
December 13, 1996

Memorandum

To: All Voting Faculty
From: Committee on Nominations and Elections
About: Upcoming election; ad hoc space group

Two at-large Senators will be on sabbatical in the spring, and replacements are needed to serve for the rest of the year. The Committee on Nominations and Elections presents the slate listed below. Additional nominations are, technically, in order until ten days before the election (i.e., January 4 for the January 14 meeting), but because of the holiday break you are strongly urged to comply with the agenda deadline set by the Speaker: December 18. Please send any additional nominations to Caroline Hunt, committee chair, in the Department of English and Communication (telephone 953-5649, or e-mail huntc@cofc.edu).

**At-large Senate Seats (two replacements)**

Phillip Dustan, Biology  
Tom Heeney, Communication  
Frederick Heldrich, Chemistry  
Deanna McBroom, Music

In an unrelated matter, your committee was also asked to select an ad hoc group to advise on space allocation with particular reference to the new acquisitions (Bell, Bishop England). This group will meet once in January and once in February. Members are listed below.

**Ad Hoc Faculty Advisory Group on Space Allocation**

Michael Auerbach, Biology  
Marie Fitzwilliam, English  
David Gentry, Psychology  
Kristin Krantzman, Chemistry  
Amy McCandless, History  
Cliffton Peacock, Studio Art  
Robert Perkins, Educational Found. & Spec.  
Sandra Shields, Math  
Steven Stearns, Geology  
Hugh Wilder, Philosophy  
Janice Wright, Spanish

In addition to the two meetings with this group, the space allocation consultants will hold a public forum at which all of us may express our concerns about planning. Times and places for all three meetings will be announced after the holiday break.
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: Dec. 12, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the first Senate meeting for Spring 1997.

Biology
Course Change Proposal
BIOL 452

Business Administration
New Course Proposal
BADM 440

Computer Science
New Course Proposal
CSCI 104

History
New Course Proposal
HIST 236
Special Topics Proposal
For Information Only

Theatre
Theatre for Youth concentration
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Biology

2. Course Number and Title: Biology 452 Seminar

3. Course changes will go into effect: Spring 1997

4. Change(s) Desired: Students will attend biological research seminars in which they will be exposed to a variety of subdisciplines within the life sciences as well as methods that can be employed to examine biological questions. Each student must attend a minimum of ten (10) seminars and prepare a literate analysis of each. Open to students who have junior or senior standing who have completed at least 15 credit hours in Biology and have a minimum overall GPA of 2.5 in their Biology courses.

5. Justification for Change(s): The current catalog does not contain a course description.

6. Date Approved by the Department: May 1, 1996 Date Submitted: Sept. 27, 1996

7. Signature of Department Chair:

8. Signature of School's Dean:
The Faculty Committee on Curriculum and Academic Planning has adopted the Association of American Colleges and Universities' framework for program review. A copy of the booklet Program Review and Educational Quality in the Major has been provided with this packet. When examining the rationale and justification presented for courses within the major and outside the major (electives/general degree requirements), the Committee's deliberations will be focused by the questions listed 6, 7, 8 and 9. A number of departments at the College have participated in a self-examination known as "reforming the major." Names of department chairs willing to serve as resources may be obtained from the deans of the School of Humanities and Social Sciences and Sciences and Mathematics.

1. Department: Management & Marketing

2. Course number and title: BADM 440 Seminar in Entrepreneurship  Number of Credits: 1

3. Course will be offered first: This course has been taught as a BADM 360, selected topics, since Fall 1993 -- one section per semester

4. Catalog description (please limit to 50 words): This course offers students lectures and interaction with a number of entrepreneurs in a small group setting. Speakers are selected for their entrepreneurial accomplishments. In addition, business plans are analyzed and/or developed.

5. Prerequisites (or other restrictions): Permission of instructor. Corequisite BADM 319 or 405

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

(a) What are the goals and objectives of the course? This course seeks to improve students' understanding of entrepreneurship and to improve their ability to analyze start-up opportunities.

(b) How does the course support the mission statement of the department and the organizing principles of the major? This course exposes students to the real life experiences of entrepreneurs and analyze the entrepreneur's planning process.

7. For courses in the major, how does the course enhance the beginning, middle or end of the major? The students will be able to better understand the growing role of entrepreneurship in an economy and, due to the content and learning process in the course(s), receive a capstone experience.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It allows non-business majors who may want to start their own company to learn what it takes for successful startups.

(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: A series of guest speakers share their Entrepreneurial experiences with students and student teams analyze business plans of entrepreneurs.

