MEMORANDUM

March 21, 1997

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The eighth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, April 1 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of March 11 meeting
3. Reports: Speaker's report
   Bishop Hunt for By-Laws Committee
   Klaus DeAlbuquerque
4. New business:
   a. Committee on Nominations and Elections
      --Election of standing Senate committees
      --Nominations for Committee on Nominations and Elections
   b. Curriculum Committee
      --Proposals from Accounting and Legal Studies,
         Philosophy and Religious Studies, English, Urban
         Studies, History, Anthropology, Latin American and Caribbean
         Studies, and Historic Preservation
   c. Graduate Education Committee
      --Proposals from Elementary and Early Childhood Education,
         Geology/Environmental Studies Program, and Mathematics
   d. Motions from Academic Standards Committee
5. Constituents' general concerns
6. Call for continuance of eighth meeting

Remaining Scheduled Meetings--Spring Semester

Senate: April 15
Faculty: April 21

Note: Agenda items for the April 15 meeting are due by 4:00 p.m. April 3.
MEMORANDUM

TO: Graduate Council Members
FROM: Laura Hines, Graduate Studies Coordinator
SUBJ: Council Meeting - Friday, March 28, 1997
DATE: March 17, 1997

A meeting of the Graduate Council will be held:

FRIDAY, MARCH 28, 1997
7:30 A.M.
J.C. Long Boardroom (9 Liberty Street-first floor)
(We know this is early, but if you will bring your own coffee, we'll have something for you to eat!)

Agenda items as of this date are:

1. List of candidates for May, 1997 graduation (list enclosed)
2. Proposals (enclosed) for new or changed courses (N=new course; C=change in present course) as follows:
   - EDEE 510 - Introduction to Early Childhood Education (N)
   - EDEE 604 - Teacher as Researcher in Early Childhood Education (N)
   - EVSS 641 - Aqueous Geochemistry (C)
   - EVSS 642 & 642L - Geological Applications of Remote Sensing (lecture and lab) (N)
   - EVSS 649 & 649L - Geographic Information Systems (lecture and lab) (N)
   - EVSS 657 - Satellite Meteorology (N)
   - MATH 651 - Design of Experiments (N)
3. Report on Fall graduate enrollment projections and graduate program capacity (enclosed)
4. SACS response / program assessment

If you wish to add an agenda item before the meeting, please call me (3-5614) as soon as possible. If you cannot attend the meeting, please inform Paige Jones in the Graduate School Office (3-5614) as soon as possible. I look forward to seeing each of you on March 28.
ANTH 393 Intro to Archaeological Field Methods
ANTH 493 Field School in Archaeology (8 cr. would satisfy core internship requirement)
ARTH 260 Buildings, Manners and Laws. Charleston Architecture and Culture (MM)
ARTH 000* Traditional Design in Charleston (MM)
ARTH 394 18th and 19th-Century Architecture
ARTH 395 20th-Century Architecture
ARTS 119 Drawing I
ARTS 335 Photography I
ECON 307 Urban Economics
HIST 214 American Ethnic History: 1607 to Present
HIST 216 African American History
HIST 217 African American History
HIST 221 Women in the U.S.
HIST 222 History of South Carolina
HIST 224 History of the South to 1865
HIST 225 History of the South since 1865
HIST 256 History of Science and Technology
HIST 301 Colonial America, 1585-1763
HIST 303 History of the United States...1800-1845
HIST 304 History of the United States...1845-1877
HIST 305 United States: the History of the Response to Industrialism
HIST 306 History of the United States...1918-1945
HIST 307 History of the United States...1945-Present
HIST 354 Tudor England, 1485-1603
HIST 355 Stuart England, 1603-1714
HIST 356 Georgian England
HIST 357 Victorian Britain
POLS 305 Urbanization and Urban Geography
POLS 381 Urban Government and Politics
URST 201 Intro to Urban Studies

Also relevant special topics courses in Art History, History, Political Science and Urban Studies

* Proposed new courses being developed for the major in Historic Preservation and Community Planning. Not yet approved by Curriculum Committee
PROPOSED CURRICULUM FOR THE UNDERGRADUATE MAJOR (B.A.) IN HISTORIC PRESERVATION AND COMMUNITY PLANNING

The new interdisciplinary major in Historic Preservation and Community Planning (HPCP) will require 39 hours of coursework specifically within the program. This is broken down into three areas: a core of 24 hours, shared by all majors in the program; a secondary selection of two courses from a list of five; and nine elective hours from an extensive menu of courses representing a variety of possible approaches to the subject of Preservation.

CORE COURSES (to be completed by all students in the major)

ARTH 290 Introduction to Historic Preservation (cross-listed as URST 399, and to be cross-listed in History as well)
ARTH 335 History of American Architecture
ARTH 000* American Vernacular Architecture and Material Culture
ARTH 000* Preservation Planning Studio
HIST 211 American Urban History
URST 310 Urban Planning
ARTH 410 Internship (also satisfied by HIST 496 and URST 400)
ARTH 415 Senior Paper/ Senior Studio

ALL STUDENTS WILL CHOOSE TWO COURSES FROM THE FOLLOWING:

ARTH 245 Introduction to Architectural History
ARTH 265 The City as a Work of Art
ARTH 000* Urban Design Studio
ARTH 000* Architectural Design Studio
HIST 323 Society and Culture of Early Charleston

ELECTIVES (students will choose nine credit hours from the following list. Any students wishing to add an international aspect to their curriculum could also fulfill credit hour requirements by pursuing suitable courses offered at the Clemson villa in Genoa, Italy.)

ANTH 202 Archaeology
ANTH 351 Urban Anthropology (crosslisted as SOCY 351)
4. Goals and Course Linkage

The goals of the program are intimately tied to the course offerings. A substantial number of these courses are being developed with the major in Historic Preservation and Community Planning specifically in mind and reflect the goals and intended outcomes of the program.

5. The Major in Historic Preservation and Community Planning in the Context of a Liberal Education

As has already been mentioned in section 1, it is the intention of all the faculty participating in this proposed major that it be located integrally within the matrix of a Liberal Arts education. The major avoids the dangers on the one hand of an overly technical and narrow ‘training,’ and on the other of a body of courses so broad and multi-faceted that it is only with the greatest generosity that they can be seen as being related at all. In fact the proposed program provides a new rationale and linkage between courses that are already offered at the College but that have never before really been viewed as connected.

Explicit in the goals of the major, and the courses that make it up, is the cultivation of the critical skills of the students. Analytical thought, critical analysis, and the development of both written and visual communication skills are to be stressed in both the general and specific courses of the major.

The Academy is the best place to deal with the underlying theories and implications of a discipline; things that are often poorly considered in the chaos and swirl of the ‘real world.’ Conversely, it is possible for an academic program to pay too little heed to how things actually work. By giving a significant place to the theoretical implications of historic preservation and community planning, and at the same time introducing the student to the actual methods and practices of the discipline, this major curriculum aims to settle itself comfortably within the context of undergraduate Liberal Arts education at the College of Charleston.
particular ‘hands-on’ situation, and the senior paper/senior studio in
which the students have the chance (relatively rare in an
undergraduate curriculum these days) to spend some time
concentrating on a particular research or design project.

60% of the hours for the major are within the core, so students
choosing the program will share an extensive common grounding.
This is a relatively high percentage, but one that is necessary in
order to have a core that is consistent with nationally recognized
approaches to teaching Historic Preservation and Community
Planning. There is still, however, room for individual choice and
preference. The elective hours allow for interdisciplinary connections
and the individual tailoring of the major. Therefore a student might
choose courses in public policy, or visual form, or historical
background, depending on his own predilection. It is intended, by the
way, that this program be moderate in size, assuming at the outset
about 30-35 majors at any one time and graduating 8-10 a year with
a B.A. in Historic Preservation and Community Planning.¹

3. Clarifying Goals for the Students

The purpose and intention of the major will be communicated to the
student in two main ways. Primarily, the faculty teaching the core
courses will be aware that some of their students are actual or
potential majors in Historic Preservation and Community Planning,
and while the particular course might not necessarily be pitched to
that specific group of students, their presence will certainly be taken
into account. The second is through advising and personal contact.
Obviously faculty involved in advising the students will be able to
explain the purposes of the major in an individual and one-on-one
fashion. Additionally, since Historic Preservation is a relatively new
field to academe, and a complicated one, it is expected that many
students who may be interested in what the program is about will
seek out faculty for further explanation.

¹ These numbers are based on the assumption that relatively few College of Charleston undergraduate
students graduate within four years, and that many take five, or even six, years to finish.
the State Historic Preservation Office and Department of Archives and History. Although South Carolina is now officially considered an 'urban' state by the U.S. Census Bureau, that is still not the self-perception of many South Carolinians. It was felt that a program entitled 'Historic Preservation and Urban Planning' would not appeal as directly to people who were concerned with preservation issues in small towns or the countryside.

The context of the major itself is the Liberal Arts tradition of the College of Charleston. This major is not intended to be 'training' for the technical field of historic preservation, but rather should be understood as an introduction to the broader issues and modes of approach -- as well as the practical issues -- which are being grappled with by preservationists.

The ideal result of the major in Historic Preservation and Community Planning will be to deepen the student's understanding of the forces and tools involved in the shaping of the built environment. Through a combination of general and survey courses and specific practical applications, the student will begin to understand the multitude of forces acting upon cities, towns and rural areas that either encourage or hinder the preservation of historic sites at the end of the 20th century.

2. Development of Goals through the Curriculum

Although Historic Preservation is a relatively recent addition to the collegiate curriculum, it has rapidly become a complex field. A complete exposure to the discipline cannot be achieved within the context of an undergraduate major. Nevertheless, it is possible to make a good beginning toward this goal at both the macro and the micro levels.

50% of the core courses of the proposed major can be characterized as broad or introductory in scope (Urban Planning, Introduction to Historic Preservation, American Architecture). These constitute the 'macro' approach to the field of preservation. At the other end are found the internship/practicum, whereby the student has the opportunity to understand how the broader issues are applied to a
Proposal for an Interdisciplinary Major (B.A.) in
Historic Preservation and Community Planning

1. Goals, Objectives and Outcomes of the major

Historic preservation and community planning are fields that deal with the management of change in the physical environment. The goal of the proposed major in Historic Preservation and Community Planning is to introduce the student to the history, theory and practice of historic preservation as a discipline which manages change responsibly, protecting the heritage of our built environment. The elements of the major that deal with community planning will explore the forces which create physical change and will formulate ways to guide these changes in a positive and well-considered manner. The proposed major thus will focus on both the architectural and urbanistic aspects of the physical environment.

The days of thinking of historic preservation as the saving or restoration of individual objects, preserved like flies in amber, are past. Given the changes in the world of historic preservation it is no longer sufficient merely to preserve a particular building or landscape without taking cognizance of what might best be called the context of the object. This context is the community in which the object, the thing to be preserved (whatever it might be), is found. It makes little sense to try to preserve some individual thing without a concomitant concern for the surrounding environment, be that environment urban or rural. It is now necessary for well-educated preservationists to be aware of issues and trends that affect the communities in which preservation is to occur. Therefore it is the intention of this new program to provide the students with a background in community planning issues as well as the issues more specific to 'traditional' preservation. As a nationally-known urban designer who consulted with the College on this program a couple of years ago said: 'historic preservation is community preservation.'

As a note, the designation 'community planning' was substituted for the earlier 'urban planning' after a meeting attended by interested people from the College of Charleston, USC, Clemson University and
(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

None -- staffing already in place.

(c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each Fall</th>
<th>Each Spring</th>
<th>Every Two Years</th>
<th>Every 3 Years</th>
<th>Other (Explain)</th>
</tr>
</thead>
</table>

Every Spring semester for the beginning of the Preservation and Community Planning major, perhaps shifting to every other semester eventually.

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

(a) Staff: None
(b) Budget: None -- covered by the Simons endowment
(c) Library: None -- covered by endowment and new program

(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: 1/27/97
14. Signature of School's Dean: ________________________________ Date: 1/27/97

15. Signature of Business Affairs Official: ____________________________ Date reviewed: ____________________________
16. Signature of Curriculum Committee Chair: ____________________________ Date approved: 3/19/97
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)

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2/
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Art History

2. Course number and title: ARTH 338 - American Vernacular Architecture and Material Culture
   No. of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab:

3. Course will be offered first: Spring, 1998

4. Catalog description (please limit to 50 words): This course explores diverse examples of common architecture and
   material culture in America from earliest settlements up to the present day. The course will investigate the cultural roots of
   architectural forms and traditions, and will also address such topics as cultural landscapes, the development of building
   technologies, folklore and folklife, and the relationship of the built environment to the natural environment over time.

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

5. Prerequisites (or other restrictions): ARTH 101 or 102 or 245 or permission of instructor

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

   (a) What are the goals and objectives of the course?
      To introduce students to the many facets of vernacular architecture, landscapes and material culture. Issues of
      intentionality, ethnicity, symbolism, and architectonic qualities will be addressed as they relate to human interventions in
      the common physical environment in America. Vernacular sites and issues in the Charleston community are emphasized.

   (b) How does the course support the mission statement or the department and the organizing principles of
       the major?
      This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation at
      the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation includes the realm of
      cultural artifacts, it is quintessentially relevant to the Art History major. It will be a core course for the anticipated major in Historic
      Preservation and Community Planning.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course especially enhances the beginning of the proposed Historic Preservation and Community Planning major
   and the middle of the current Art history major (wherien it provides an introduction to a specific area associated with cultural and artistic
   issues, predominantly those related to architecture).

   8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including
       linkages with other disciplines?
      This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and others
      Projects will involve the development of critical thinking skills and the improvement of written and visual expression.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of
       each department indicating that the Department has discussed the proposal and supports it.)
      No.

9. Method of teaching:
   Lecture and occasional site visits.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the
    offering of this course.
    None -- the course has been offered already and has not affected the enrollment of the department.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.
   None -- the course has been offered already and has not effected the enrollment of the department.

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

   (c) Frequency of offering: _____ each Fall _____ every two years
       _____ each Spring _____ every 3 years
       XX other (Explain Maymester)

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

   (a) Staff None

   (b) Budget None -- covered by the Simons endowment

   (c) Library None - covered by endowment and new program

   (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: 1/27/97

14. Signature of School's Dean: ____________ Date: 1/27/97

15. Signature of Business Affairs Official: ____________ Date reviewed: ____________

16. Signature of Curriculum Committee Chair: ____________ Date approved: 3/19/97

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2/
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Art History

2. Course number and title: ARTH 333 - Traditional Design & Reservation in Charleston
   No. of credits: 3
   Total hrs/week: 15 (Maymester)
   Lecture: X  Lab:

3. Course will be offered first: May, 1997

4. Catalog description (please limit to 50 words): This course will introduce students to the many facets of architectural
design in traditional modes, and to use the design process to foster deeper understanding and appreciation for the historic buildings in
Charleston and elsewhere. The course will be taught in a studio format like that used in architecture schools. Student research,
design and presentations will form a significant portion of the course, as will site visits. Lectures will address issues relevant to
traditional design, including proportions, ornament nomenclature, architectural theory, and a survey of design precedents. Projects
will include wash and charcoal rendering.

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

5. Prerequisites (or other restrictions): None

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

   (a) What are the goals and objectives of the course?
      To introduce students to the many facets of architectural design in traditional modes, and to use the design process to
      foster deeper understanding and appreciation for the historic buildings in Charleston and elsewhere. The course will be taught in a studio
      format like that used in architecture schools. This will require fuller class participation by the students than would a lecture format.
      Student research, design and presentations will form a significant portion of the course, as will site visits. Lectures will address issues
      relevant to traditional design, including proportions, ornament nomenclature, architectural theory, and a survey of design precedents.
      Traditional architectural practice will be addressed in the form of wash and charcoal rendering. Projects relevant to the Charleston
      community and historic neighborhoods are emphasized.

