MEMORANDUM

January 23, 1997

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The sixth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, February 4 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of January 14 meeting
3. Reports: Speaker’s Report
   Skip Godow, North Area Campus
4. New Business:
   Curriculum Committee
5. Constituents’ general concerns
6. Adjournment

Remaining Meetings—Spring Semester

Senate: 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: Jan. 22, 1997

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

Business Administration
  Course Change Proposal
    BADM 210
    BADM 350

Educational Foundations and Specializations
  Course Change Proposal
    EDFS 470

Elementary and Early Childhood Education
  New Course Proposal
    EDEE 433

Political Science
  New Course Proposal
    POLS 405
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: __________ Management and Marketing
2. Course Number and Title: ______ BADM 350: Tourism
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:

Change title and catalog description of BADM 350 Tourism; add BADM 302 Marketing Concepts as a prerequisite to the course.

The proposed course title and catalog description for the existing course is:

BADM 350: Hospitality and Tourism Marketing - Examines how leading hospitality and tourism enterprises apply marketing principles for purposes of creating and retaining customers. Special attention is given to the timing, packaging, pricing, channels of distribution, advertising and personal selling functions of destination-marketing organizations and convention and meeting facilities.

The existing prerequisite to BADM 350 is BADM 210. This proposal is to add BADM 302 Marketing Concepts as an additional prerequisite.

5. Justification for Change(s):

This course is the second of a six (6) course concentration in Hospitality and Tourism Management which officially began the Fall of 1996. The new director/principal faculty member would like to make these minor changes to this course to better reflect its content and purpose.

6. Date Approved by the Department: ________________ (Date Submitted: 1-14-97)
7. Signature of Department Chair: ________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: ____________ Management and Marketing
2. Course Number and Title: ______ BADM 210: Introduction to the Hospitality Industry
3. Course changes will go into effect: __ Fall 1997
4. Change(s) Desired:

Change title and catalog description of BADM 210: Introduction to the Hospitality Industry to:

BADM 210: Principles and Practices in Hospitality and Tourism - An overview of the hospitality and tourism field including its historical development, major components, functions, and current and future trends.

5. Justification for Change(s):

The six (6) course concentration in Hospitality and Tourism Management began officially the Fall of 1996 and the new director/principal faculty member would like to make these minor changes to better reflect the content and purpose of this introductory course.

6. Date Approved by the Department: __________ Date Submitted: __/ __/97
7. Signature of Department Chair: ____________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
College of Charleston
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Educational Foundations and Specializations (EDFS)

2. Course number and title: EDFS 470: Independent Study in Education

3. Course changes will go into effect: As soon as approved and in next printing of Undergraduate Bulletin

4. Changes desired: Change course credit from three (3) semester hours to variable credit (1-3 semester hours).

5. Justification for change(s): The purpose of an independent study is to allow the student to undertake individually supervised study of some topic of the student’s interest. Some topics, particularly those which may be of an applied nature, may not warrant the awarding of three semester hours of credit. Changing this course to variable credit (1-3 semester hours) would allow the awarding of credit to be commensurate with the nature of the independent study. The procedure which will be used to document the credit assigned is completion of the independent study form which is submitted to the Registrar’s Office along with the course syllabus. To ensure accuracy of understanding concerning the awarding of credit, the following sentence will be added at the end of the current course description, “Awarding of credit will be commensurate with the nature of the independent study as documented on the independent study form which is submitted to the Registrar’s Office.

6. Date approved by the Department: 4/11/96  Date submitted: 4/18/96

7. Signature of the School’s Dean: [Signature]

8. Signature of Department Chair: [Signature] 1/32/97
Department: Department of Elementary and Early Childhood Education
Course number and title: EDEE 433: Early Adolescent Students and Their Teachers
Number of credits: 4
Total hrs week: 4
Lecture: 3
Lab: 1 hr, in public schools
Course will be offered first: As a special topic class, Spring 1997 - as regular offering, Fall 1997
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. Rationale/Justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To aid prospective middle level teachers by: (1) promoting understanding of the variety of traits and uneven rate of change experienced by middle level students, and (2) providing profiles from the literature and research of productive middle level teachers.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? Institutional goals 2.1 and 3.1 deal directly with middle school education and increased partnerships with public schools. This course considers both.
7. For courses in the major, how does the course enhance the beginning, middle, or end of the major: This will be a second course in the foundations of the middle level endorsement plan.
8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? The course deals with psychological, social and cultural factors directly related to early adolescent development.
   (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.) See attached letters from the Psychology and Sociology department.
9. Method of teaching: Instruction will include full group, small group and individual presentations and discussion. A considerable research requirement and extensive use of audio-visual technology are intended. Students will observe and participate in a public middle school completing assigned tasks based on class assignments.
   IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. **Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Until a full middle school teacher certification program is established, there should be no significant shift in enrollment patterns. Those most likely to take this course will have already taken EDU 515: Middle School Organization and Curriculum.**

**Address potential shifts in staffing of the department as it relates to the offering of this course. There should be no significant staffing shifts for the same reason noted in 10a.**

**(for further explanation see attached letter)**

**c) Frequency of offering:***
- [ ] each Fall
- [X] each Spring
- [ ] other (Explain)

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

(a) Staff  — (for further explanation see attached letter)

(b) Budget  . . . . . . . . $250 per year in audio-visual material

(c) Library  . . . . . . . . $250 to $500 per year should help insure a current collection of course related material. (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.)