10. (a) Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course. No major enrollment shifts are anticipated. This course is consistently offered to 20 students per semester.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. No staffing changes are anticipated. Prof. Tommy Baker, an Entrepreneur in Residence, will continue to teach this course.

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:

14. Signature of School's Dean:

15. Signature of Budget Director, Business Affairs Official:

16. Signature of Curriculum Committee Chair:

17. Signature of Faculty Senate Secretary:

Date submitted: 11-15-96
Date: ____________
Date reviewed: 12-16-96
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)

(If an additional diskette for word processing of this form is desired, please send a blank diskette to Chivon Jenkins, Undergraduate Studies. This form last revised April 24, 1994 and replaces all others.)
1. Department: Computer Science Department

2. Course number and title: CSCI 104 - Telecommunications and the Internet Number of credits: 3
   Total hrs/week: Lecture: 3 Lab: 0

3. Course will be offered first: Fall, 1997. Note: This course has been given twice (Summer Evening '96 and Fall '96) as Special Topics CSCI 299. The experience and "lessons learned" from these offerings will be incorporated into CSCI 104.

4. Catalog description (please limit to 50 words):
   An introduction to computer telecommunications systems using microcomputers. Included are telecommunication theory, infrastructure (including digital communication hardware and software), information services, and the Internet. Personal, business, social and ethical implications are stressed. Students will develop resourcefulness in using telecommunication technology. Projects will be required.

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

5. Prerequisites (or other restrictions):
   Introduction to Microcomputers (CSCI101) or Microcomputer Software Applications (CSCI102) or Microcomputer Information Management (CSCI103) or permission of the instructor.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   GOALS:
   (1) Related to telecommunications technology:
       (a) Theoretical understanding of telecommunications
       (b) Practical experience with telecommunications tools
       (c) Sensitivity to emerging technology in telecommunications

   (2) Related to Liberal Arts education:
       (a) Enhance resourcefulness in seeking out information
       (b) Improve communications skills, written and oral
       (c) Improve human relations skills
       (d) Increases opportunities for contact with people and institutions around the world

   (3) Related to personal/professional growth:
       (a) Increase personal productivity
       (b) Enhance the student's value in the marketplace
       (c) Acquire additional skills for life-long learning.

   OBJECTIVES:
   Students will:
   (1) Have a working knowledge of terminology associated with telecommunications
   (2) Have extensive practical experience in using telecommunications hardware and software
   (3) Be comfortable with basic UNIX commands and the Internet command structure
   (4) Be comfortable with Graphical User Interface (GUI) techniques on the World Wide Web (WWW), including the establishment of a "home page"
   (5) Be able to use telecommunications to support research in other college courses
   (6) Look for new techniques and capabilities provided by telecommunications
   (7) Be motivated to use telecommunications in their daily lives.

Note: Enclosure (1) summarizes the course content for csci 104 and identifies related study in other CSCI 100-level courses.
(b) How does the course support the mission statement of the department and the organizing principles of the major?

The course supports the department’s mission for providing course offerings for non-majors. It expands our offerings in this area.

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

This course does not count in the major except as a general elective.

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 all majors at The College of Charleston. Telecommunications and “The Information Superhighway” will provide research opportunities in every discipline.

It is considered that:

(1) the breadth and depth of information available through telecommunications,
(2) its currency and timeliness,
(3) the ability to access libraries and databases around the world,
(4) the opportunity to interact with other students/scholars, and
(5) the speed and ease with which information can be accessed

make telecommunications knowledge and skills highly desirable for all students.

The capability of seeking out and acquiring knowledge in any liberal arts field is the primary benefit that CSCI 104 will provide.

• (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. Note, however, that the School of Education provides a 3-hour graduate level telecommunications course for teachers – Telecommunications in Education (EDFS689). This course is not available to the undergraduate student body in any major.

9. Method of teaching:
   (a) Lectures by instructor
   (b) Class exercises
   (c) Exercises assigned for completion outside class
   (d) Individual projects
   (e) Group projects, including oral presentations
   (f) J. C. Long Building 4th floor Computer Center "back stage" visit.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.
     It is expected that at least one section of CSCI 104 offered will fill since all of the department's 100-level sections fill each semester. There should be no significant enrollment shifts caused by this course beyond those caused by any other new course that can be used only as a general elective in a student’s program of study.

     (b) Address potential shifts in staffing of the department as it relates to the offering of this course.
     It is planned that Prof. Fulton, who is rostered faculty, will teach the single section of CSCI 104. Two options exist:

     (1) Reduce by one, the number of CSCI 101 sections being taught. In this case, there is no increase in staffing - only a reduction in the total number of CSCI 101 sections taught in a semester.