   (b) How does the course support the mission statement of the department and the organizing principles of
       the major?
       This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation and
       Community Planning at the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation and
       the design of the physical environment includes the realm of cultural artifacts, it is quintessentially relevant to the Art History major. It
       will be an optional course for the anticipated major in Historic Preservation and Community Planning.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course especially enhances the middle of the proposed Historic Preservation and Community Planning major and
   the middle of the current Art History major (wherein it provides experience in a specific area associated with cultural and artistic issues,
   predominantly those related to urbanism and architecture).

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including
      linkages with other disciplines?
      This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and others
      Projects will involve the development of critical thinking skills and the improvement of written and visual expression. It will address the
      demand for coursework with an architectural design component.

      (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of
          each department indicating that the Department has discussed the proposal and supports it.)
          No.

9. Method of teaching:
   The studio format will include lectures, student presentations, group projects and occasional site visits.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.

None -- the course has been offered already and has not effected the enrollment of the department.

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

None -- staffing already in place.

(c) Frequency of offering:

- each Fall
- each Spring
- every two years
- every 3 years
- other (Explain each Fall or every other Fall, as deemed necessary to meet student demand)

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

(a) Staff
None

(b) Budget
None -- covered by the Simons endowment

(c) Library
None -- covered by endowment and new program

(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: 1/23/97

14. Signature of School's Dean: ________________________________ Date: 1-2-2-97

15. Signature of Business Affairs Official: ________________________ Date reviewed: ____________

16. Signature of Curriculum Committee Chair: __________________ Date approved: 3/18/97

17. Signature of Faculty Senate Secretary: ________________________ Date approved ____________ by Senate: ____________

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COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Art History

2. Course number and title: ARTH 330 - Urban Planning
   No. of credits: 3
   Total hrs/week: 3  Lecture: 3  Lab:

3. Course will be offered first: Fall, 1996

4. Catalog description (please limit to 50 words): Topics will include the history of planning, theories of planning, goal setting and implementation within contemporary political settings. Primary emphasis will be placed on the application of planning techniques within communities; the course will present a critical analysis of current practice. Case studies will be used.

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

5. Prerequisites (or other restrictions):
   None

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

   (a) What are the goals and objectives of the course?
   To introduce students to the many facets of community design and planning issues through the study of the history and practice of Urban Planning in America. Lectures will address types of governmental regulation, planning processes and procedures, and the development of Planning as a discipline in the U.S. Students will be challenged to attempt to create a vision of better communities within the multi-dimensional parameters of the physical, social, psychological and political realms. Case studies in the Charleston community are emphasized.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?
   This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation at the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation includes the realm of cultural artifacts, it is quintessentially relevant to the Art History major. It will be a core course for the anticipated major in Historic Preservation and Community Planning.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course especially enhances the middle of the proposed Historic Preservation and Community Planning major and the middle of the current Art History major (wherein it provides experience in a specific area associated with cultural and artistic issues, predominantly those related to urbanism).

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
   This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and others. Projects will involve the development of critical thinking skills and the improvement of written and visual expression. It will address the demand for coursework with an architectural design component.

   (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 -- Urban Studies (see attached).

9. Method of teaching:
   The lecture/seminar format will include lectures, student presentations and occasional site visits.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.

None -- the course has been offered already and has not effected the enrollment of the department.

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

None -- staffing already in place.

(c) Frequency of offering: XX each Fall __ 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 -- covered by the Simons endowment
   (c) Library None -- covered by endowment and new program

   (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: 1/23/97

14. Signature of School's Dean: ________________________________ Date: 1/23/97

15. Signature of Business Affairs Official: ________________________________ Date reviewed: ________________________________

16. Signature of Curriculum Committee Chair: ________________________________ Date approved: 3/19/97

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

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COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Art History

2. Course number and title: ARTH 319 - Architectural Design Studio
   Total hrs/week: 3
   Lecture: 3
   Lab:
   No. of credits: 3

3. Course will be offered first: Fall, 1997

4. Catalog description (please limit to 50 words): This will be an introductory studio course in architectural design. The semester will culminate in the design of a house in an historic context. Students will study basics of architectural drawing and representation, and will study design fundamentals including spatial sequences, proportions, color theory, structural concepts, and architectural precedents and theories. The instructor is an architect.

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

5. Prerequisites (or other restrictions):
   None; drawing and studio art courses are recommended

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
       To introduce students to the many facets of architectural design, as well as planning issues through direct involvement with researching and designing a building. The course will be taught in a studio format like that used in architecture schools. This will require fuller class participation by the students than would a lecture format. Student research, design and presentations will form a significant portion of the course, as will site visits. Lectures will address types of governmental regulation, planning processes and procedures, and the process of formulating new designs for a given site. The goal will be to foster innovative design approaches to attempt to create a vision of better buildings and communities within the multi-dimensional parameters of the physical, social, psychological and political realms. Projects relevant to the Charleston community and historic neighborhoods are emphasized.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?
       This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation and Community Planning at the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation and the design of the physical environment includes the realm of cultural artifacts, it is quintessentially relevant to the Art History major. It will be an optional core course for the anticipated major in Historic Preservation and Community Planning.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course especially enhances the middle of the proposed Historic Preservation and Community Planning major and the middle of the current Art History major (wherein it provides experience in a specific area associated with cultural and artistic issues, predominantly those related to urbanism and architecture).

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
   This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and others. Projects will involve the development of critical thinking skills and the improvement of written and visual expression. It will address the demand for coursework with an architectural design component.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
       No.

9. Method of teaching:
   The studio format will include lectures, student presentations, group projects and occasional site visits.
(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None -- staffing already in place.

(c) Frequency of offering: each Fall each Spring every two years every 3 years

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

(a) Staff None

(b) Budget None -- covered by the Simons endowment

(c) Library None -- covered by endowment and new program

(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: John Doe Date submitted: 4/23/97

14. Signature of School's Dean: Jane Smith Date: 1/23/97

15. Signature of Business Affairs Official: John Doe Date reviewed: ____________

16. Signature of Curriculum Committee Chair: Jane Smith Date approved: 3/19/97

17. Signature of Faculty Senate Secretary: John Doe 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: Art History

2. Course number and title: ARTH 318 - Preservation Planning Studio
   No. of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 

3. Course will be offered first: Spring, 1997

4. Catalog description (please limit to 50 words): This course will include case studies and a concentrated study of a local project area. 'Tools' to promote revitalization and historic preservation will be discussed. Students will work both individually and in groups and will formulate recommendations for the study area. Charleston area political and preservation organizations will be consulted and research resources in the Charleston community will be utilized.

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

5. Prerequisites (or other restrictions):
   None (Introduction to Historic Preservation is recommended)

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   To introduce students to the many facets of Historic Preservation and community issues involving the preservation of landscapes and physical environments. The course will be taught in a studio format similar to that used in architecture and planning programs. This will require fuller class participation by the students than would a lecture format. Student research and presentations will form a significant portion of the course, as will site visits. Lectures will address types of governmental regulation, planning processes and procedures, and the formulation of design guidelines and innovative approaches to promote community preservation. Preservation Planning issues in the Charleston community are emphasized.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?
   This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation at the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation includes the realm of cultural artifacts, it is quintessentially relevant to the Art History major. It will be a core course for the anticipated major in Historic Preservation and Community Planning.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course especially enhances the middle of the proposed Historic Preservation and Community Planning major and the middle of the current Art History major (wherein it provides experience in a specific area associated with cultural and artistic issues, predominantly those related to urbanism and architecture).

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
   This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and others. Projects will involve the development of critical thinking skills and the improvement of written and visual expression.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
   No.

9. Method of teaching:
   The studio format will include lectures, student presentations, group projects and occasional site visits.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.
    None -- the course has been offered already and has not affected the enrollment of the department.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.

None -- the course has been offered already and has not effected the enrollment of the department.

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

None -- staffing already in place.

(c) Frequency of offering:

[ ] each Fall  [ ] XX each Spring  [ ] every two years
[ ] [ ] [ ] every 3 years  [ ] other (Explain ___________________ )

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

(a) Staff  None

(b) Budget  None -- covered by the Simons endowment

(c) Library  None - covered by endowment and new program

(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: 4/28/97

14. Signature of School's Dean: ________________________________ Date: 1.23.97

15. Signature of Business Affairs Official: ________________________________ Date reviewed: 3/19/97

16. Signature of Curriculum Committee Chair: ________________________________ Date approved: 3/19/97

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: Art History

2. Course number and title: ARTH 315 - Urban Design Studio No. of credits: 3
   Total hrs/week: 3  Lecture: 3  Lab:

3. Course will be offered first: Spring, 1997

4. Catalog description (please limit to 50 words): This studio course will focus on a particular local site as a case study in urban design. Physical, economic, sociological, and architectural aspects of the area will be analyzed and proposals for future development will be formulated. This course will include field research, drawing, and basic model building, and will include instruction in the areas of design and graphics.

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

5. Prerequisites (or other restrictions):
   None (Urban Planning is recommended)

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
       To introduce students to the many facets of community design and planning issues through direct involvement with researching and designing a community. The course will be taught in a studio format similar to that used in architecture and planning programs. This will require fuller class participation by the students than would a lecture format. Student research and presentations will form a significant portion of the course, as will site visits. Lectures will address types of governmental regulation, planning processes and procedures, and the formulation of new designs for a given site and innovative approaches to attempt to create a vision of better communities within the multi-dimensional parameters of the physical, social, psychological and political realms. Case studies in the Charleston community are emphasized.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?
       This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation at the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation includes the realm of cultural artifacts, it is quintessentially relevant to the Art History major. It will be an optional core course for the anticipated major in Historic Preservation and Community Planning.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course especially enhances the middle of the proposed Historic Preservation and Community Planning major and the middle of the current Art history major (wherein it provides experience in a specific area associated with cultural and artistic issues, predominantly those related to urbanism and architecture).

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
       This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and others. Projects will involve the development of critical thinking skills and the improvement of written and visual expression. It will address the demand for coursework with an architectural design component.

       (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 -- Urban Studies (see attached).

9. Method of teaching:
   The studio format will include lectures, student presentations, group projects and occasional site visits.
(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 -- Urban Studies.

9. Method of teaching:
   Lecture and occasional site visits.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.
   None -- the course has been offered already and has not effected the enrollment of the department.

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

   (c) Frequency of offering:
   ___ each Fall   ___ every two years
   ___ each Spring   ___ every 3 years
   XX other (Explain) Every semester for the beginning of the Preservation and Community Planning major, perhaps shifting to every other semester.

11. Requirements for additional resources made necessary by this course:
   (a) Staff  None
   (b) Budget None -- covered by the Simons endowment
   (c) Library None - covered by endowment and new program

   (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: 1/23/97

14. Signature of School's Dean: ____________________________ Date: 1/22/97

15. Signature of Business Affairs Official: ____________________________ Date reviewed: ____________________________

16. Signature of Curriculum Committee Chair: ____________________________ Date approved: 3/19/97

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

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

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

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
COLLEGE OF CHARLESTON  
Committee on Curriculum and Academic Planning 
New Course Proposal

1. Department: Art History

2. Course number and title: ARTH 230 - Introduction to Historic Preservation  
   No. of credits: 3
   Total hrs/week: 3  
   Lecture: 3  
   Lab:

3. Course will be offered first: Spring, 1996

4. Catalog description (please limit to 50 words):

   An introduction to the history and contemporary practice of historic preservation in the U.S. The course includes a survey of the content and context of the heritage to be preserved, and examines current preservation practice in preserving buildings, landscapes, and material culture. Issues related to archeology, architectural history, social history and community planning will be covered.

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

5. Prerequisites (or other restrictions):

   None

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

   (a) What are the goals and objectives of the course?
   
   To introduce students to the many facets of historic preservation, including an understanding of building deterioration, preservation and community, issues involving the preservation of landscapes and the environment, types of governmental regulation, and the identification of architectural styles and nomenclature. Preservation issues in the Charleston community are emphasized.

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

   This course supports the stated goal of the Art History Department to facilitate the teaching of Historic Preservation at the College of Charleston. That has also been a stated goal of the College. Because Historic Preservation includes the realm of cultural artifacts, it is quintessentially relevant to the Art History major. It will be the foundational course for the anticipated major in Historic Preservation and Community Planning.

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

   This course especially enhances the beginning of the proposed Historic Preservation and Community Planning major and the middle of the current Art history major (wherein it provides an introduction to a specific area associated with cultural and artistic issues, predominantly those related to architecture).

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

   This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and other Projects will involve the development of critical thinking skills and the improvement of written and visual expression.
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.)
7. For courses in the major, how does the course enhance the beginning, middle or end of the major? 

See above.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This is an interdisciplinary course which inherently ties together a number of disciplines including, in most cases, the major of the student.

(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 participating departments are attached.

9. Method of teaching: Lecture and class discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course. Interdisciplinary Minors such as this generally add to enrollment of participating departments.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Participating departments will have to staff at least one section of this course per semester.

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

   (a) Staff
   (b) Budget
   (c) Library

   The Introduction to Latin American and Caribbean Studies course will require no additional resources. The core course can be staffed by current faculty with the diversion of ¼ course load per semester. Initially, the Minor will be administered by a consortium of the faculty teaching in the program.

   (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: 1/23/97

14. Signature of School's Dean: __________________________ Date: 1/23/97

15. Signature of Budget Director: __________________________ Date reviewed: 1/28/97

16. Signature of Curriculum Committee Chair: ____________ Date approved: 3/1/97

17. Signature of Faculty Senate Secretary: __________________________ Date approved by Senate: ____________
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: Program in Latin American and Caribbean Studies

2. Course number and title: LACS 101 Introduction to Latin American and Caribbean Studies
   Number of Credits: 3
   Total hrs/week: 3
   Lecture: 3 Lab:

3. Course will be offered first: From Fall 1997 onward

4. Catalog description (please limit to 50 words):
   This course is designed as an interdisciplinary introduction to Latin America and the Caribbean through a study of its history, geography, politics, economic systems, literature and art. Although it is impossible to cover all of the countries of Latin America and the Caribbean (Mexico, Central and South America, and the Caribbean) in one semester, you will gain an insight into some of the major historical events and cultural developments of the region. Several members of the College of Charleston faculty with expertise in certain aspects of Latin America and the Caribbean will present lectures.

