MEMORANDUM

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The second session of the April meeting of the Faculty Senate will convene at 5:00 p.m. on Tuesday, April 15 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. New business:
   a. Academic Planning Committee
   b. Curriculum Committee
      --Proposals from English and Communication, Geology, Mathematics, Philosophy and Religious Studies, Physics and Astronomy, Physical Education, and Psychology, Sociology/Anthropology, and Theatre
   c. Ad Hoc Committee to Review General Education
   d. Tenure and Promotion Committee
   e. Academic Standards Committee
3. Constituents’ general concerns
4. Adjournment

Remaining Scheduled Meeting—Spring Semester

Full Faculty Meeting   Monday, April 21   Recital Hall, Simons Center for the Arts
To: Dr. Robert Mignone, Speaker of the Faculty
From: Academic Planning Committee
Re: Recommendations

The Academic Planning Committee would like to make the following comments and recommendations with regard to ways of more efficiently organizing the Awards Ceremony:

• In advance, alphabetize or order a set of award cards. Each student receiving an award will bring an attendance card to the ceremony. This attendance card, which should be turned in by 8:30 a.m., will include the name of the student and a number. The cards will be placed in order and Dr. Festa will read from these cards. By reading from attendance cards, the names of individuals not in attendance are not read.

• If a student is receiving several awards, have all the awards presented at one time.

• Announce that applause should be held until the end of the ceremony. (This is read from the script by Dr. Festa, but it could also be stated at the beginning of the ceremony.)

• Require award recipients be seated in a reserved section of the audience located nearest the stage.

In the discussion of when Faculty Awards should be presented, the Academic Planning Committee recommends that:

1. The Teaching and Advising Awards should be presented at the Graduation Ceremony. This tends to assure some recognition for faculty at the ceremony in their most direct roles with respect to students.

2. Emeritus Awards, Research and Service Awards could be presented at the last faculty meeting of the semester.
April 3, 1997

The APC Subcommittee on Advising would like to make the following comments and recommendations with regard to the changes in the advising procedure due to advances in technology for student registration, and with regard to advising in general.

1. Importance of Advising - Advising is widely recognized as a valuable tool for enhancing the overall quality of a liberal arts and sciences educational experience, fostering the professor/student mentoring relationship, and offering assistance in choosing a quality student plan of study. Quality advising programs have been shown to improve student retention and graduation rates. Advising is more than student preregistration and registration for courses, but rather is part of a larger collection of issues related to faculty/student interaction and students' preparation for their future.

2. Diversity of Advising Practices and Needs - There exists a great deal of diversity in the way advising is conducted by the various academic departments. Advising work loads and advising needs also vary greatly from department to department. For that reason, advising procedures and policies must be flexible enough to allow each department to accomplish its own advising goals. We recommend that each department address the concerns raised in the report prepared by the Advising Task Force and establish a departmental advising policy and statement of such. Moreover, each department (and school) should take steps to determine the effectiveness of their advising procedures and practices. While the Advising Center is responsible for the advising of undeclared majors, it is the responsibility of each department to evaluate the effectiveness of the advising of their majors.
3. Technology - Members of the Registrar's Office and Advising Center have met with the committee on various occasions and are quite willing to implement any practices and procedures that the faculty deems appropriate to improve the advising process. This includes the use of technology to block some or all students from registering until they have been advised. We hasten to mention that many other universities that have used these methods to force advising have since abandoned them.

It is the belief of the APC Subcommittee that energy should be put into educating students as to the value of advising, and to developing campus-wide guidelines and policies which can be adapted and modified by individual departments. Efforts are already in place to advertise advising through Cougar Trail, orientation, Department Handbooks, Student Handbooks, and Cougar Pause. Departments can decide individually if they want to put blocks on student registration, but we believe that no such mandate should be made at the college level. The two possible exceptions that were discussed include (i) blocking all undeclared majors after the fourth semester of study, and (ii) blocking students the semester following the declaration of a major or change of major. Item (i) could be the responsibility of the advising center and (ii) could be decided upon individually at the department level.

The Subcommittee also addressed the need for faculty and advisors to have computer access to the necessary information in the student record data bases, and that these individuals receive proper training in the use of these data bases.