     (2) Hire an adjunct instructor to teach a section of CSCI 101 currently being taught by Professor Fulton. The total number of CSCI 101 sections remains constant, and an additional 30 students are taught CSCI 104.
The second is the more preferred of the two options because, if past experience is any indicator, an additional CSCI 101 course will fill (Compared to the Fall of 1993, currently the department teaches 5 more sections of CSCI 101 and two more of CSCI 102. We have not satisfied student demand for either CSCI 101 or CSCI 102 sections. Unfortunately it is becoming increasingly more difficult to find times when the teaching labs are available, making the first option the more likely selection if the course is approved.

(c) Frequency of offering: 1 each Fall ____ every two years
                        1 each Spring ____ every 3 years
                        ____ other (Explain - Summer)

11. Requirements for additional resources made necessary by this course:
(a) Staff None
(b) Budget None
(c) Library None
(d) Faculty As stated in Section 10(b) above, if Option:
   (1) A section of CSCI 101 is replaced by CSCI 104, no change in faculty requirements,
   (2) A section of CSCI 104 is added and the existing CSCI 101 offerings remain constant, an increase of a single adjunct ($2500) will be required.

Summary:
The course will be a highly useful elective. It has the potential to support and be a valuable pool of knowledge to students in every major offered at The College of Charleston.

(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: Nov. 26, 1996

14. Signature of School's Dean: __________________________ Date: 11-27-96

15. Signature of Business Affairs Official: __________________________ Date reviewed: 12/2/96

16. Signature of Curriculum Committee Chair: __________________________ Date approved: 12/2/96

17. Signature of Faculty Senate Secretary: __________________________ Date approved by Senate: __________________________

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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.)
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Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: HISTORY

2. Course number and title: HIST 236: Minoan Civilization  Number of credits: 3
   Total hrs/week: 3  Lecture: YES  Lab: NO

3. Course will be offered first: FALL 1997

4. Catalog description (please limit to 50 words): An overview of the dominant culture and civilization of the Aegean basin, centered on Crete, during the Bronze Age, ca. 3000-1400 B.C.

5. Prerequisites (or other restrictions): HIST 101/102

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? It explores the role of the first European civilization in antiquity: its interaction with contemporary Egypt, Near East, and mainland Greece; and its possible legacies in Classical Greece.
   
   (b) How does the course support the mission statement of the department and the organizing principles of the major? It enables the students to apply interdisciplinary methodological techniques in exploring major historical questions about one of the earliest civilizations.

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 a geographic region within a broad time frame.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It utilizes the sister disciplines to history of archaeology, anthropology, art history, religion, classics, and astronomy in historical context.
   (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

9. Method of teaching: Lecture, discussion, research paper, multimedia tools, as successfully utilized the two times that the course was taught as a special topic (Spring 1994, Spring 1996).
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, other than to attract more diverse non-majors than the usual history elective does.

(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 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 More book titles needed but within normal departmental library budget.

(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). Course syllabus for the Spring 1996 Special Topic is appended.

13. Signature of Department Chair: ______________________ Date submitted: 10-10-96

14. Signature of School's Dean: ______________________ Date: 10-10-96

15. Signature of Business Affairs Official: ______________________ Date reviewed: __________

16. Signature of Curriculum Committee Chair: ______________________ Date approved: 12/16/96

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: HISTORY

2. Course number and title: HIST 330 Minoan Civilization
   Number of credits: 3
   Total hrs/week: 3
   Lecture: YES

3. Course will be offered first: Spring 1994, Spring 1995, Fall 1997

4. Catalog description (please limit to 50 words):
   An overview of the dominant culture and civilization of the Aegean basin, centered
   on Crete, during the Bronze Age, c. 3000-1400 B.C.

5. Prerequisites (or other restrictions): HIST 101/102

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.)
   Archaeology/Anthropology, Art History, Religion, Classics

7. Signature of Department Chair: [Signature]
   Date submitted: 11-26-96

8. Signature of Curriculum Committee Chair: [Signature]
   Date: 12-16-96

9. Signature of Faculty Senate Secretary: [Signature]
   Date Presented to Senate: [Date]

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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.)
Oct. 25, 1996

Advisory Committee;

Please accept this document as the concept letter concerning a program modification to the Bachelor of Arts in Theatre at the College of Charleston.

Sincerely,

Laura Turner
Theatre Department

Allen Lyndrup
Chair, Theatre Dept.