5. Prerequisites (or other restrictions): This course can satisfy the Social Science or Humanities degree requirement.

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

   (a) What are the goals and objectives of the course? This course is the core course in the Minor in Latin American and Caribbean Studies. It is designed to give the student a broad overview of the history, culture, politics, and economy of the region.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The course is the core course of the Minor in Latin American and Caribbean Studies. All students taking the minor will share the experience of this course.
Portuguese. Students are encouraged to spend one semester in a study abroad program in Latin America or the Caribbean. **Students are required to take LACS 101 and at least two (2) of the following core courses:**

- ANTH 325 People and Cultures of Latin America
- ANTH 327 People and Cultures of the Caribbean
- HIST 262 Colonial Latin America
- HIST 263 Latin America in the National Period
- POLS 321 Politics of Latin America
- SPAN 325 Spanish American Civilization and Culture
ANTHROPOLOGY

ANTH 325 Peoples and Cultures of Latin America
ANTH 327 Peoples and Cultures of the Caribbean
ANTH 362 Social and Cultural Change

HISTORY

HIST 260 Special Topics in Asia, Africa, and Latin America
HIST 262 Colonial Latin America
HIST 263 Latin America in the National Period
HIST 360 Special Topics in Asia, Africa, and Latin America
HIST 460 Research Seminar in Asia, Africa, and Latin America

LANGUAGES - SPANISH

LANG 220 Special Assignment Abroad
LANG 328 Foreign Language Study Abroad
LANG 329 Current Issues Abroad
SPAN 325 Spanish American Civilization and Culture
SPAN 371 Spanish American Literature
SPAN 372 Contemporary Spanish American Literature
SPAN 454 Contemporary Spanish American Poetry
SPAN 455 Contemporary Spanish American Fiction
SPAN 456 Contemporary Spanish American Theatre

LITERATURE

LITR 150 Literature in Translation: Gallery of World Literatures
LITR 250 Literature in Translation: A Foreign Literature
LITR 350 Literature in Translation: A Foreign Author
LITR 450 Literature in Translation: Comparative Literature

POLITICAL SCIENCE

POLS 321 Politics of Latin America
POLS 328 Modernization, Dependency, and Political Development
POLS 366 International Diplomacy Studies - Model Organization of American States

Departmental Special Topics, Tutorial and Independent Studies Courses as Appropriate.

REQUIREMENTS: A minor in Latin American and Caribbean Area Studies will consist of 18 hours in Latin American and Caribbean Area Studies courses with not more than 9 hours in any one discipline. Students are encouraged to fulfill their language requirement in Spanish or...
program develops, there will be greater coordination of the minor goals with the courses contributed by specific department -- especially new courses generated by interest in the minor. In addition, the Program will develop more opportunities for study abroad and faculty exchanges with the region, as well as programs for community enrichment -- speakers, cultural programs, communication.

5. The Courses in the Minor Provide Depth and Perspective and will Enhance the Liberal Education of the Students.

By their very nature, area studies programs are very broadly interdisciplinary and therefore uniquely suited to convey the ideal of a liberal arts education. Latin American and Caribbean Studies will bring together the social sciences, humanities and sciences providing a comprehensive and global perspective through its focus on a regional theme. A Latin American and Caribbean Studies Minor will enhance the liberal arts education of any student at the College because it can hook into and broaden any major. More importantly, the Minor will make the student more cosmopolitan, a major goal and function of a liberal arts education.

Costs

With the exception of a new core Introduction to Latin American and Caribbean Studies course no additional resources are immediately necessary. The core course can be staffed by current faculty with the diversion of ¼ course load per semester. Initially, the Minor will be administered by a consortium of the faculty teaching in the program. This “committee” can schedule classes, plan future development, and advise students. If the program’s administrative duties enlarge beyond the abilities of this arrangement, release time may be necessary for one member to devote additional time to the program. With the development of the International Studies program, this may be a more remote possibility given the administrative resources this office may be able to provide -- especially in managing and developing overseas programs.

Program Description

LATIN AMERICAN & CARIBBEAN AREA STUDIES COURSES

LATIN AMERICAN AND CARIBBEAN STUDIES

LACS 101 Introduction to Latin American and Caribbean Studies
LACS 200 Special Topics in Latin American and Caribbean Studies
LACS 300 Special Topics in Latin American and Caribbean Studies
LACS 400 Independent Study in Latin American and Caribbean Studies
Minor and Program in Latin American and Caribbean Studies at the College of Charleston

1. Goals, Objectives and Intended Outcomes of the Program.

This interdisciplinary Minor and Program will expose our students to the cultures, history, politics, economy, and languages of our Latin American and Caribbean neighbors. As this region increases in importance in the world and especially to the United States, and as more and more Americans originate from this area, it will clearly be advantageous for our students to have a familiarity with the region. Whether our students seek careers in government, business, the professions, or education a familiarity and understanding of Latin America and the Caribbean will make them distinctly attractive candidates for positions in these areas. Further, the study of Latin America and the Caribbean will challenge ethnocentric attitudes and contribute to greater international understanding. Finally, a Minor in Latin American and Caribbean Studies is in keeping with the College’s goal of “internationalizing” its curriculum.

2. The Beginning, Middle and End of the Curriculum will Develop these Goals, Objectives and Intended Outcomes.

The Minor itself will begin with a core Introduction to Latin American and Caribbean Studies course which will offer a broad interdisciplinary overview of the region employing geographic, historical, social, economic, and cultural analysis. This course will provide a comprehensive analysis of the socio-political complexity and cultural diversity of Latin America and the Caribbean within the framework of their roles in the hemisphere and the world. The middle and end of the minor will include a broad choice of courses and experiences to include history, sociology, anthropology, political science, Spanish literature - with the possible inclusion of other disciplines (art history, theatre, economics, business, geology, Caribbean literature, Portuguese literature, biology, to name a few); Model Organization of American States and Model United Nations; and overseas experiences such Study Abroad programs (summer and semester).

3. The Goals, Objectives and Intended Outcomes will be made clear to students.

The goals, objectives, and intended outcomes of the program will be made clear to students principally through the shared core Introduction course that will help orient them through the program by making them aware of the opportunities for furthering study in the direction of their interests. All students will be encouraged to spend one semester overseas in a Latin American or Caribbean country.

4. Program Goals are Linked to Specific Courses.

Program goals will be linked specifically to the core introductory course. However, as the
Committee on Curriculum and Academic Planning
Proposal to Change Degree Requirements

1. Department: Sociology and Anthropology

2. Degree: Bachelor of Science in Anthropology

3. Degree changes will go into effect: Fall, 1998

4. Change(s) Desired:

Change in major requirements from:
"... a major is required to take 33 hours, including ANTH 101, 201, 202, 203, 210, and 491"
to:
"... a major is required to take 34 hours, including ANTH 101, 201, 202, 203, 205, and 210. In addition, students must fulfill a methods requirement. This is normally fulfilled by ANTH 491 or ANTH 493. In rare instances, students may fulfill the methods requirement by taking ANTH 399, 490, 492, or 499, but only if their project involves a substantial acquisition and application of research methods skills and they obtain prior approval from the department chair and the anthropology faculty."

5. Justification for Change(s):

For changing number of required hours: If ANTH 203 is changed to a four-hour lab course, as proposed, the de facto number of hours for the major becomes 34.

For adding options to the methods requirement: The research methods associated with the different subfields of anthropology are so diverse that no single course can cover them. For students interested primarily in archaeology, the eight-week field school (ANTH 493) offers both the methodological background for graduate study and the qualifications needed for employment as archaeological field workers in cultural resource management. We have been allowing students to substitute ANTH 493 for ANTH 491 for several years; the change formalizes this informal practice. Other anthropology students may wish to satisfy this requirement by undertaking ethnographic or paleoanthropological fieldwork projects. Because of the varied nature of the discipline, we wish to add some flexibility in satisfying this requirement.

6. Date Approved by the Department: 12/5/96  Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

8. Signature of Dean: [Signature] 3/18/97
Proposed Changes in Catalog Copy

1. Department: Sociology and Anthropology

2. Date changes will go into effect: Fall 1998 catalog

3. Change(s) Desired:

Changes in wording of list of courses recommended but not required for Anthropology majors:

Strike "statistics" from the sentence listing other disciplines from which anthropology majors are "encouraged" to take courses and add this sentence: "The anthropology faculty very strongly recommends that anthropology majors take MATH 104 (Elementary Statistics) or a higher level Statistics course as one of the two math courses fulfilling the General Education requirements. This requirement should be fulfilled as early in an individual's program as possible and certainly within the first two semesters after declaration of an anthropology major."

4. Justification for Change(s):

Many subfields of anthropology utilize statistical methods. A basic understanding of statistics increases the student's ability to better understand anthropological methods presented in upper division courses. For the many majors who do not go to graduate school or into professional positions in anthropology, a background in statistics represents an important employment skill. For these reasons, statistics should be singled out as a course important to all majors, rather than being hidden in a laundry list of recommended courses. To require a statistics course, however, would cause a number of problems (e.g. many anthropology majors declare late in their college career, many are more interested in the interpretive approach to anthropology).

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hoce

[Signature] 3/18/97
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 317 - Cultural Ecology and Tropical Forest Adaptations

3. Course will be deleted effective: Fall 1997

4. Reason for Deleting the Course: Course has not been taught for many years due to inadequate staffing. Course subject matter is largely covered in the general cultural ecology course (ANTH 316).

5. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

6. Signature of Department Chair: Christine A. Hope

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

c:\newcours\coursdel.frm

[Signature] 3/18/97
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY
2. Course Number and Title: ANTH 315 - Peasant and Complex Cultures
3. Course will be deleted effective: Fall 1997
4. Reason for Deleting the Course: Course has not been taught for many years due to inadequate staffing. Peasant societies are an important focus of the Latin America course (ANTH 325) and the Europe course (ANTH 326), courses which remain in the catalog.
5. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97
6. Signature of Department Chair: Christine A. Hope

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
c:\newcours\coursdel.frm

3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 203 - Introduction to Physical Anthropology

3. Course changes will go into effect: Fall, 1997

4. Change(s) Desired: Change current 3 hour lecture course format to 4 hour course with lecture section(s) and a separate co-requisite laboratory section (3 hours per week in lab for the additional 1 hour credit). A single grade will be given (lab grade 25% of total) for the entire 4-hour course. For each lecture section offered (30-40 students) there would be two laboratory sections (15-20 students each) offered.

5. Justification for Change(s): This is a core course in our major’s “Four-Field” approach to training our undergraduate majors. Physical or biological anthropology is at the natural science end of the wide spectrum of approaches to the study of humans that constitute the holistic perspective that distinguishes anthropology from other disciplines. At many, if not most institutions, it is taught as a laboratory course. To truly understand the methods, principles and materials that are studied by physical anthropologists, students need experience in lab dealing with genetics problems, studying the comparative anatomy of fossil and recent humans and other primates (particularly skeletal remains), and learning the techniques and applications of studying variation in living human populations.

Because a laboratory experience is so essential to this course, we have been attempting to incorporate laboratory exercises into the current three hour course format. While this arrangement has been somewhat successful, it has also revealed a number of problems: scheduling, time, and space problems in trying to adapt a lecture classroom into a temporary lab classroom, inadequate time to devote to lecture topics, inadequate credit compensation for students and instructor in light of the time invested.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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

c:\newcours\coursdel.frm
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department:  _SOCIOLOGY/ANTHROPOLOGY_

2. Course Number and Title: ANTH 321 - Peoples and Cultures of the Pacific

3. Course will be deleted effective: _Fall 1997_

4. Reason for Deleting the Course: Course has not been offered for many years. No one currently on faculty has expertise to teach it.

5. Date Approved by the Department: _12/5/96_ Date Submitted: _2/25/97_

6. Signature of Department Chair: _Christine A. Hope_

_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: **SOCIOLGY/ANTHROPOLOGY**

2. Course Number and Title: **ANTH 345: Applied Anthropology**

3. Course changes will go into effect: **Fall, 1997**

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: **12/15/96** Date Submitted: **2/25/97**

7. Signature of Department Chair: **Christine A. Hope**

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 346 - Anthropology of Gender

3. Course changes will go into effect: Spring, 1998

4. Reason for Deleting the Course: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor"

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to Women’s Studies minors and other nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 351 - Urban Anthropology

3. Course changes will go into effective: Spring, 1998

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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

1. Department: _SOCIOLOGY/ANTHROPOLOGY___

2. Course Number and Title: _ANTH 356 - Anthropological Perspective on Religion___

3. Course changes will go into effect: _Spring, 1998___

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: _12/5/96___ Date Submitted: _2/25/97___

7. Signature of Department Chair: _Christine A. Hope___

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Commltee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 357: Political Anthropology

3. Course changes will go into effect: Fall, 1997

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning  
Proposal to Change a Course

1. Department: **SOCIOLOGY/ANTHROPOLOGY**

2. Course Number and Title: **ANTH 362 - Social and Cultural Change**

3. Course changes will go into effect: **Spring, 1998**

4. Change(s) Desire: Change in prerequisite from: “ANTH 101 and any 200-level course or permission of instructor” to: “ANTH 101 or permission of the instructor”

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: **12/5/96**  Date Submitted: **2/25/97**

7. Signature of Department Chair: **Christine A. Hoza**

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c:\newcours\coursdel.frm
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 491: Field Methods

3. Course changes will go into effect: Spring, 1998

4. Change(s) Desired: Change in title and catalog description to: ANTH 491: Research Methods. This course reviews a variety of ways in which anthropological research is conducted.

   Previous description read: This course reviews the variety of ways in which anthropological field research is conducted.

5. Justification for Change(s): This course focuses not just on field research but also on analyses after data are collected. We are expanding our emphasis on computer skills and data management applicable not only to anthropology but also as job skills for those graduates who do not pursue professional careers in graduate school. In addition, there is no way the methods employed in all the various subfields and approaches to anthropology can be covered in a single course.

6. Date Approved by the Department: 12/15/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 302: Archaeology of North America

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/96

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department:  __SOCIOLOGY/ANTHROPOLOGY__

2. Course Number and Title: __ANTH 314 - Anthropological Perspective on Time__

3. Course changes will go into effect: __Spring, 1998__

4. Change(s) Desired: Change in prerequisite from: "Anth 101 and any 200-level course or permission of instructor" to: "Anth 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: __12/5/96__ Date Submitted: __2/25/97__

7. Signature of Department Chair: __Christine A. Hope__

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 316: Ecological Anthropology

3. Course changes will go into effect: Spring 1998

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to Environmental Studies minors and other nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 318 - Theories for the Origin of Agriculture

3. Course changes will go into effect: Spring, 1998

4. Reason for Deleting the Course: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor"

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine G. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 319 - Special Topics in Anthropological Theory

3. Course changes will go into effect Fall, 1997

4. Change(s) Desired: Change title, catalog description, and prerequisites to: "ANTH 319: Special Topics in Anthropology. Occasional courses offered on subjects of interest to students and faculty that are not included in the regular course offerings. May be repeated as subjects vary. Prerequisites: Anth 101 or permission of instructor."

5. Justification for Change(s): The current title and description, including "investigation of some limited problems in anthropological theory-building" is not an accurate description of a number of courses offered recently under this number. The change in title and description do not preclude a course focusing primarily on "theory-building." The change in prerequisite, deleting "and any 200-level course" will make course more accessible to nonmajors with an interest in the topic being taught.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: __SOCIOLOGY/ANTHROPOLOGY__

2. Course Number and Title: ANTH 320 - Peoples and Cultures of North America

3. Course changes will go into effect: __Fall, 1997__

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: _12/5/96_  Date Submitted: _2/25/97_

7. Signature of Department Chair: __Christine A. Hope__

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Committee on Curriculum and Academic Planning  
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 322 - Peoples and Cultures of Africa

3. Course changes will go into effect: Fall, 1997

4. Change(s) Desired: Change in prerequisite from: “ANTH 101 and any 200-level course or permission of instructor” to: “ANTH 101 or SOCY 101 or permission of the instructor.”

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to African Studies minors and other nonmajors. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite. SOCY 101 was added as an alternate prerequisite because this course is sometimes taught by a sociologist.

6. Date Approved by the Department: 12/5/96  Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning  
Proposal to Change a Course

1. Department: SOCIOLGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 323: African American Society and Culture

3. Course changes will go into effect: Spring, 1998

4. Change(s) Desired: Change in prerequisite from: "Anth 101 and any 200-level course or permission of instructor" to: "Anth 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 325: Peoples and Cultures of Latin America

3. Course changes will go into effect: Spring, 1998

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to Latin American Studies minors and other nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 326 - Peoples and Cultures of Europe

3. Course changes will go into effect: Spring 1998

4. Change(s) Desired: Change in prerequisite from: “ANTH 101 and any 200-level course or permission of instructor” to: “ANTH 101 or permission of the instructor.”