* Open only to undergraduates who have been accepted to the Teacher Education Program.

** See attached explanatory letter.
Jan. 10, 1997

Dr. Lee Lindner
Chair, Curriculum Committee

Dear Dr. Lindner:

Please accept this letter as an explanation of sections 10 and 11 of the New Course Proposal and, as a response to the course numbering request.

First, with regard to the staffing issue, EDEE 515: Middle School Organization and Curriculum has been offered in fall, spring and Maymester for the past two years. Our intention is to continue offering that course in fall and Maymester and to offer the new course in the spring. The same instructor will teach both of the middle school courses. Also, with the termination of one of the middle school grants, released time for faculty to work on grants will be reduced, thereby freeing faculty for other assignments. There are currently three faculty in our department with middle school experience.

Regarding the course numbering request, EDEE 433 will be assigned to the new course.

Thanks for your continuing effort and concern. We are pleased to offer a course to help improve the curriculum at the College of Charleston.

Sincerely,

Virginia B. Bartel
Chair, Department of Elementary and Early Childhood Education

cc: Nancy Sorensen
   Ed Lawton
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Political Science
2. Course number and title: POLS 405: Capstone Seminar  Number of credits: 3
   Total hrs/week: 3  Lecture: 3
3. Course will be offered first: Fall 1997
4. Catalog description (please limit to 50 words): The Capstone Seminar provides Political Science majors with a culminating and integrative experience at the end of the major course work. The Seminar, required of all majors, provides students with the opportunity to do research and develop a critical analysis utilizing the key concepts and methodologies across the subfields of the discipline. A variety of topics will be offered each year.

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

5. Prerequisites (or other restrictions): Permission of the Chairperson to enroll required. Students will normally have completed at least 27 semester hours of work in political science at the time of enrollment.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? All Capstone Seminars should meet the following criteria: intensive writing, independent research, an integrative experience, opportunities for creatively applying theories and concepts to new problems and cases, and the ability to go beyond comprehending the views of others while developing the skill to articulate and defend one’s own view.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The criteria above support the political science outcomes as identified by department faculty.

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

   The Capstone serves as a culminating experience at the end the major. The major itself was reorganized over the past three years so that 100 through 300 level courses are meaningfully sequenced. A six hour theory, scope and methods sequence provides the gateway to the major (beginning), students may choose to do additional 200 level work as introductions to the subfields before completing course work at the 300-level in four of five subfields (middle: study in depth). Finally, the Capstone Seminar provides the integrative experience so that students can see connections within and outside of the discipline of political science.

8. (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.)

   No

9. Method of teaching: Department faculty will have creative control over what form the course will take within the criteria outlined above and we expect a wide variety of experiences for students to choose from as a result. Ideas and proposals for Capstone Seminars will be circulated for development and comment among colleagues and the department curriculum committee.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. We do not expect any enrollment shifts within the department.

   (b) Address potential shifts in staffing of the department as it relates to the offering of this course. This course will be staffed like all other departmental courses. No additional staff are necessary. Responsibility for the course will rotate among existing faculty in consultation with the chair. No adjunct faculty will be necessary to teach the Capstone Seminar. During the comprehensive reform of the major over the last two years, the department anticipated the development and staffing needs for this course and planned accordingly. During the semester when a faculty member is teaching the Capstone, it will mean that s/he will teach one less upper division course. Students will not be affected since no single 300-level course is required and there are sufficient course offerings within each of the five subfields to accommodate completion of the major with sufficient student choice.

   (c) Frequency of offering: \[ \begin{array}{ccc} \times & \text{each Fall} & \text{every two years} \\ \times & \text{each Spring} & \text{every 3 years} \\ \text{other} & \text{(Explain)} & \end{array} \]

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

   (a) Staff Additional faculty are not be requested since the course will be taught as a part of the regular load and course offerings.

   (b) Budget Resources necessary for the Capstone course will be covered by the existing budget.

   (c) Library This is a disciplinary course and current departmental library allocations are sufficient.
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: 12/11/96

14. Signature of School's Dean: [Signature] Date: 12/12/96

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

16. Signature of Curriculum Committee Chair: [Signature] Date approved: 1/20/97

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

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