Ed McGuire, Dean
School of the Arts

curriculum committee chair

12/16/96
College of Charleston

Program Modification Concept Letter for a Bachelor of Arts Degree in Theatre

To be administered by the Theatre Department College of Charleston
Program Modification Concept Letter  
Theatre Department  
College of Charleston

I. Proposed Date of Implementation  
The intended date of implementation is Fall of 1998.

II. Description of Modification:  
The proposed program modification, a Theatre for Youth Concentration, would allow those students with a desire to study and work in Children's Theatre or Educational Theatre to earn a Theatre degree with an educational orientation. If approved, this concentration would be the foundation for building a Theatre Education Program with teaching certification in conjunction with the Education Department in the future. The Theatre for Youth curriculum as proposed (see attached) is currently available on an elective basis. The courses would continue to be available to those wishing to take them as electives, but would also become requirements within a structured framework for those pursuing the Theatre for Youth concentration. Within the Theatre for Youth major, students are given a varied, but practical menu of courses that expose the student not only to both a theoretical and a historical foundation in Theatre for Youth and Theatre Education, but also a practical application of these techniques in production opportunities and supervised student teaching situations. Students also gain administrative knowledge and experience through an arts management course as well as administrative practicums connected to the annual Theatre for Youth production. Graduates of this program will be qualified to work in professional and community Theatre for Youth companies within performance, design, administrative, and educational capacities. They will also be qualified to hold Theatre Instructor positions for students ranging from 3 years of age to adult in recreational and after school programs, Theatre Schools, as well as participate in Artist-in-Residency programs.

III. Justification:  
Currently the B.A. in Theatre at the College of Charleston offers Performance, Scenographic, and Dramatics Concentrations. None of these allow for a student to pursue a theatre degree with a pedagogical emphasis. The Theatre for Youth Concentration would allow for this pedagogical orientation within a theatre degree.

IV. Anticipated Program Demand:  
The Theatre Department at the College of Charleston awards an average of 20 B.A. Degrees in Theatre with varying concentrations within the Theatre major. Many of our current Theatre students have expressed a great interest in the proposed Theatre for Youth concentration. Upon approval, five to eight students per year are expected to enroll as Theatre majors with a Theatre for Youth Concentration. As the School of the Arts enrollment continues to increase dramatically it is expected that the number of students pursuing this concentration would also rise.
V. Duplication:
Based on Part III of the Inventory of Academic Programs in South Carolina, Lander, U.S.C., S.C. State, and Winthrop offer Theatre Education degrees which primarily targets students wanting to teach theatre in the public schools. The College of Charleston Theatre for Youth Concentration would duplicate some course offerings; however it would target the student interested in being a theatre artist within Theatre for Youth or educational situations outside of the public schools.

VI. Relationship to existing programs:
Within the Theatre major, all students first pursue a core curriculum of introductory courses to the history, design, and performance aspects of the theatre. Building upon these courses, a Theatre for Youth concentration gives the student further opportunity to fine tune these skills to meet the special demands of educational theatre. As this program is finalized, the Theatre department should not fill any strain in accommodating the Theatre for Youth degree candidates as the courses have been offered for several years as electives. In addition to the Theatre courses required, three courses lie outside of the theatre department's offerings; however, due to the small number of students in this program it would not create an overload physically or financially. The School of Education is in support of this program and believes it will offer their students further options for supplementing their course work in the area of the arts.

VII. Relationship to and cooperation with other institutions:
With four other state schools offering theatre education courses, students would be able to complete duplicate or similar course work at those institutions and receive credit with prior approval.

VIII. Summary of faculty credentials:
Most of our faculty members in the Theatre Department at the College of Charleston will be involved in this program over time; however, a specialist in Theatre for Youth will teach all of the courses pertaining specifically to the Theatre for Youth Concentration. Also, since the concentration requires 6 hours of course work in the Education Department, a list of faculty members dealing with the specific courses offered in the Education Department has been included as well.

Department of Theatre (Roster faculty)
Allen Lyndrup, M.F.A., Performance, University of Georgia
Specialization: Directing

Franklin Ashley, Ph.D., English, University of S.C.
Specialization: Playwriting

Robert Ivey, B.A., Dance, Columbia University
Specialization: Dance

Mary Jollensten, M.F.A., Theatre/Costume Design, Virginia Commonwealth University
Specialization: Costume Design
Robert Fowler, Ed.D., Special Education, University of Florida  
Specialization: Special Education

Michael Skinner, Ph.D., Special Education, Ohio State University  
Specialization: Special Education

Frances Courson, Ph.D., Ph.D., Education, Ohio State University  
Specialization: Early Childhood Education

Virginia Bartel, Ph.D., Education, University of Michigan  
Specialization: Early Childhood Education