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 327: Peoples and Cultures of the Caribbean

3. Course changes will go into effect: Spring, 1998

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to interdisciplinary minors and other nonmajors interested in the topic. The 200-level prerequisite is not specific enough to ensure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 329 - Special Topics: Geographic Areas

3. Course changes will go into effect: Spring 1998

4. Change(s) Desired: Change in prerequisite from: “Anth 101 and any 200-level course or permission of instructor” to: “ANTH 101 or permission of the instructor.”

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course accessible to nonmajors interested in the topic being offered. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: 

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

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

(a) Staff  
- None; no adjunct support will be necessary

(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). ST syllabus is appended, course title and description changed; description of weekly subjects.

13. Signature of Department Chair: George W. Hopkins  
14. Signature of School's Dean:  
15. Signature of Business Affairs Official:  
16. Signature of Curriculum Committee Chair:  
17. Signature of Faculty Senate Secretary:  

Date submitted: 3-6-97  
Date reviewed: 3/18/97  
Date approved: 3/18/97

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

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

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: History

2. Course number and title: HIST 315, American Jazz Culture, 1890s to 1940s
   Number of credits: 3
   Total hrs/week: 3
   Lecture: X
   Lab: 

3. Course will be offered first: Spring 1998

4. Catalog description (please limit to 50 words): A socio-cultural history of the United States focusing on the role of jazz music as a major element in American urbanization, changes in popular and artistic tastes, and its economic and technological aspects.

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

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

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To explain the transformation of early 20th century American society from an agricultural to an urban culture as reflected by jazz music and musicians as well as clienteles, especially the interaction of blacks and whites.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? It examines the social and artistic elements of a key aspect of life in the United States, the history of which is one of four concentrations in 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 a specific chronological and national area.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It demonstrates the interrelationships between the arts -- mostly music, but also painting, dance, and film -- and modern history, mostly in the United States.
   (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.) Music

9. Method of teaching: Lecture, readings, discussion, recordings, films

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH 1
little reason to require all majors to specialize at this stage of their studies. We do, however, think that some background in an area is necessary for a major to be prepared to take a seminar, senior paper, or Bachelor's Essay. Thus, we will require at least two courses in an area before undertaking advanced research projects.

3) The department has voted to change current regulations and wording in the catalog from "History 101 and 102, their equivalents, or permission of the instructor are prerequisites for all history courses at the 200-level and above" to "History 101 and 102, their equivalents, or permission of the instructor are prerequisites for all history courses at the 200-level and above unless otherwise noted." The department also approved a related policy that "A tenure-track member may petition the department to waive the 101-102 prerequisite for a specific 200-level course."

Rationale: This would allow faculty who are teaching courses in areas where the subject matter of History 101-102 does not provide significant background for an upper-level course to offer that course to students who have not yet taken History 101 and/or 102. This will be especially useful to students who want to take a special topics course which may not be repeated in the near future. This also allows students with Advanced Placement credit in non-European history areas and transfer students with non-European credit in history to take upper level courses. Again, this change, as with the others, gives the student more choice and flexibility in taking courses in history.

Approved. 3/7/97

George W. Hopkins

Curriculum Committee 3/18/97
March 7, 1997

To: Faculty Curriculum Committee
From: George Hopkins and Sam Hines
Re: Changes in the Major in History

The Department of History presents the following changes in the major in History for your consideration:

1) The department has voted to change the distribution requirements from our present system [at least one course from each of the following divisions: Western Civilization Before 1715; Europe since 1715; Asia, Africa, and Latin America; United States] to the following: At least one course from the following divisions: Pre-Modern [any area before 1500]; Modern Europe [since 1500]; Modern Asia, Africa, and Latin America; United States.

Rationale: The new system requires students to expand their course of studies geographically and chronologically, as does the present system. However, the new system is less Eurocentric than the present one; only one European course is required [majors will also have had History 101-102, the European survey]. Every major must take at least one course on some aspect of history before 1500 and every student must take at least one non-Western course as well as one course in U.S. history and one course in European since 1715. The new system continues our policy of requiring minimal distribution requirements to allow students significant freedom of choice in their major. The new system also better reflects our ability to staff enough courses in each area with the current composition of our faculty.

2) The department has voted to replace the current requirement that majors must have "a minimum of 15 hours in one of four concentrations" with the requirement that "All majors must have taken at least two related history courses before seeking permission to take a seminar, senior paper, or Bachelor's Essay."

Rationale: This change allows majors more freedom of choice and flexibility in developing their own plan of studies. Those who desire to concentrate in an area may do so; those who intend to go to graduate school will be encouraged to do so. However, there is
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: URBAN STUDIES
2. Course Number and Title: URST 350: Environmental Policy
3. Course will be deleted effective: Immediately
4. Reason for Deleting the Course:

The course has not been offered regularly under the URST designation. The department of Political Science is proposing a course POLS 307: Environmental Policy that would be offered on a regular basis and would serve Urban Studies Majors.

5. Date Approved by the Department: 3/18/97
6. Signature of Department Chair: 3/18/97

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 Delete a Course

1. Department: English and Communication
2. Course Number and Title: English 344: 19th-Century American Literature II
3. Course will be deleted effective: Fall 1998
4. Reason for Deleting the Course: This deletion is part of a reconfiguration of the American Literature Curriculum. The material that had been covered in this course will now be covered in three other 300-level courses: American Renaissance, 1830-1870 (English 343), The American Short Story (English 355), and The American Novel to 1900 (English 349).

5. Date Approved by the Department: 11-15-96 Date Submitted: 2-5-97
6. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: English and Communication
2. Course Number and Title: English 205, Survey of American Literature to 1865, AND English 206, Survey of American Literature from 1865 to the Present
3. Course will be deleted effective: Fall 1998
4. Reason for Deleting the Course: These two courses will be condensed and replaced by a one-semester survey of American literature, English 207. English 207 will be required of all English majors.

5. Date Approved by the Department: 11-15-96 Date Submitted: 1-24-97

6. Signature of Department Chair: [Signature]

[Signature]
3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 351 and English 390
3. Course changes will go into effect: As soon as possible
4. Change(s) Desired: Engl 351—Delete from description: (Credits for this course may be applied to the film minor but not the English Major.

Engl 390—Delete from Description: (Credits for this course may be applied to the film minor but not the English Major.

5. Justification for Change(s): There is no historical justification for excluding these courses from the English major. Exams and research assignments meet the general requirements for courses in English.

6. Date Approved by the Department: 1-17-97 Date Submitted: 2/13/97
7. Signature of Department Chair: [Signature]

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 345: American Novel, 1900-1965
3. Course changes will go into effect: Fall 1998

4. Change(s) Desired: This course was formerly titled "Twentieth-Century American Literature." It will now concentrate exclusively on the novel of the same period.
   Catalog description: A study of modern American novelists, such as Dreiser, Wharton, Cather, Anderson, Lewis, Fitzgerald, Hemingway, Dos Passos, Wright, Faulkner, Wolfe, Steinbeck, Ellison, Welty, and others.

5. Justification for Change(s): This change will eliminate the duplication of material that presently exists. American drama of this period is being covered in English 338, Modern Drama, and American poetry is covered in English 335, Modern Poetry. A new course, The American Short Story (English 355), will cover short fiction of this period.

Date Approved by the Department: 11-15-96 Date Submitted: 1-24-97

7. Signature of Department Chair: [Signature] 3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 343: American Renaissance, 1830-1870
3. Course changes will go into effect: Summer 1998
4. Change(s) Desired: This course was formerly titled "19th-Century American Literature I" and covered American literature of all genres from the first half of the 19th century. The novel is being dropped from this course and the time period it covers is being expanded.

Catalog description: A study of American prose and poetry from the beginnings of the Romantic Era to the beginnings of the Age of Realism. The course will cover such writers as Poe, Emerson, Thoreau, Fuller, Melville, Hawthorne, Douglass, Longfellow, Whittier, Whitman, and Dickinson.

5. Justification for Change(s): This change is part of a reconfiguration of all pre-1900 American Literature courses. It adds Whitman and Dickinson because English 344 (which covered these major writers) will be deleted. This course will no longer cover novels because a new course, English 349, will now cover the American novel up to 1900.

6. Date Approved by the Department: 11-15-96 Date Submitted: 2-5-97
7. Signature of Department Chair: [Signature]

3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: **English and Communication**
2. Course Number and Title: **English 342; Colonial and Revolutionary American Literature**
3. Course changes will go into effect: **Fall 1998**
4. Change(s) Desired: This course will encompass the same time period and topics that it has up to now, but will exclude the novel.

Catalog description: A study of prose, poetry, and drama of 17th- and 18th-century America. Course will cover writers such as Bradford, Winthrop, Bradstreet, Taylor, Wigglesworth, Rowlandson, Edwards, Crevecoeur, Franklin, Cooke, Freneau, Paine, Jefferson, Tyler, Wheatley, Trumbull, Dwight, Barlow, and Irving.

5. Justification for Change(s): This change is part of a reconfiguration of all pre-1900 American Literature courses. In this reconfiguration, the novel from this time period will be taught in English 344 and will thus be dropped from English 342.
6. Date Approved by the Department: 11-15-96 Date Submitted: 1-24-97
7. Signature of Department Chair: [Signature]

3/18/97
course in a related discipline to satisfy requirements in each. Impact on other departments will be negligible, since the number of students choosing these options will be small, and most of them would probably take the courses anyway.

Approvals

Department: [Signature] Date: 2/5/97

Dean: [Signature] Date: 2/10/97

Curriculum Committee: [Signature] Date: 3/10/97

Faculty Senate: [Signature] Date:
Proposed Changes
to the
Major and Minor in Religious Studies

The Department of Philosophy and Religious Studies proposes revisions in the requirements for the major and minor in Religious Studies, as published in the College of Charleston Undergraduate Catalog 1996-1997, p. 156. Changes are indicated in bold.

Major Requirements
A minimum of thirty (30) semester hours in religious studies, which must include the following:

1. One introductory course (101, 102, 115/105, 110 115);
2. Two religious traditions courses, one from group A and one from Group B:
   Group A: 225, 230, 235, 250
   Group B: 240, 245, 248, 260
3. One sacred text course (201, 202, or 310);
4. Two additional courses at the 200-level or above;
5. Two additional courses at the 300-level or above;
6. 401;
7. One additional course in religious studies. With the approval of the Director of Religious Studies, one course (200-level or above) in a related discipline may be substituted for this religious studies course.

Minor Requirements
A minimum of eighteen (18) semester hours in religious studies, which must include the following:

1. 102/105
2. Any one of the following: 225, 230, 235, 240, 245, 248, 250, 260;
3. Any one of the following: 201, 202, 310;
4. One course in religious studies at or above the 300-level;
5. Two additional courses in religious studies. With the approval of the Director of Religious Studies, one course (200-level or above) in a related discipline may be substituted for one of these religious studies courses.

Rationale
The major in Religious Studies was established in 1995 as a disciplinary major; no courses outside of Religious Studies were allowed to count toward satisfaction of major requirements. Last year the minor in Religious Studies was revised, bringing it into conformity with the major as a disciplinary program. Although that change was approved by the Faculty Senate, discussion both within the Department and at the Senate pointed out losses in moving from an interdisciplinary program to a disciplinary one. Religious Studies does have strong connections with other fields, such as History, Anthropology, Classics, Psychology, and Philosophy. After further discussion in the Department, we propose modest interdisciplinary components in the major and minor programs in Religious Studies. The revisions will allow students to use one
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Philosophy and Religious Studies
2. Course Number and Title: RELS 102 World Religions
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:
   The course number will be changed from RELS 102 to RELS 105 as part of a new sequencing of the 100 level courses in Religious Studies.
5. Justification for Change(s):
   RELS 105 will be the new initial course in a new sequence of 100 level courses, as such it will be the introductory survey course in the discipline. Also the Religious Studies Minor student is required to take the course on World Religions. In order to meet both of these expectations, the present RELS 101 (Approaches to Religions, a thematic course) is being renumbered RELS 110 and the World Religions course as the primary introductory course would be numbered RELS 105 so as not to reduplicate the old RELS 101 number. We are not using RELS 101 in order to avoid administrative confusion with the old numbering sequence.

6. Date Approved by the Department: 2/5/97    Date Submitted: 2/10/97
7. Signature of Department Chair: [Signature]

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

1. Department: Philosophy and Religious Studies
2. Course Number and Title: RELS 101 Approaches to Religion
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:
   We are reordering the 100 level courses into a new sequence. RELS 101 will become RELS 110.
5. Justification for Change(s):
   The new sequence in the 100 level courses reflects a shift to a sequence that begins with a World Religions survey as the new RELS 101 and the Approaches to Religion as RELS 110. The Approaches to Religion course covers fewer traditions and takes a thematic approach (studying a particular theme as it cuts across several traditions) rather than giving a brief survey of basic belief systems.

6. Date Approved by the Department: 2/5/97 Date Submitted: 2/10/97
7. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Bill, Trish's committee address item 6a on the Acct 431 New Course Approval. Currently, we have on the books literally Acct 430. This was the course whose content we plan to modify and structure it about one half advanced accounting and one half governmental accounting. We were told that we would have to have a new course so we filed a new one for Acct 431 which did what we had proposed in the Acct 430. Evidently, this course has not been approved by the faculty senate. We need to delete the Acct 430 course and replace it with the Acct 431. Trish has also suggested we eliminate Acct 440 because the course has not been taught in three years. In regards to the Acct 431, we have formed the course to make it a survey of Acct 430 and Acct 440 which now should be deleted. We would require the Acct 431 but have deleted another requirement--Badm 300 from the major. Our overall hours have not changed. This should clarify the 6a question. What do we now need to do? Thanks. 

Cherish yesterday
Dream tomorrow
Live today
(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.)

2a:\newcours\newcours.frm
entry into the accounting profession.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? The proposed course was originally proposed as a modification of the existing ACCT 430, Advanced Accounting. The designation of ACCT 431 as a senior level course reflects the faculty's awareness of the need to offer the course to seniors who have at least taken ACCT 316, Intermediate Accounting I, and are presently taking ACCT 317, Intermediate Accounting II.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Because of the technical aspects of the course, the course would be restricted to the major.

(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.) Other departments are not affected with this course.

9. Method of teaching: Lecture

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. There will be the need to offer the course once a year during the academic year and once during the summer. Projected enrollment for the calendar year would not exceed fifty. No additional resources are needed.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. There would be the need to provide one additional section of our accounting offerings. One faculty member will teach this course in lieu of a principles section--either ACCT 203 or ACCT 204.

(c) Frequency of offering:

- Each Fall
- Each Spring
- Other (Explain: Either in the fall or spring, not both.
  Most likely in the fall.

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

(a) Staff None
(b) Budget None
(c) Library None
1. Department: Accounting and Legal Studies

2. Course number and title: Accounting 431 Advanced and Governmental Accounting

Number of credits: 3 semester hours

Total hrs/week: 3 hours/week
Lecture: 3 hours

3. Course will be offered first: Second session of 1996 summer school

4. Catalog description (please limit to 50 words): The course is designed to provide an exposure to the accounting for consolidations, foreign currency translations, partnerships and not-for-profit entities.