4. Communication - The Subcommittee recognizes the need for faculty and advisors to be informed of changes in procedures and technology which affect the advising process. To that end we recommend that some system of reporting on a regular basis by the Advising Center and appropriate personnel in Enrollment Management be made to the faculty through the APC and to the Senate as appropriate.
To: Dr. Robert Mignone, Speaker of the Faculty
From: Academic Planning Committee
Re: Instrument for Evaluation of Administrative Offices

For the past year, the Academic Planning Committee has been working to develop an instrument for the Evaluation of Administrative Offices. The attached document is a draft copy which we will be revising at the Academic Planning Committee meeting on April 28th.

Some offices, used infrequently by the faculty, have been omitted in an attempt to shorten the instrument. If there is an office that you would like to see listed, please let us know. Suggestions for the cover page and for the document should be e-mailed to coursonf@cofc.edu prior to April 28.
**Evaluation of Administrative Offices**

**PLEASE RATE EACH DEPARTMENT’S ATTITUDE, USEFULNESS, TIMELINESS, AND OVERALL EFFECTIVENESS ACCORDING TO THE FOLLOWING SCALE:**

(0) No opinion (1) Poor (2) Below Average (3) Average (4) Above Average (5) Excellent

**IN THE LAST COLUMN, INDICATE HOW OFTEN YOU DEAL WITH THIS DEPARTMENT:**

(0) Unaware of Services (1) Never (2) Occasionally (3) Frequently

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MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: April 2, 1997

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

Guidelines for the placement within the Catalog and administration of interdisciplinary programs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Proposals</th>
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<tr>
<td>English</td>
<td>5 Course Change Proposals, 3 Course Deletion Proposals, Changes to the Major and Minor, New Course Proposal, New Course Proposal, New Course Proposal, ENGL 342, 343, 345, 351, 390, ENGL 205, 206, 344, ENGL 207, ENGL 349, ENGL 355</td>
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<td>Geology</td>
<td>Special Topics Course “Geostatistics”, New Course Proposal, New Course Proposal, GEOL 442, GEOL 449</td>
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<td>Mathematics</td>
<td>Course Change Proposal, Course Change Proposal, Course Change Proposal, MATH 111, MATH 120, MATH 207</td>
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<td>New Course Proposal, RELS 375</td>
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<td>Physics and Astronomy</td>
<td>Course Change Proposal, PHYS 412</td>
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<td>Physical Education</td>
<td>Joint Course Proposal, PEHD 355</td>
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<td>Psychology</td>
<td>Joint Course Proposal, PSYC 355</td>
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For Information Only

GEOL 442, GEOL 449
**Sociology/Anthropology**
- **New Course Proposal**: ANTH 300
- **Course Change Proposal**: ANTH 340
- **Course Change Proposal**: ANTH 341
- **New Course Proposal**: SOCY 337
- **New Course Proposal**: SOCY 347
- **New Course Proposal**: SOCY 348
- **New Course Proposal**: SOCY 354

**Theatre**
- **New Course Proposal**: THTR 276
- **Major Change Proposal**
- **Twenty Course Change Proposals**: THTR 180, 209, 240, 277, 280, 289, 340, 360, 370, 375, 376, 377, 378, 380, 381, 383, 389, 399, 489, 490
To: Senators  
From: Curriculum Committee Chair, Lee Lindner  
Date: March 25, 1997

Our committee was asked by the Senate in 1995 to develop a policy on interdisciplinary programs. We formed a subcommittee on interdisciplinary programs which proposed the following policy on Jan. 8, 1996. This policy was approved after some modification by the full curriculum committee shortly thereafter, and by the Academic Planning Committee on March 24, 1997. Both the Provost and the Dean of Interdisciplinary Studies have reviewed and support these guidelines.

Guidelines for the placement within the Catalog and the administration of interdisciplinary programs

After our discussions and review of existing minors and majors, we conclude that all minors and majors at the College can be broken into one of two categories, each of which have two sub-categories. We recommend the following policy be adopted for any future minors and majors, although we recommend that this policy have some flexibility to accommodate unusual requests:

**Category 1: Minors or majors controlled by one department or program**

1a) Minors or majors solely within one department or program  
Characterization: All courses within the minor or major are in one department or program.  
*Examples: Biology, Physics and Astronomy, Geology, Psychology, etc.*  
Catalog Placement: Within department or program listing  
Administration: By the department

1b) Minors or majors dominated by one department or program, with some electives in other departments or programs.  
Characterization: Core courses in the minor or major are within one department or program. Also, the majority of the courses considered for the minor or major are within one department or program.  
*Examples: Information Systems, Biochemistry, Communications, Arts Management, Astronomy, Meteorology*  
Catalog Placement: Within department or program listing  
Administration: Within the dominant department

**Category 2: Fully interdisciplinary minors or majors**

2a) Minors or majors not dominated by one department or program.  
Characterization: Participation by many departments or programs, but no department or program has more than half of the course offerings in the minor or major.  
*Examples: Women's Studies, Environmental Studies, Urban Studies, Fine Arts*  
Catalog Placement: Within Interdisciplinary Studies or listed separately within a school (if all participating departments or programs are within one school)  
Administration: Committee of the participating departments.