Edward Lawton, Ed. D., Education, University of Virginia  
Specialization: Early Childhood Education

Emmanuel Aina, Ph.D., Early Childhood Education, University of Alberta, Canada  
Specialization: Early Childhood Education

Crystal Campbell, M.A., Early Childhood Education, College of Charleston  
Specialization: Creative Arts

Charles Matthews, Ph.D., Education, University of North Carolina  
Specialization: Early Childhood Education

Mary E. Blake, Ph.D., Education, University of Connecticut  
Specialization: Early Childhood Education

P. Kenneth Bower, Ed.D., Education, Pennsylvania State University  
Specialization: Early Childhood Education

Linda C. Edwards, Ed. D., Education, University of Massachusetts  
Specialization: Early Childhood Education

J. Frederick Ettline, Ed.D., Education, University of Virginia  
Specialization: Early Childhood Education

Martha Nabors, Ph.D., Education, Pennsylvania University  
Specialization: Early Childhood Education

Linda Fitzharris, Ed.D., Education, University of South Carolina  
Specialization: Early Childhood Education

Susan Gurganus, Ed.D., Education, North Carolina State University  
Specialization: Early Childhood Education

Genevieve Hay, Ph . D . , Education, University of South Carolina  
Specialization: Early Childhood Education
Margaret Humphreys, M.Ed., Education, University of South Carolina
Specialization: Early Childhood Education

Carol McClain, Ph.D., Education, Vanderbilt University
Specialization: Early Childhood Education

Sara White, Ph.D., Education, University of Colorado
Specialization: Early Childhood Education

Dana Espinosa, Ph.D., Education, Texas Women's University
Specialization: Early Childhood Education

IX. Total Cost:
The College of Charleston is committed to providing cost effective education to our citizens. This program will meet a defined need at very little cost. No new courses will be required and it is anticipated that this program will increase participation in the already scheduled courses. Library resources are adequate to support this program. The Theatre Department anticipates devoting a small portion of its current operating budget---about $1,500 per year. Primary expenses for productions that will emanate from the program would be covered by admissions and gifts, as is the current practice.
THEATRE FOR YOUTH MAJOR/CONCENTRATION PROPOSAL

CORE COURSES (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 176</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 210</td>
<td>History of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 277</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 394</td>
<td>Literature of the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 209</td>
<td>Stagecraft I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 240</td>
<td>Introduction to Costuming</td>
<td>3</td>
</tr>
<tr>
<td>THTR 382</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
</tbody>
</table>

*(THTR 289, Analysis of Dramatic Structure, can be substituted for THTR 176)*

THEATRE FOR YOUTH TRACK/CONCENTRATION (21 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 221</td>
<td>Creative Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>THTR 321</td>
<td>Theatre for Youth (Children's Theatre)</td>
<td>3</td>
</tr>
<tr>
<td>THTR 378</td>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 100</td>
<td>Introduction to Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 201</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEE 311</td>
<td>Literature for Children</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>EDEE or EDFS 3xx,4xx</td>
<td>3</td>
</tr>
</tbody>
</table>

42 Total Hours

Suggested Optional Education Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 316</td>
<td>Teaching of Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 303</td>
<td>Human Growth and Educational Process</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 345</td>
<td>Intro to Education of Exceptional Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 470</td>
<td>Independent Study in Education</td>
<td>3</td>
</tr>
</tbody>
</table>
To: Whom it May Concern

From: Nancy L. Sorenson, Dean
School of Education

Re: Proposed Program Modification: Theater for Youth Concentration

Date: 10/16/96

The School of Education has reviewed the proposed program modification, a Theater for Youth Concentration, for content and impact on our courses and faculty, and would like to express our support. The proposal is consistent with the ideals and philosophy of a liberal arts institution. A course of study such as this would be advantageous to College of Charleston theater students by offering an expanded program supporting work in an aspect of theater that has a broad public audience.

In the past, we have received inquires regarding the possibility of teacher certification within the area of theater, as well as the other arts. This program has potential as an area of specialization for students interested in a theater degree with pedagogical emphasis. It would be worthwhile to consider further study of a possible degree program offering in this area.
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 [Signature] Date 10/24/96

9. Signature of Chair of Graduate Council [Signature] Date 11/6/96

10. Signature of Speaker of the Faculty [Signature] Date

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
Interpreting 504
Law and the Legal System of the United States

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 an 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 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 |
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: [Signature] Date 10/3/96

9. Signature of Chair of Graduate Council: [Signature] Date 11/6/96

10. Signature of Speaker of the Faculty: [Signature] Date

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
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Law and the Legal System of the United States

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.

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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)
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