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

5. Prerequisites (or other restrictions): Accounting 317, Intermediate Accounting II, co-requisite

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

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

This course is a survey of two accounting courses which are currently in the Catalog. The faculty has concluded that the accounting major must have exposure to consolidation accounting, foreign currency translations accounting, partnership accounting, and not-for-profit accounting to be adequately prepared for entry into the profession. A survey of these topics in one course will provide the accounting major with adequate preparation. This course will be a required one for the Accounting major, but the overall number of hours within the major will not change because the BADM 300, Management Information Systems, course has been deleted as a requirement.

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

The course makes the accounting curriculum a more complete one. A survey of these topics is essential for the mission of the major which is to adequately prepare the major for successful
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: March 18, 1997

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

Accounting and Legal Studies
New Course Proposal
ACCT 431

Philosophy and Religious Studies
Course Change Proposal
RELS 101
Course Change Proposal
RELS 102
Minor and Major Change Proposal

English
5 Course Change Proposals
ENGL 342, 343, 345, 351, 390
3 Course Deletion Proposals
ENGL 205, 206, 344

Urban Studies
Course Deletion Proposal
URST 350

History
Major Change Proposal
New Course Proposal
HIST315

Anthropology
19 Course Change Proposals
3 Course Deletion Proposal
2 Major Change Proposals
ANTh 315, 317, 321

Latin American and Caribbean Studies
Minor Proposal
New Course Proposal
LACS 101

Historic Preservation
7 New Course Proposals
Major Proposal
ARTH 230, 315, 318, 319, 330, 333, 338
ADDRESS LIST  
GRADUATE STUDENT CANDIDATES FOR GRADUATION--SPRING 1997  
MAY 10, 1997

<table>
<thead>
<tr>
<th>NAME (FOR DIPLOMA)</th>
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**MASTER OF SCIENCE-ACCOUNTANCY**

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**M.A.T. EARLY CHILDHOOD EDUCATION**

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**M.E.D. EARLY CHILDHOOD EDUCATION**

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**M.E.D. ELEMENTARY EDUCATION**

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**M.E.D. SPECIAL EDUCATION**

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**MASTER OF ARTS-ENGLISH**

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<td>Rhonda Lynn Cotton</td>
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**MASTER OF SCIENCE-ENVIRONMENTAL STUDIES**

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Charles John Keppler 181-66-9718 205 Fort Johnson Rd.;Charleston, SC 29412
Scott Bedford Lerberg 179-66-2402 205 Fort Johnson Rd.;Charleston, SC 29412
David Lawrence White 541-08-0537 1150 Schley St. NE;Orangeburg, SC 29115
Libby L. Willson 399-64-4048 205 Fort Johnson Rd.;Charleston, SC 29412
Lynn Elyn Zimmerman 279-80-5175 205 Fort Johnson Rd.;Charleston, SC 29412

MASTER OF SCIENCE-MATHEMATICS

Chris Paragamian 175-54-9151 3225 Ayr Lane;Dresher, PA 19025
Bac Tran 250-87-3035 2491 Salt Meadow Lane;Myrtle Beach, SC 29577

MASTER OF PUBLIC ADMINISTRATION

Russell Irving Byrd 250-29-0253 1123 Island View Dr.;Mt. Pleasant, SC 29464
William M. Cieminski 473-86-0787 4766 Yardley Dr.;Charleston, SC 29405
Trisse Danae Hollis 249-37-7160 10 Jamaica Dr.;Charleston, SC 29407
Danya Maxine Jordan 248-63-6006 1103 Westchase Dr.;Charleston, SC 29407-8809
Kerri Jo Laryea 521-35-8842 2534 Flamingo Dr.;Charleston, SC 29414
Rebecca Lynn Lee 175-64-2800 1422 Goblet Ave.;Mt. Pleasant, SC 29464
Jan Lauren Lindley 250-37-6716 119 Wedgewood Circle;Goose Creek, SC 29445
Laura Grier O'Neill 251-73-0069 33 Barre St.;Charleston, SC 29401
James Parlor 250-64-3497 3 East Wantoot Blvd.;Charleston, SC 29407
James David Scarborough 462-51-6322 2027 Harrietta Ct.;Mt. Pleasant, SC 29464
Daniel Andrew Wagner 247-25-1473 1742 Sam Rittenberg Blvd. #19-D;Charleston, SC 29407
## NUMBER OF GRADUATING MASTERS LEVEL STUDENTS BY PROGRAM
### MAY 10, 1997
(As of March 17, 1997)

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Number Graduating</th>
<th>Number Participating</th>
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<tr>
<td><strong>Business and Economics</strong></td>
<td>M.S. Accountancy</td>
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<td>Subtotal B/E</td>
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<tr>
<td><strong>Education</strong></td>
<td>M.A.T. Early Childhood</td>
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<td>M.A.T. Elementary</td>
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</tr>
<tr>
<td></td>
<td>M.A.T. Special Education</td>
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<tr>
<td></td>
<td>M.Ed. Early Childhood</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>M.Ed. Elementary</td>
<td>5</td>
<td>5&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
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<td></td>
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<td>Subtotal Education</td>
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<tr>
<td><strong>Humanities and Social Sciences</strong></td>
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<tr>
<td></td>
<td>M.A. History</td>
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<tr>
<td></td>
<td>M.P.A.</td>
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<td>Subtotal HSS</td>
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<tr>
<td><strong>Sciences and Mathematics</strong></td>
<td>M.S. Marine Biology</td>
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<td>3</td>
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<td></td>
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<td>M.E.S.</td>
<td>12</td>
<td>11&lt;sup&gt;4&lt;/sup&gt;</td>
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<td></td>
<td>Subtotal S/M</td>
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<td>15</td>
</tr>
</tbody>
</table>

Total Graduating 76
Total Participating 67 (See notes below)

1. Includes a M.Ed. Elementary student who graduated Fall, 1996 but will participate in the May 1997 commencement.

2. Includes a M.Ed. Special Ed student who graduated Fall, 1996 but will participate in the May 1997 commencement.
3. Includes a M.P.A. student who graduated Spring, 1996 but will participate in the May 1997 commencement.

4. Includes a M.E.S. student who graduated Fall, 1996 but will participate in May 1997 commencement.

As of March 17, 1997-Addie
### University of Charleston, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: **Elementary and Early Childhood Education**

2. **Course number and title:** EDEE 604: **Teacher as Researcher in Early Childhood Education**
   - **Number of Credits:** 6
   - **Total hrs/week:** 3
   - **Lectures:** 3

3. **Course will be offered first:** Summer Evening, 1997

4. **Catalog description (please limit to 50 words):** Please see attached syllabus

5. **Prerequisites (or other restrictions):** None

6. **Rationale/justification for course (consider the following issues):** (Note: If more space is needed, attach additional sheets to this form.)
   
   (a) **What are the goals and objectives of the course?** To provide a strong foundation in the standards which guide the early childhood profession and an opportunity for students to engage in scholarly research.

   (b) **How does the course support the mission statement of the department and the organizing principles of the graduate program?** Students will demonstrate synthesis of concepts through oral and written presentations and completion of a final comprehensive paper.

7. **Are other Departments affected by this course?** No. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

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

9. **Method of teaching:** Lecture, discussion, cooperative work groups, simulations, field experiences in the schools.
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: This is an additional requirement for Early Childhood Education Master of Education students.

(b) Address potential shifts in staffing of the departments as it relates to the offering in this course. (Note: If more space is needed, attach additional sheets to this form.) The course will only be offered once a year, initially during Summer Evening. When the department chair resumes a full teaching load, it will be offered only fall semester.

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

   (a) Staff ______

   (b) Budget Monies from summer school operation will be needed initially.

   (c) Library None

(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).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: [Signature] Date submitted: 5/11/97

14. Signature of Department Chair: [Signature] Date approved: 

15. Signature of Schools Dean: [Signature] Date approved: 3/12/97

16. Signature of Budget Director Business Affairs Office: [Signature] Date reviewed: 3/12/97

PROPOSAL IS SENT TO THE GRADUATE SCHOOL OFFICE AT THIS JUNCTURE

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 School 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 February, 1997 and replaces all others.
Course Description

This 6 credit hour, two phase course entails intensive study of the standards which guide the early childhood education profession. Students will refine their ability to integrate appropriate research into their own classroom practice. The course examines the multi-dimensional population of children and the professionals involved in the education process. Students will undertake an individual program-of study in which they identify a process for achieving the course objectives. Phase I, for beginning students beginning the M.Ed. Early Childhood Program, includes a series of advanced seminars designed to study the development and processes of challenges facing early childhood educators in the present and in the future. Phase II, the capstone seminar, is designed to function as an integrative mechanism for early childhood students to be taken at the end of their academic program. The capstone seminar provides an opportunity for students to synthesize concepts related to the standards of early childhood programs. Phase I students will define an individualized, program-long project which culminates in Phase II with an oral and written presentation, as well as the completion of a final comprehensive paper.

Course Objectives

Upon successful completion of the course student is expected to:

1. demonstrate knowledge and understanding of the dominant theories of human and socio-cultural development and learning though the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context.

2. exhibit knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.

3. define alternative perspectives regarding central issues in the field of child development, programs for young children and their families, or implications for teacher education and staff development.

4. demonstrate the knowledge and ability to use and develop a variety of procedures for
assessments of child development and learning, child care and early education environments, and early childhood education curricula; and understanding of types, purposes and appropriateness of various assessment procedures and instruments.

5. evaluate programs for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at-risk for developmental delays, and children with special abilities.

6. apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, philosophy, and anthropology to practice in early childhood education.

7. discuss the concept of reflective inquiry and demonstrate professional self-knowledge relating to one's own practice and articulating a personal code of professional ethics.

8. demonstrate the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families.

9. articulate, through oral presentation and written documentation the knowledge and skills to serve as a mentor to others and a model of professional behavior for volunteers and other staff members.

Required Readings

Students will review the literature that addresses the nine course objectives. Suggested journals include, but are not limited to: The APA Monitor; Parents; Young Children; Child Development; Early Childhood Research Quarterly; The Journal of Exceptional Children; The Reading Teacher; The Journal of Creative Behavior; Theory into Practice; Journal of Social Issues; American Psychologists; Elementary School Guidance and Counseling; Childhood Education; Child Welfare; Phi Delta Kappan; Child Abuse and Neglect; American School Board Journal; School Psychology Review; Family Law Quarterly; Journal of Education; Journal of School Health, and Journal of Early Childhood Teacher Education.

Course Requirements

1. Phase I students will undertake an individual program of study in which they identify a process for achieving the course objectives. Students will conduct individual research into the scholarly issues identified in the course objectives. The progress and methods will be shared with the class by presentation and discussion and will lead to the preparation of a comprehensive, long-term program involvement project.

Upon successful completion of the full-semester Phase I component of the course, students will continue to meet with the early childhood faculty once a semester throughout
the time they are classified as students. These meetings are designed to give the student an opportunity to discuss the nature and scope of their progress toward meeting the requirements to enroll in the capstone experience or Phase II of the course.

Students enrolled in EDEE 604, Phase I will receive a grade of IP (In Progress) at the end of the first semester. This grade will remain on record until the final semester of study when the student completes Phase II of the course.

2. Phase II students will present reports relating to the process, methods, and results of their individualized study through class presentations and the formal presentation of a single comprehensive paper. The paper, submitted as an in-depth study of the teacher as researcher in early childhood education, will be submitted as an individual paper for review by the early childhood graduate faculty. Upon successful completion of the presentation and submission of the final paper which culminates, both in oral and written presentation, students will be awarded a final grade for the course.

Prerequisites: Students enrolling in Phase I of EDEE 604 must have completed all requirements for admission to the M.Ed. Program in Early Childhood Education and be accepted as regular degree students. Applicants seeking acceptance in non-degree status are not eligible for admission into the course. Students continuing in Phase II of EDEE 604 must have completed all early childhood education courses or at least 30 semester hours and permission of the early childhood graduate faculty. The course is graded on a satisfactory/unsatisfactory basis.

Assignments

1. Under the direction of the early childhood graduate faculty, students are expected to engage in reflective and practical inquiry of the course objectives through an examination of their own professional lives in relation to the early childhood standards and course objectives, responding to readings, and inquiring into their own classroom practice as a form of study.

2. Activities which are appropriate during class times are those which are respectful of the group process and enhance the learning of the individual and members of the class. These include discussing, listening, questioning, observing, reflecting, writing, planning, organizing, and interaction as well as seeking out new resources. The classroom experience is intended to be part of the course content and students are expected to take responsibility for their own learning and contribute to that of classmates.

3. In the presentation of progress toward meeting the course objectives, students are expected to:
   - share their understanding of the meaning and purpose of the early childhood standards and the nine course objectives;
provide a personal response to key issues addressed in the standards and course objectives;

search for experiences in their own professional lives which pertain to the standards and course objectives;

relate key ideas to current and previous class discussions.

4. Develop a framework for studying the early childhood standards and course objectives, critically examine and describe the components of each standard and course objective and make sure that the framework of study includes a detailed plan to address any sub-topics that may emerge as a result of the study.

5. For each of the nine course objectives, write a summary of the findings which can be discussed and distributed to the class.

Criteria for Evaluation

1. Completion of all course requirements.

2. Class participation and evidence of scholarly dialogue, listening skills, questioning techniques, reflective inquiry, writing, planning, organizing and interaction with colleagues.

3. Evidence of research/conclusions in a self-reflective manner.

4. Successful completion of capstone presentation to the class.

5. Approval of comprehensive paper by the early childhood faculty.

Grading System

1. All students enrolled in EDEE 604, Phase I will receive a grade of IP (in progress). This grade will remain in effect until the student has completed all requirements for Phase II of the course.

2. Upon successful completion of Phase II of the course, students will be awarded a letter based on the above Criteria for Evaluation.
University of Charleston, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Elementary and Early Childhood Education
2. Course number and title: EDEE 510: Introduction to Early Childhood Education
   Number of Credits: 3
   Total hrs/week: 3
   Lectures: 3
   Lab: 0
3. Course will be offered first: Summer Evening, 1997
4. Catalog description (please limit to 50 words): Please see attached syllabus
5. Prerequisites (or other restrictions): None
6. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form.)
   (a) What are the goals and objectives of the course? To provide a thorough introduction of the field of early childhood education, developmentally appropriate practice and an up to date comprehensive overview of programs and practices.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Course content will improve the quality of our students and better prepare them for a career in early childhood education. The course supports the mission statement of the department by encouraging career long learning.
7. Are other Departments affected by this course? No. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
8. Is this course part of joint program? Yes X No If "Yes", what institution?
   Will the other institutions use the same course number and title? Yes X No. If "No" what will be the course number and title at the other school?
9. Method of teaching: Lecture, discussion, small group simulations and a practicum in the schools
10. (a) Address potential enrollment patterns shifts in the department or University-wide as it relates to the offering of this course: **This is an additional requirement for Early Childhood Education Master of Arts in Teaching students.**

(b) Address potential shifts in staffing of the departments as it relates to the offering in this course. (Note: If more space is needed, attach additional sheets to this form.) **The course will only be offered once a year, initially during Summer Evening, when it will be taught by a clinical faculty member. The course will be taught by a roster faculty member when the department chair resumes a full teaching load.**

11. Requirements for additional resources made necessary by this course:
   (a) Staff: **Clinical faculty member in Early Childhood Education**
   (b) Budget: **Monies from summer school budget will be needed initially.**
   (c) Library: **None**

(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).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: ____________________________ Date submitted: 3/11/97
14. Signature of Department Chair: ____________________________ Date approved: 3/12/97
15. Signature of Schools Dean: ____________________________ Date approved: 3/12/97
16. Signature of Budget Director: ____________________________ Date reviewed: 3/12/97

PROPOSAL IS SENT TO THE GRADUATE SCHOOL OFFICE AT THIS JUNCTURE

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 School 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 February, 1997 and replaces all others.
COURSE DESCRIPTION

The course offers a thorough introduction to the field of early childhood education and developmentally appropriate practice. It provides an up-to-date, comprehensive overview of programs and practices, historic foundations, and the latest ideas and practices in the field. A primary activity of this course will be field-based activities in early childhood settings. Students will spend thirty hours in the schools in play, tutorial, and other activities with young children. A variety of settings will be used to insure multicultural exposure.