2b) Minors or Majors split equally between two departments or programs  
Characterization: Students are required to take an equal number of courses from each department or program.  
*Examples: Minor in Languages and International Business, Minor in Arts Management and Administration, Criminal Justice*  
Catalog Placement: Cross-listed in both department or program listings  
Administration: Bipartisan committee of the participating departments.

Important considerations that influenced our recommendations were precedents and costs associated with fully interdisciplinary minors (including such items as faculty time spent on committees and office supplies) as well as student advising within the minor, both of which favor department-oriented minors.
February 5, 1997

Proposed Major Requirements in English

36 semester hours at or above the 200 level of which at least 27 hours must be selected from courses at or above the 300 level. The major must include ENGL 201, 202, and 207; ENGL 301 or 302; one course from among ENGL 304, 306, 307, 308, 311, 314, 317, and 337; two courses from among ENGL 318, 321, 323, 325, 327, 328, 335, 338, 340, 352, and 353; one course from among ENGL 342, 343, and 349; and one course from among ENGL 313, 335, 338, 341, 345, 346, 354, and 355. At least two of the 10 courses taken at or above the 300 level must be research (R) courses. The major may include up to nine hours of creative writing at or above the 300 level.

ENGL 101 and 102 are prerequisites for all English courses at or above the 200 level.

For English majors, ENGL 201, 202, and 207 are prerequisites for all English courses at or above the 300 level.

Only the grades in those courses which count toward the English major, as well as those in ENGL 101 and 102, will be used in determining the grade-point average (GPA) in the major.
Proposed Program Changes to the English Minor

At least 18 semester hours, including English 201, 202, and 207, and at least three other courses selected from those at or above the 300 level which are applicable to the major in English. English 101 and 102 are prerequisites for all courses above the 200 level. English 201, 202, and 207 are prerequisites for all courses at or above the 300 level.

Explanation of change: Since 205 and 206 will no longer be offered, minors will now be required to take 207, which will replace 205 and 206.
Proposed Program Changes to the English Major

Below you will find a point-by-point comparison of the old requirements as they appear in the Undergraduate Bulletin and the new requirements as they were approved by the department on 15 November 1996.

**Old major requirements**

- 36 semester hours at or above the 200 level of which at least 30 hours must be selected from courses at or above the 300 level.
- ENGL 201 and 202
- ENGL 301 or 302 (Shakespeare)
- ENGL 304 or 306 (Chaucer or Milton)
- Three semester hours of early American literature (ENGL 205 or 342 or 343)
- Three semester hours of later American literature (ENGL 206 or 344 or 345)
- At least two of the 10 courses taken at or above the 300 level must be research (R) courses.
- The major may include up to nine hours of creative writing courses at or above the 300 level.
- ENGL 101 and 102 are prerequisites for all English courses at or above the 200 level.
- For English majors, ENGL 201 and 202 are prerequisites for all English courses at or above the 300 level.

**New major requirements**

- 36 semester hours at or above the 200 level of which at least 27 hours must be selected from courses at or above the 300 level.
- ENGL 201, 202, and 207*
- NO CHANGE
- Two post-1700 300-level British literature courses (from among 318, 321, 323, 325, 327, 328, 335, 338, 340, 352, and 353)
- One pre-1900 300-level American literature course (from among 342, 343, and 349)*
- One post-1900 300-level American literature course (from among 313, 335, 338, 341, 345, 346, 354, and 355)*
- At least two of the 9 courses taken at or above the 300 level must be research (R) courses.
- NO CHANGE
- NO CHANGE
- For English majors, ENGL 201, 202, and 207 are prerequisites for all English courses at or above the 300 level.

*These course numbers include some course changes (342, 343, and 345) and new courses (207, 349, and 355) which are being submitted to the Curriculum Committee in conjunction with these program changes.
Additional notes:

ENGL 205, 206, and 344 will be dropped from the Bulletin.