COURSE OBJECTIVES

1. Identify models and programs in early childhood education and describe how these models are reflected within the social, historical, and philosophical foundations of general education.

2. Describe and differentiate between different learning theories and how children learn.

3. Compile data on how children between the ages of birth and eight years old develop physically, intellectually, linguistically, and psychosocially.

4. Demonstrate knowledge of developmentally appropriate programs for children between the ages of birth and eight years old.

5. Discuss how the early childhood professional incorporates multiculturalism in quality programs for young children.

6. Analyze the Division for Early Childhood (DEC) of the Council for Exceptional Children's position statement on inclusion and analyze its implications for establishing an inclusive early childhood environment.

7. Identify and describe conditions that affect children's development and learning including risk factors, developmental variations and specific disabilities.

8. Demonstrate understanding of family system theory, effective parenting, family, school and community partnerships.
10. Describe and discuss ethical standards/code of ethics for early childhood professionals.

11. Analyze the current literature relating to learning styles, sexism and sex-role stereotyping, bilingual education, and an antibias curriculum.

12. Demonstrate awareness and sensitivity to differences in family structures, and social and cultural backgrounds.

13. Design a plan to development an integrated curriculum that takes into account children from various cultures.

TEXTBOOKS


ASSIGNMENTS

1. Develop a personal and meaningful philosophy of early childhood education and include: methods for self-assessment, evaluation of your professional decisions and choices. How will you use this philosophy as a framework for planning and modifying programs? How does your plan incorporate a code of ethics for early childhood professionals?

2. Class Reports: With a partner prepare and present a report for the class on one of the following assigned topics:

   a. Describe the history of early childhood education and identify basic concepts essential to high-quality early childhood programs. important?
   b. What are learning theories (include samples of the works of Piaget, Montessori, Vygotsky, Gardner, and Skinner) and how do they describe how children learn?
   c. What is the High/Scope educational approach, the Montessori Program, the Bank Street Model, Head Start, and Reggio Emilio?
   d. How can early childhood professionals meet the needs of children, parents, and families?
   e. How can early childhood professionals prepare children for living in a diverse society?
   f. How would you plan an integrated curriculum that acknowledges childrens' culture and home experiences?
   g. How does play and play activity facilitate the development of physical, cognitive, affective and social development?

Reports should be limited to 20 minutes and may involve audio-visuals, charts.
transparencies, or other presentation materials. The report should conclude with a question and answer period to encourage interaction with your peers.

3. **Practicum Requirement**

You will spend a total of 16 weeks, 2 hours a week, working with children ages two, three, four and five, with a minimum of four weeks with each age level at The Early Childhood Development Center. It is expected that you engage children in projects, learning centers, and playful activities that reflect the current interests of the children. It is also expected that you take as active a role as possible so children can learn through active involvement with each other, with adults, with materials, and other children. Guidelines for developing developmentally appropriate activities for children will be discussed and developed in class.

4. **Analysis Paper**

Write a comprehensive paper (double-spaced) analyzing two or three significant episodes that occurred during your practicum experience and include a description of why they were significant to you and the children. Analyze what was accomplished, identify problems that emerged and distill from the episodes what you learned. This last point is the most important. You may have learned what works in a specific learning situation and what does not. Describe what you conclude, including as well what you have learned about your philosophy of teaching (your perspective.) Note any questions that may have arisen during your field experiences which you want to discuss with your peers and professor during class time.

5. **Annotated Bibliographies**

Prepare an annotated bibliography on authentic assessment in early childhood education according to the directions provided in class. Bibliographies will include an overview, abstracts of at least five current journal articles, three books or position papers, and a summary.

6. **Review the Division for Early Childhood of the Council for Exceptional Children’s position statement on inclusion.** Write a narrative in which you describe or explain the nature of the position statement and the implications it has for early childhood professionals.

**EVALUATION**

1. Participation in all class activities.

2. Weekly quizzes based on textbook chapters, lectures, and class discussions.
3. Mid-term and final examinations.

4. Successful completion of all assignments and/or requirements. The practicum assignment will be graded Satisfactory/Unsatisfactory. All other assignments will earn a letter grade. The earned grade will be based on thoroughness, clarity of writing, evidence of knowledge, and mechanics/grammar.

TOPICS

- Becoming an Early Childhood Professional: Possibilities and Responsibilities
- The Field of Early Childhood Today: Changes and Challenges
- The Past: Prologue to the Present
- Learning Theories: How Do Children Learn?
- Early Childhood Programs: Curriculum for Learning
- Child Care: Meeting the Needs of Children, Parents, and Families
- Infants and Toddlers: Development, Care, and Education
- The Preschool Years
- The Primary Years
- Multiculturalism: Preparing for Living in a Diverse Society
- Guiding Children: Developing Prosocial Behavior
- Parent, Family, and Community Partnerships
- Keys to The Future: Establishing Successful Programs
Each student in EDEE 510 will participate in a practicum experience. Students will be asked to complete several course assignments during this time. Proper credit depends on your ability to carry out all assignments. A minimum of 25 hours will be needed to meet this requirement. Students must attend the practicum each week and hand in all assignments related with it. Failure to complete the practicum will result in failure of the course.

Assignments:

1. **Observation**

   Observe the children in your placement site and take note of the ages, differences in developmental levels, interest, and general routine of the children. Observe the teacher and take notes regarding activities and teaching procedures, themes and content presented, the handling of materials, relationships between the teacher and the children, the physical environment, learning centers, and how children interact with each other in the playful environment.

2. **Active Participation**

   **Projects:** In cooperation with the classroom teacher, plan for and implement 2 projects based on the current theme being explored in the classroom or one that is based on the interest of the children. Then structure follow-up activities you can leave for the children to use when you are not in the classroom.

   **Learning Centers:** Design 2 learning centers that are child-directed and child-centered. Equip the centers with all the materials, toys, manipulatives, or other items the children may need. Observe and record the children's approach to the centers and how the center is utilized by children.

   **Play Activities:** Engage in daily play activities with the children using materials that children can manipulate and experiment with such as blocks, games, arts and crafts materials, scientific equipment or other learning materials that are available to children.

3. **A Writing Log (Journal)** Daily notes will be made in the writing job. You will use the log as a way of recording your experiences and feelings about teaching and your reflections upon your interactions with young children.

4. **Teacher’s Evaluation:** Attached to the requirements, there is an evaluation form for the teacher to complete at mid-term and the end of the semester. This evaluation contributes to your overall grade.
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

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<tbody>
<tr>
<td>1.</td>
<td>Department: Geology/Environmental Studies Program</td>
</tr>
<tr>
<td>2.</td>
<td>Course Number and Title: EYSS643 Aqueous Geochemistry</td>
</tr>
<tr>
<td>3.</td>
<td>Course changes will go into effect: Fall 97</td>
</tr>
<tr>
<td>4.</td>
<td>Change(s) Desired: This is a 3-credit hour course that meets for 3 hours of lecture per week. I would like to change this to a 4-credit hour course with a lab, which will meet for 3 lecture hours and 3 lab hours (6 contact hours) per week.</td>
</tr>
<tr>
<td>5.</td>
<td>Justification for Change(s): All instruments that comprise the Water Quality Lab in the Department of Geology are functional and yielding data. These instruments include an ICP-AES (Inductively coupled plasma atomic emission spectrometer) for the analysis of metals in aqueous samples, a CE system (Capillary Electrophoresis) for the analysis of anions in aqueous samples, a DOC (dissolved organic carbon) analyzer, and field and laboratory equipment for the determination of alkalinity, pH, specific conductance, and chloride. I want to add a lab component to EYSS643 to take advantage of these laboratory and field resources. Attached sheets describe the following aspects of this upgrade: 1). existing lecture syllabus, 2). proposed lab syllabus, 3). explanatory statement describing the relationship of this course to other geochemistry courses in the Geology Department curriculum.</td>
</tr>
<tr>
<td>6.</td>
<td>Date Approved by the Department: 1/31/97</td>
</tr>
<tr>
<td>7.</td>
<td>Signature of Department Chair:</td>
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<tr>
<td>8.</td>
<td>Signature of Chair of the Faculty Committee on Graduate and Continuing Education</td>
</tr>
<tr>
<td>9.</td>
<td>Signature of Chair of Graduate Council: Date: Feb 28, 1997</td>
</tr>
<tr>
<td>10.</td>
<td>Signature of Speaker of the Faculty: Date:</td>
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IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
Two geochemistry courses are offered at the graduate level in the Department of Geology in support of the Masters of Environmental Studies program: EVSS641 Aqueous Geochemistry and EVSS643 Environmental Geochemistry. The focus of EVSS641 is the theory and application of inorganic geochemical speciation and reactions that occur in aqueous solution. Inorganic geochemical reactions are examined using an equilibrium (instead of kinetic) approach. Natural and contaminated ground water and surface water environments are the dominant environments considered during the course. The focus of EVSS643 Environmental Geochemistry differs from EVSS641 in the following manner: 1). Coverage includes geochemistry of organic compounds and stable C, N, and O isotopes, in addition to inorganic species (primarily metals), 2). In EVSS643, transport and fate of inorganic, organic and isotope species are considered. As such, greater emphasis is placed on transfer of compounds between aqueous and sedimentary environments. The EVSS643 (4 credit hours, 6 contact hours) already has a lab component.

The Department of Chemistry also offers a course at the advance undergraduate/graduate (500-) level, entitled EVSS670, Environmental Chemistry with (4-credits) and EVSS674 Environmental Analytical Chemistry. Both graduate-level geology courses complement the Dept. of Chemistry offerings. Because the instrumental capability in Chemistry differs from that in Geology, students taking both courses gain experience on a wider variety of instrumentation. Also, aspects of atmospheric chemistry are covered in the Chemistry courses, and these topics are not duplicated in the Geology courses.
EVSS 641, AQUEOUS GEOCHEMISTRY: PROPOSED LAB SYLLABUS

The following represents a list of lab exercises and a class project that would complement the existing lecture sequence shown in the Spring 1996 syllabus for the course. Students will learn to sample shallow wells, perform field analyses and laboratory analyses each week. The final quarter of this course will focus on individual projects, which culminate in a poster presentation at the School of Sciences and Math poster session in April.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>PROPOSED LAB EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Acids and Bases, Carbonate Geochemistry part I</td>
<td>Alkalinity titrations on natural water samples</td>
</tr>
<tr>
<td>4</td>
<td>Carbonate Geochemistry</td>
<td>Inorganic versus Organic Carbon. Carbonate Alkalinity versus DOC analyses in Lab</td>
</tr>
<tr>
<td>5</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Mineral Solubility</td>
<td>Introduction to Water Quality Analyses I: Using ICP-AES to characterize water samples using major element concentrations</td>
</tr>
<tr>
<td>7</td>
<td>Silicate Geochemistry</td>
<td>Introduction to Water Quality Analyses II: Using ICP-AES to characterize water samples using trace element concentrations</td>
</tr>
<tr>
<td>8</td>
<td>Oxidation-Reduction concepts</td>
<td>Using Fe^{2+}/Fe^{3+} and dissolved H_{2}S/SO_{4}^{2-} couplet to estimate redox level in natural waters (field and lab analyses using CE)</td>
</tr>
<tr>
<td>9.</td>
<td>Oxidation-Reduction concepts</td>
<td>Field trip to Hanahan Fuel Spill Biodegradation Field site</td>
</tr>
<tr>
<td>10.</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>Geochemical Modeling</td>
<td>Student projects: Interpreting complete water quality analyses in terms of mass balance along a ground- water flow path</td>
</tr>
<tr>
<td>12.</td>
<td>Metal Ion speciation</td>
<td>Student project, contd. Poster development</td>
</tr>
<tr>
<td>13.</td>
<td>Surface chemistry, and Ion exchange reactions</td>
<td>Presentation of student posters</td>
</tr>
<tr>
<td>14.</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
</tbody>
</table>

----------------Problem set review and preparation for the final-------------------
EVSS 641: Aqueous Geochemistry Syllabus, Spring 1996

Dr. June Mirecki, Science Center Room 343, Department of Geology, University of Charleston
Phone 953-8278 (office). E-mail mireckij@cofc.edu
Class meeting time 5:30 to 7:00 Monday and Wednesday
Office hours immediately after class, 5:00 - 5:30 before class, or by appointment. Conflicts with exams must be reconciled BEFORE the exam, not AFTER a missed exam.

additional readings will be assigned from pertinent journals

GRADING: Exams 3 exams at 15% each
Problem sets and geochemical modeling exercises 45% of final grade
Poster presentation 35 % of final grade
Problem sets and geochemical modeling exercises 20% of final grade

GRADING SCALE
A ≥ 90%, B± ≥ 87.5-90, B 80 - 87.4, C± ≥ 77.5 - 80, C 70 - 77.4, F ≤ 69.

FOCUS: Course will focus on a quantitative examination of reactions between naturally occurring solids and aqueous solutions, principally ground water and surface water.

SCHEDULE Week of:

January 15 Principles of chemical equilibrium. Law of mass action. Chap. 1, 2
Phase rule. p. 15-23
Problem set on Activities and Ionic strength
February 5 Carbonate geochemistry: principles and applications Carbonate problem set.
February 12 Exam Review.
Exam on Wednesday February 14th
February 19 Solubility constraints. $K_p$, $IAP$. Review Chap 2
Silicate dissolution WATEQ geochemical modeling ex. Chap 6
February 26 Carbonate and Dolomite dissolution constraints. Review Chap 4
March 4 - 8 SPRING BREAK
March 11 Oxidation-Reduction chemistry of iron and sulfur Chap 13
Eh (and $pE$) versus pH relationships
March 18 Iron and sulfur mineral stabilities; Acid mine drainage Chap 14
Eh-$pH$ problem set
March 25 Exam Review.
Exam on Wednesday March 27
April 1 Geochemical modeling of ground water lecture and problem set
April 8 Metal ions in solution. Speciation, coordination Chap 15
April 15 Surface chemistry of clays and colloidal material Chap 5
Ion exchange reactions.
April 22 Poster presentations, review for final.

FINAL EXAM ON WEDNESDAY MAY 1ST, 4:00 TO 7:00 PM RM 345

MAR 3 1997
Graduate Studies Office
University of Charleston, SC
**INDIVIDUAL PROJECT: DEVELOPING A POSTER PRESENTATION BASED ON YOUR GEOCHEMICAL INTERPRETATIONS**

One of the best ways to learn about the methods of science is to test hypotheses with data, ultimately rejecting or supporting that hypothesis. In this semester-long exercise, you will test a hypothesis using a geochemical data set. Examples of possible hypotheses/data sets are listed below. You will interpret these data, and present your conclusions in poster form.

You will learn to use several of the interpretive tools throughout the semester. Depending on the project, these tools include statistical analyses, geochemical modeling, interpretation of reaction mechanisms, composition characterization, or developing an understanding of a process using geochemical data. All data sets are composed primarily of dissolved inorganic constituent concentration data.

If you have a dataset that you would prefer to work on, that project can be arranged. Examples of data set you could interpret include:

<table>
<thead>
<tr>
<th>HYPOTHESIS</th>
<th>DATA SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does rock composition affect spring water composition?</td>
<td>Dissolved trace element data from several springs in Death Valley</td>
</tr>
<tr>
<td>2. What geochemical reactions determine landfill leachate composition?</td>
<td>Ground water samples collected down-gradient of a landfill</td>
</tr>
<tr>
<td>3. Do ground waters from different aquifers beneath Charleston differ in composition?</td>
<td>Ground water compositions from deep wells in Charleston</td>
</tr>
<tr>
<td>4. What reactions occur when you inject tap water into limestone at depth</td>
<td>Ground-water compositions from deep wells in Charleston</td>
</tr>
<tr>
<td>5. Can you distinguish a contaminated well from a pristine well using dissolved inorganic constituents</td>
<td>Ground-water compositions from deep wells</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Drs. Jones, Dukes, Pothering, Auerbach, Caveny, Deaver

FROM: Michael P. Katuna, Chairman, Department of Geology

SUBJECT: Curriculum Changes

I have enclosed a copy of a curriculum proposal to change EVSS 641 - Aqueous Chemistry from a 3 credit course to a 4 credit course which includes a three hour lab component. If you have any concerns with regard to this proposal please bring them to my attention. This proposal has already been reviewed by the Chemistry Department.

jen

Enclosure
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Department of Geology

2. Course number and title: EVSS 642: Geological Applications of Remote Sensing Number of Credits: 4
   EVSS 642L: Geological Applications of Remote Sensing Lab
   Total hrs/week: 6
   Lectures: 3
   Lab: 3

3. Course will be offered first: Fall 1997

4. Catalog description (please limit to 50 words): Course will cover the fundamentals and applications of remote sensing. Topics include: remote sensing theory, data collection, reduction and application, computer software tools, data acquisition and ties to geographic information systems (GIS). The course emphasis is on environmental problems. This course will be one of several courses offered in the Geology track.

5. Prerequisites (or other restrictions): Background or experience in remote sensing or, GEOL 314, or permission of instructor. Some computer experience desirable.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
      1. To provide the student with a working knowledge of the fundamentals of remote sensing and its application to environmental problems.
      2. To develop an understanding of the different sensor systems/platforms.
      3. To become familiar with the use and application of multiple remote sensing data sets and how to acquire desired data.
      4. To provide students with hands-on exposure to field(s) of remote sensing and current computer software and data.
      5. To provide students with a working knowledge of remote sensing application(s) to environmental issues.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? Provides a broader understanding of geology and environmental science through the use of remote sensing and GIS tools.

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 other departments will be affected.

8. Is this course part of a joint program? ___ Yes ___ No If “Yes”, what institution? MUSC
   Will the other institution use the same course number and title? ___ Yes ___ No If “No” what will be the course number and title at the other school?

9. Method of teaching: Classroom lectures, student participation, interactive discussion, computer laboratory exercises, text and outside reading materials, guest speakers.

1/23/97
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course:

Depending on course enrollment, it is anticipated that the course would be offered on an annual basis.

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

It will require funding to pay for an adjunct to pick up undergraduate course release.

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

(a) Staff See "10-B" above.

(b) Budget None

(c) Library None.

(Note: Course 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).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: [Signature] Date submitted: 2/7/97

14. Signature of Department Chair: [Signature] Date approved 1/29/97

15. Signature of School's Dean: [Signature] Date approved

16. Signature of Budget Director, Business Affairs Office: [Signature] Date reviewed: 2/9/97

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: [Signature] Date approved 2/26/97

18. Signature of Chair of Graduate Council [Signature] Date approved:

19. Signature of Faculty Senate Secretary: [Signature] Date approved:

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

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.)
EVSS 642
Geological Applications of Remote Sensing

4 semester hours credit: 3 lecture hours, 3 laboratory hours

PREREQUISITES:

Background in geology or environmental science. Graduate standing. Computer experience helpful.

I. COURSE DESCRIPTION

This course will cover the fundamentals and applications of remote sensing. Topics include: remote sensing theory, data collection, reduction and application, computer software tools, data acquisition and ties to geographic information systems (GIS). The course emphasis is on environmental problems. This course will be one of several courses offered in the Geology track.

II. OBJECTIVES

1. To provide the student with a working knowledge of the fundamentals of remote sensing and its application(s) to environmental issues.
2. To develop an understanding of the different sensor systems/platforms.
3. To become familiar with the use and application of multiple remote sensing data sets and how to acquire desired data.
4. To provide students with hands-on exposure to field(s) of remote sensing and current computer software and data.

III. COURSE CONTENT

A. Lecture and Hands-On Exercise Topics

Introduction to remote sensing; Fundamental theory of remote sensing and geographic information systems; Photographic systems - filters, cameras and other data sets; Application and interpretation of aerial photos and satellite imagery; Image processing; Beginning construction and use of geographic information system database.

Exercises will include air photo interpretation, determination of resolution/scale; air photo reconnaissance and mapping of environmental targets; computer exercises using multiple data sets (multispectral, hyperspectral, Landsat, SPOT, radar and planetary mission); generation of a GIS.

B. Seminars

Classroom lectures and discussion will be augmented with brief student seminars on emerging technology(ies) and the domestic and/or commercial application of remote sensing.

C. Reading/Writing

Students will be assigned reading and writing assignments in addition to their normal text reading requirements. These topical assignments will supplement the text and classroom discussions and require a critical assessment/review of current research and/or applications in remote sensing.

D. Semester Project

12/3/96
Based on knowledge gained throughout the semester, the student will prepare and present a research project of their choosing. Project will include writing a proposal and generating a geographic information system on a topic of their choice.

IV. INSTRUCTIONAL MATERIALS
1. Departmental/Private demonstration materials
2. Departmental/Private data collection
3. Departmental remote sensing computer facility
4. College library facilities
5. Private resource - reading materials
6. Private & departmental slide/photo collection
7. Guest lectures

V. TEXTBOOKS & REFERENCE MATERIAL


*Additional Reading*

& additional journal materials provided as 'Reserved Readings'.

VI. EXAMS & GRADING
Semester grades will be based on in class participation and seminars (10%), writing assignments (10%), exercises (10%), 2 exams (40%), and a semester project (30%).

12/3/96
Memorandum:

To: Chip Biernbaum, Chair, Graduate Curriculum Committee.
From: Robert J. Dukes, Jr., Chair, Physics and Astronomy.
Date: 1/23/97
Subject: Letter of Support for Geology 442/642

The Physics and Astronomy Department has considered carefully the proposed undergraduate/graduate "Geological Applications of Remote Sensing" courses and are happy to support these. We feel that a number of our physics undergraduates as well as MES graduate students in the physics concentration may enroll in these courses. We see relatively little overlap between either of these courses and our undergraduate offerings in meteorology/atmospheric physics or our graduate offerings in atmospheric physics, satellite meteorology, and short term climate change.
MEMORANDUM

TO: Michael Katuna, Chair, Department of Geology

FROM: Mike Auerbach, Chair

DATE: 8 January 1997

RE: New Geology Courses

The Biology Department is pleased to endorse the development of the following new courses:

GEOL 442 & 442L/EVSS 642 & 642L: Geological Applications of Remote Sensing (with lab)

GEOL 449 & 449L/EVSS 649 & 649L: Geographic Information Systems (with lab)

These courses will greatly increase student access to important new technologies. We expect that the courses will appeal to some of our undergraduate majors, as well as marine biology and environmental studies graduate students. The Biology Department notes that establishment of GEOL 449/EVSS 649 does not preclude members of the department from offering courses in specialized applications of GIS in biological research in the future.
UNIVERSITY OF CHARLESTON
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Department of Geology

2. Course number and title: EVSS 649: Geographic Information Systems
   Number of Credits: 4
   EVSS 649L: Geographic Information Systems Lab
   Total hrs/week: 6
   Lectures: 3
   Lab: 3

3. Course will be offered first: Spring 1998

4. Catalog description (please limit to 50 words): This course will cover spatial data types and quality, data input operations, database management, data analysis, and software design concerns. We will also examine institutional and political concerns for using GIS. Computer-based GIS software (Unix, PC and Mac) will be used throughout the course.

5. Prerequisites (or other restrictions): Some computer experience necessary.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   1. To provide the student with a working knowledge of geographic information systems (GIS).
   2. To develop an understanding of the structure of geographic information systems.
   3. To become familiar with the use and application of geographic information systems.
   4. To provide students with hands-on exposure to field(s) of GIS/remote sensing and current computer software and data.
   5. To provide students with a working knowledge of GIS/remote sensing application(s) to environmental issues.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? Provides a broader understanding of geology and environmental science through the use of GIS and remote sensing tools.

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.)
   Physics, Biology.

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

9. Method of teaching: Classroom lectures, student participation, interactive discussion, computer laboratory exercises, text and outside reading materials, guest speakers.

10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course:

1/23/97
Depending on course enrollment, it is anticipated that the course would be offered on an annual basis.

(b) Address potential shifts in staffing of the departments as it relates to the offering if this course. In the short run it will require funding to pay for an adjunct instructor for an undergraduate course release. However, a roster faculty member is included in the approved Geology staffing plan.

11. Requirements for additional resources made necessary by this course:
   (a) Staff See "10-B" above.
   (b) Budget Minor request for data/software purchase.
   (c) Library Minor requests to update library holdings.

(Note: Course 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).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: [Signature] Date submitted: 2/7/97
14. Signature of Department Chair: [Signature] Date approved: 1/29/97
15. Signature of School's Dean: [Signature] Date approved: 1/31/97
16. Signature of Budget Director, Business Affairs Office: [Signature] Date reviewed: 2/27/97
17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: [Signature] Date approved: 2/28/97
18. Signature of Chair of Graduate Council: [Signature] Date approved:
19. Signature of Faculty Senate Secretary: [Signature] Date approved:

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

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.)

1/23/97
EVSS 649
Geographic Information Systems

4 semester hours credit: 3 lecture hours, 3 laboratory hours

PREREQUISITES:
Background in geology or environmental science. Graduate standing. Computer experience needed.

I. COURSE DESCRIPTION

This course is an introduction to geographic information systems. It will cover spatial data types and quality, data input operations, database management, data analysis, and software design concerns. We will also examine institutional and political concerns for using GIS. Computer-based GIS software (Unix, PC and Mac) will be used throughout the course. Course activities will include hands-on experience with GIS and its applications.

II. OBJECTIVES

1. To provide the student with a working knowledge of geographic information systems (GIS).
2. To develop an understanding of the structure of geographic information systems.
3. To become familiar with the use and application of geographic information systems.
4. To provide students with hands-on exposure to field(s) of GIS/remote sensing and current computer software and data.
5. To provide students with a working knowledge of GIS/remote sensing application(s) to environmental issues.

III. COURSE CONTENT

A. Lecture Topics
Introduction to geographic information systems
Basics of spatial data
Maps, cartography and cartographic license
Capabilities and uses of GIS
Raster data: data structures, coding issues, indexing schemes
Vector data: data structures, spaghetti, topology, attaching attributes
Object oriented data
Digital terrain data: contours, DEMs and TINs
Data acquisition: Overview of options, sources and concerns
Digitizers and digitizing, Scanning
Global positioning system (GPS), Field data, Ground-truthing
Data examples: DEM, DLG, GNIS, GBF-DIME, TIGER, DCW
Data quality
Overview of database management systems
DBMS: Simple retrieval, Boolean logic, spatial primitives and extended SQL
Address matching
Spatial interpolation
Point in polygon determination
Line intersection, Map overlay
Networks, Network analysis and search
GIS and society: Political, organizational and legal considerations with information

9/20/96
Laboratory Exercises
Laboratory exercises will include computer-based problems and exercises to complement weekly lectures and to familiarize the student with the various techniques and software tools used to generate a GIS. Software to be used will include ARCInfo, ARCView, IDRISI, and Dimple.

B. Semester Project
Based on knowledge gained throughout the semester, the student will work in small team to prepare and present a research project of their choosing. Project will include writing a proposal, project design, and the generation of a geographic information system on a topic of their choice. Final project will be presented and demonstrated in class.

C. Reading/Writing
Students will be assigned reading and writing assignments in addition to their normal text reading requirements. These topical assignments will supplement the text and classroom discussions and require a critical assessment/review of current research and/or applications in remote sensing.

D. Seminars
Classroom lectures and discussion will be augmented throughout the semester with brief student seminars on emerging technology(ies) and the domestic and/or commercial application of GIS.

IV. INSTRUCTIONAL MATERIALS
1. Departmental/Private demonstration materials
2. Departmental/Private data collection
3. School remote sensing/GIS computer facility
4. College library facilities
5. Private resource - reading materials
6. Private & departmental slide/photo collection
7. Guest lectures

V. TEXTBOOKS & REFERENCE MATERIAL


Additional Reading


9/20/96


& additional journal materials provided as 'Reserved Readings'.

VI. EXAMS & GRADING

Semester grades will be based on in class participation and seminars (10%), writing assignments (10%), exercises (10%), 2 exams (40%), and a semester project (30%).

A (>90%) B+ (85 - 90%) B (80 - 84%) C+ (75 - 79%) C (70 - 74%) F (<70%)
Memorandum:

To: Chip Biembaum, Chair, Graduate Curriculum Committee
From: Robert J. Dukes, Jr., Chair, Physics and Astronomy
Date: 1/23/97
Subject: Letter of Support for Geology 449/649

The Physics and Astronomy Department has considered carefully the proposed undergraduate/graduate “Geographic Information Systems” courses and are happy to support these. We feel that a number of our physics undergraduates as well as MES graduate students in the physics concentration may enroll in these courses. We see relatively little overlap between either of these courses our undergraduate or graduate offerings in meteorology/atmospheric physics.
COLLEGE OF CHARLESTON
DEPARTMENT OF BIOLOGY

MEMORANDUM

TO: Michael Katuna, Chair, Department of Geology
FROM: Mike Auerbach, Chair
DATE: 8 January 1997
RE: New Geology Courses

The Biology Department is pleased to endorse the development of the following new courses:

GEOL 442 & 442L/EVSS 642 & 642L: Geological Applications of Remote Sensing (with lab)
GEOL 449 & 449L/EVSS 649 & 649L: Geographic Information Systems (with lab)

These courses will greatly increase student access to important new technologies. We expect that the courses will appeal to some of our undergraduate majors, as well as marine biology and environmental studies graduate students. The Biology Department notes that establishment of GEOL 449/EVSS 649 does not preclude members of the department from offering courses in specialized applications of GIS in biological research in the future.
UNIVERSITY OF CHARLESTON, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: **Environmental Studies**
2. Course number and title: **657 Satellite Meteorology** Number of credits: **3**
   - Total hrs/week: Lecture: **3** Lab: **0**
3. Course will be offered first: Spring 1998
4. Catalog description (please limit to 50 words): Satellite meteorology is the measurement of weather by sensors aboard Earth-orbiting satellites. Topics include satellite orbits and navigation; electromagnetic radiation; instrumentation; image interpretation; atmospheric temperature, winds, clouds, precipitation, and radiation. Lectures three hours per week.
   - Prerequisites: None. Introductory courses in physics, calculus and meteorology are helpful, but not necessary and not required.
5. Prerequisites (or other restrictions): None. Introductory courses in physics, calculus and meteorology are helpful, but not necessary and not required.
6. Rationale/justification for course (consider the following issues):
   - (a) What are the goals and objectives of the course? To understand the principles and techniques involved in satellite meteorology. Course prepares students for jobs in applied meteorology or related field. Course provides a bridge to the courses in other departments which show applications of remote sensing and GIS in their fields.
   - (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Strengthens the physics track in the MES program, and demonstrates the application of the principles of physics.
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.) **Geology**
   - Is this course part of a joint program? _X_ Yes ____ No If "Yes", what institution? MUSC
   - Will the other institution use the same course number and title? _X_ Yes ___ No If "No", what will be the course number and title at the other school? ___________
   - Method of teaching: Lectures (including guest lecturers), Demonstrations, Films, Problem Solving.
8. (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. _None_, as meteorology is the prime focus of the physics track in the MES program. This course will alternate with other existing meteorology-oriented courses (e.g., EVSS655 and EVSS658).
   - (c) Frequency of offering: _X_ every two years _ ____ each Fall _ ____ each Spring _ ____ every 3 years _ _____ other (Explain )
9. Requirements for additional resources made necessary by this course:
   - (a) Staff: _None_; see 10b.
   - (b) Budget: _None_.
   - (c) Library: **Currently adequate due to collection of meteorology materials over the past 15 years.**
   - (NOTE: Courses requiring additional resources will need special justification.)
10. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus attached.

**REVIEW/APPROVAL PROCESS**

13. Signature of Graduate Program Director: **Date submitted:** 2/7/97
14. Signature of Department Chair: **Date approved:** 2/4/97
15. Signature of School's Dean: **Date approved:** 2/13/97
16. Signature of Business Affairs Official: **Date reviewed:** 2/27/97
17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: **Date approved:** 2/28/97
18. Signature of Chair of Graduate Council: **Date approved:**
19. Signature of Faculty Senate Secretary: **Date approved** by Senate:

Completed form 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 last revised Nov. 16, 1994 and replaces all others.)
EVSS 657  SATELLITE METEOROLOGY  SPRING 1998

WHEN/WHERE:  TBA

INSTRUCTOR:  Prof. B. Lee Lindner
OFFICE:  Room 143, Science Center
PHONE:  953-8288(Office)
EMAIL:  Lindnerb@cofc.edu
OFFICE HOURS:  TBA

GRADING POLICY:

<table>
<thead>
<tr>
<th></th>
<th>3 Hour Exams</th>
<th>40% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10% of Total</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30% of Total</td>
<td></td>
</tr>
<tr>
<td>Paper and Presentation</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Note that the final exam is cumulative.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY: Students are expected to attend class. Attendance is not required except at exams, but is highly recommended. Students are responsible for all information disseminated in the course, which will differ slightly from the textbook. NOTE: I will present many viewgraphs and short movies to demonstrate concepts, and it is highly suggested you take notes during these presentations.

CATALOG DESCRIPTION: Satellite meteorology is the measurement of weather by sensors aboard Earth-orbiting satellites. Topics include satellite orbits and navigation; electromagnetic radiation; instrumentation; image interpretation; atmospheric temperature, winds, clouds, precipitation, and radiation.

PREREQUISITES: None. Introductory courses in physics, calculus and meteorology are helpful, but not necessary and not required.

COURSE FORMAT: Lectures, films, discussion and demonstration. Student participation is highly encouraged.

APPROXIMATE TIMELINE AND TOPICS COVERED:
- Week 1 & 2: Course introduction and review of the science of meteorology
- Week 3: Orbits and Navigation
- Week 4: Radiative Transfer
- Week 5 & 6: Meteorological Satellite Instrumentation
- Week 7: Image Interpretation
- Week 8: Temperature and Trace Gases
- Week 9: Winds
- Week 10: Clouds and Aerosols
- Week 11: Precipitation
- Week 12: Earth Radiation Budget
- Week 13: Presentations by students
- Week 14: Exams

GOALS/OBJECTIVES:
1. Acquaint students with many disciplines and topics in Satellite Meteorology.
2. Enable students in the scientific method.
3. Enhance student’s problem solving ability.
4. Familiarize students with technical journals and enhance ability to conduct library research.
5. Improve writing skills.
6. Improve presentation skills.
7. Encourage critical thinking and participation.
8. Demonstrate the interdisciplinary nature of meteorology.
MEMORANDUM

TO: Robert Dukes, Chairman, Physics & Astronomy
FROM: Michael P. Katuna, Chairman, Department of Geology
SUBJECT: Letter of support

The Geology Department supports the adoption of EVSS 657 - Satellite Meteorology which is being proposed by the Physics Department for inclusion into the MES Program. We believe that this course will not only fulfill the needs of students in the Physics tract, but will be an excellent elective course for students who are interested in developing a program of study in remote sensing. We see no apparent overlap or duplication with courses currently offered in the Geology program.

jen
UNIVERSITY OF CHARLESTON, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Mathematics

2. Course number and title: Math 651: Design of Experiments Number of Credits 3
   Total hrs/week: 3 Lectures: 3 Lab: 0

3. Course will be offered first: May Evening 1999, then offered every other summer.

4. Catalog description (please limit to 50 words): This course is an introduction to how and why scientific experiments should be designed. The most commonly used designs and their variations along with resulting analyses will be covered.

5. Prerequisites (or other restrictions): Math 350, or equivalent, or permission of instructor.

6. Rationale/Justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form.)
   (a) What are the goals and objectives of the course? To enable students to apply basic experimental designs and to interpret the information conveyed in the data obtained when the designs have been applied.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Design of Experiments is used in local industries to decide the best mix of ingredients/variables to produce a quality product. This statistics course will help attract students from industry into the program's courses.

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 _No If "Yes", what institution? _
   Will the other institution use the same course number and title? _Yes _No If "No" what will be the course number and title at the other school? _

9. Method of teaching: Lecture. Students would be expected to use one of the university's computer labs occasionally.

OVER
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: This course would replace one of the courses we offer in the summer of odd years. In addition to students from the graduate program in mathematics, there should be additional students from our graduate programs in Marine Biology and Environmental Studies and from local industry.

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

(Note: If more space is needed, attach additional sheets to this form.)

None, although if we had another statistician, there would be more flexibility in staffing (we are advertising a statistics position this year).

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

(a) Staff  
None

(b) Budget  
None

(c) Library  
None

(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).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director:  
   Date submitted: 12-3-96

14. Signature of Department Chair:  
   Date approved: 12-3-96

15. Signature of School's Dean:  
   Date approved: 12-18-96

16. Signature of Budget Director, Business Affairs Office:  
   Date reviewed: 11/6/97

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.
INSTRUCTOR:

TEXT: Anderson and McLean, *Design of Experiments A Realistic Approach*

PREREQUISITIES: Knowledge of basic statistical concepts such as normal, t, chi-square and F distributions; exposure to simple linear regression and one-way ANOVA.

COURSE OBJECTIVE: This course is meant for people from any field of work who deal with scientific experiments and the problems associated in designing them. It aims to give prospective investigators an understanding of how and why scientific experiments should be designed. It involves a thorough discussion of the most commonly used designs of experiments (and their variations) along with the resulting analyses.

GRADES: The final grade will be determined according to the following:
- Homework, Lab Assignments 40%
- Exams (2) 20%
- Project 15%
- Final (comprehensive) 25%

HOMEWORK and LAB ASSIGNMENTS: Homework and laboratory assignments are due one week from the time it is assigned. Lab assignments are meant to familiarize the student with SAS, a statistical software that will be used extensively in this class (that is, for the group project).

MIDTERM and FINAL EXAMS: The exams will be closed book and closed notes. You may, however, bring an 8½ x 11 inch sheet of paper containing formulas or explanations you feel would be helpful. Bring your calculator also. For the comprehensive final, you are allowed a calculator and three 8½ x 11 inch sheets of paper as described above.
**PROJECT:** The class will be divided into groups, with each group conducting a different study. The project itself consists of 7 phases as enumerated below, along with the percentage of the final grade and scheduled deadlines.

A. **Report on an experimental design article from a journal or from a project at work (2%)**

Each student is to choose an article/project that interests him and report on it using the following outline:

a) abstract - an overview of the article in 3 to 4 sentences;
b) goal - clearly state the objective of the article;
c) experimental design - how was the study conducted, how were the data collected;
d) analysis - what statistical tools were used to analyze the data, based on this what conclusions were reached;
e) critique - do you see anything wrong with any aspect of the study, are there points that you do not understand, could you suggest any improvement to the study -- in particular to the experimental design used, are there points that you totally agree with, etc.

B. **Survey of current computer software used in experimental design. (1%)**

C. **Project Proposal (1%)**

A detailed plan for the project that the group has decided to study should include an

a) objective - a clear statement of the problem and why this problem is relevant and/or worth studying
b) experimental design - how will you conduct the study, what data will you collect; careful thought should be given to the ideas of randomization, sample size, creating blocks, the time frame of the experiment, etc.

D. **Data Collection/Experiment (5%)**

Outline and justification of experimental design used. Written updates on the status of the experiment are to be submitted.

E. **Data Entry (1%)**

Data must be entered in a (computer) file and sent to me via e-mail.

F. **Data Analysis (4%)**

Reports on the following would be submitted initially:

a. Analysis of descriptive statistics, histograms and tables
b. Regression Analysis
c. Analysis of Variance

Each group would be given a chance to rewrite the corrected reports and to submit it in the final phase.

G. **Final Group Report (1%)**

Emphasis will be placed on organization, presentation, correct revision of previous reports, grammar, and teamwork.
COURSE OUTLINE (Based on 48 hours of instruction)

4 hours   Chapter 1: Review of Some Basic Statistical Concepts
Hypothesis Testing, One Way ANOVA, Bartlett Test, Test of Homogeneity, Test for Normality, Transformations, Curve Fitting, Orthogonal Polynomials, Lack of Fit.

3 hours   Chapter 2: Some Intermediate Data Analysis Concepts
Two Factor Experiments, Qualitative and Quantitative Factors, Expected Mean Squares, Two Way ANOVA.

2 hours   Chapter 3: A Scientific Approach to Experimentation
Statement of the Problem, Definition of Factors & Levels, Variables, and Inference Space, Randomization, Analysis Outline, Data Collection and Analysis.

4 hours   Chapter 4: Completely Randomized Designs

4 hours   Chapter 5: Randomized Complete Block Designs

4 hours   Chapter 6: Nested (Hierarchical) and Nested Factorial Designs

3 hours   Chapter 7: Split Plot Type Designs

2 hours   Chapter 8: Latin Square Type Designs

5 hours   Chapter 9: $2^n$ Factorial Experiments

5 hours   Chapter 10: Fractional Factorial Experiments (2-Leveled Factors)

5 hours   Chapter 11: Three-Level Factorial Experiments

5 hours   Chapter 12: Mixed Factorial Designs and Other Incomplete Block Designs

(Depending on the mathematical maturity of the students, the following could be substituted for Chapters 11 and 12 as suggested by the text authors:

10 hours   Chapter 13: Response Surface Exploration

2 hours   Two Exams (1 hour each)
Committee on Academic Standards, Admissions, and Financial Assistance

March 20, 1997

Dear Bob,

Enclosed are four motions from ASC, having to do with academic regulations as given in the Undergraduate Catalog. (2) and (4) are quite trivial and I hope uncontroversial.

Also enclosed are two statements (not motions) to the Senate. One is about the WA/W controversy. The other is about the "Alternatives to Language Study" list.

The Committee would like to bring some more business before the Apr. 15 meeting. I will email you about this, since it is probably the easiest way for you to reply.

Walter.

I apologize for the poor print quality. I will bring cleaner copies early tomorrow morning.
College of Charleston
Committee on Academic Standards, Admissions, and Financial Assistance

The Academic Standards Committee moves that the following changes be made to the Undergraduate Catalog. Pages will be referred to as in the 1996-1997 edition of the Catalog.

(1) The Committee moves that a statute of limitations be applied to the acceptance of credits for readmitted students. On p. 8 the following paragraph should be inserted.

College of Charleston or transfer credits earned ten or more years prior to re-enrollment at the College must be evaluated and revalidated by the appropriate department to be applicable for graduation credit.

Rationale:
In ten years the content of a course could change beyond recognition, even though the title of the course is the same. This statute of limitations would allow a department to have the ability to check on a course ten or more years old and determine whether its content is still suitable to be applicable for graduation credit.

(2) The Committee moves that the title of the section currently called "Absence from Final Examinations" on p. 45 be changed to "Final Examinations".

Rationale:
The section in question deals with other aspects of final examinations as well as absence from them.

(3) The Committee moves that in the section currently called "Absence from Final Examinations" on p. 45, the first sentence be changed from the following

Examinations must be taken at the time scheduled (refer to the appropriate copy of "Course Information" or obtain a copy from the registrar) except when 1) two or more exams are scheduled simultaneously, or 2) the student has three or more examinations.

Rationale:
The existing sentence was written when there were essentially three exam periods per day, morning, afternoon, and evening. Thus the policy was to prevent the student from having three exams in what amounted to a 24-hour period. With the current exam schedule the student could have three exams in 24 hours without the exams being technically consecutive. This change is proposed to reinstate the intent of the previous policy.
(4) The Committee moves that the following change be made in the section titled "Credit for Work at Another Institution and for Study Abroad: Transient Student Status" on p. 48. The second sentence of the paragraph numbered "4." is to be deleted.

Criteria for acceptable transfer credits also apply to transient students.

A separate paragraph is to be added, to read as follows.

Coursework completed at other institutions must have a minimum grade of "C" or its equivalent. Credits awarded as a result of placement testing are not acceptable. Courses graded on a pass/fail basis are acceptable only if the institution where the courses were completed will assign a minimum equivalent of "C" to the "pass" grade.

Rationale:
This is not a change of policy. All of the points made explicit in the above paragraph are implied in the sentence being deleted. College of Charleston students taking courses at other institutions sometimes do not notice the sentence or do not understand what it means. This paragraph, based on the paragraph on p. 6, is intended to make it clear what is meant. (In any case the policy should not be part of paragraph 4, part of the procedure for applying to become a transient student.)
The Senate charged the Academic Standards Committee with consideration of the apparent conflict between the faculty member's authority to assign a WA without regard to the withdrawal date and the student's right to withdraw with a W at any time up to the withdrawal date.

The Committee discussed this matter with the Registrar and determined that at this time the student's ability to withdraw does in fact supersede the faculty member's authority to assign a WA. That is, if a faculty member assigns a WA before the last date to drop, and the student subsequently withdraws from the course, still before the last date to drop, the W overwrites the WA.

Upon closely reading the paragraphs in question, the Committee believes that there is no actual conflict. There is nothing in the paragraph discussing the WA that implies that the faculty member's authority to assign a WA should be able to supersede the student's right to withdraw with a W at any time up to the withdrawal date.

Moreover, the Committee believes that the current state of affairs is as it should be. The student's right to withdraw with a W at any time up to the withdrawal date should take precedence.

Therefore, the Committee's opinion is that no action is needed, and that none should be taken.
College of Charleston
Committee on Academic Standards, Admissions, and Financial Assistance

The Senate charged the Academic Standards Committee with consideration of the system of alternative courses for foreign languages for students with a learning disability.

The Committee has been in the process of reviewing those courses this year. It is the intent of the Committee to rely in the immediate future on the policies and the system of courses, previously approved by the Faculty Senate, that are in use at this time.

The Committee has begun examining the possibility of establishing a set of four courses taught by a language department (initially probably Spanish) and especially designed for students with learning disabilities affecting the learning of a foreign language. A model program of this sort has just begun this year in a consortium of institutions including Harvard, Radcliffe, and Dartmouth.

The Committee will not be able to complete this proposal within the current academic year.