Special topics courses will not be allowed to satisfy any of the period requirements for the major, neither the British pre- and post-1700 requirements, nor the American pre- and post-1900 requirements.
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: English and Communication

2. Course number and title: English 207: Survey of American Literature to World War II
   Number of credits: 3
   Total hrs/week: 3 Lecture: yes Lab: no

3. Course will be offered first: Fall 1998

4. Catalog description (please limit to 50 words): A study of representative writers from the Colonial Period to WWII. Literary eras to be studied include Puritan, Neoclassical, Revolutionary, Early National, Romantic, Realistic, and Modern. Required of all English majors.
   Check if appropriate: x Humanities ___ Social Science (meets minimum degree requirements)

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

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

   (a) What are the goals and objectives of the course? The course will familiarize students with some of the major authors and literary movements in American literary history. Students will gain an understanding and appreciation of the United States' literary tradition, which will also provide them with a broad historical framework for later study of individual authors and shorter periods.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The department's mission is to teach students to understand, interpret, and enjoy literature. For English majors, this is partly accomplished through teaching them the history of literature in English. This course introduces students to a significant body of this literature and to the literary and historical contexts in which the works were written. It parallels the department's requirement of two 200-level courses on major British writers (English 201 and 202).

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? English 101 and 102 are the beginning of the major; in these courses students learn the fundamentals of writing, research, and literary interpretation. This course, along with 201 and 202 (Major British Writers), comes at the next stage of a student's career. These 200-level courses provide students with a broad historical framework for all British and American literature. At the next stage of the major, students take 300-level courses that require a higher level of expertise. Seminars, Independent Studies, and Bachelor's essays are courses reserved for the final semesters of a student's major. All of these 300- and 400-level courses will be more rewarding for students who have studied the major historical developments in both British and American literature. All upper-level English majors will have a
common frame of reference with which to interpret the literature they study at more advanced levels.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Courses in U.S. History, American Studies, and African-American studies will augment students' understanding of major writers and trends in American literature and vice versa.

(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.) None affected.

9. Method of teaching: Lecture and discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. This course will be required of all majors. At the same time, majors will henceforward be required to take a total of 9 courses (27 hours) numbered 300 or above, instead of 10 (30 hours) as they had before. Hence the total number of hours the department will require of its majors will not change.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Staff who have been teaching English 205 and 206 will take over the teaching of this course, and 205 and 206 will be discontinued. There will be some increase in the number of people taking the course, since it will be taken by non-majors and all majors as well. There will be correspondingly less demand for the American faculty to teach 300 level courses, however (see above).

(c) Frequency of offering: _______ each Fall_ every two years
__ each Spring_ every 3 years _x_ other (2-3 per semester)

11. Requirements for additional resources made necessary by this course:
(a) Staff Staff now teaching 205/206 will teach 207 (a reorganization of current staffing)
(b) Budget _n/a_
(c) Library Current holdings in American Literature will suffice.

(Note: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: __________________________ Date: 3/24/97
14. Signature of School's Dean: __________________________ Date: 3/24/97
15. Signature of Business Affairs Official: __________________________ Date: 3/25/97
16. Signature of Curriculum Committee Chair: __________________________ Date: 3/25/97

17. Signature of Faculty Senate Secretary: __________________________ Date approved by Senate: __________________________
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: **English and Communication**
   
2. Course number and title: **English 349: American Novel to 1900**
   Number of credits: 3

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

4. Catalog description (please limit to 50 words): A study of American novelists of the 18th and 19th centuries, such as Brown, Foster, Cooper, Hawthorne, Melville, Stowe, Alcott, Twain, Howells, James, Chesnutt, Crane, and Norris.

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

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

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

   (a) What are the goals and objectives of the course?
   To cover the major examples of this important genre in America, from its beginnings to the end of the 19th century. It is an upper-level course in which advanced students can study this material in greater depth.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? This is a 300-level course studying a particular era and genre in detail. It covers a significant body of literature over a defined historical period. Most of the literature courses in the department are similarly organized around historical period as well as literary appreciation.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? **English 101 and 102** are the beginning of the major; in these courses students learn the fundamentals of writing, research, and literary interpretation. This course comes after 2 semesters of Freshman Composition and the 3 200-level courses in British and American literature. It requires a higher level of expertise than the lower-numbered courses.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
   Courses in U.S. History, American Studies, and African-American studies will augment students' understanding of the American short story, and vice versa.

   (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.) None affected

9. Method of teaching: **Lecture and discussion**

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. This course will fulfill a pre-1900 American literature requirement for majors and will also be taken by non-majors as an elective. There will be no other regular course covering the novel of this period, so it will not overlap with or take students from other courses.
(b) Address potential shifts in staffing of the department as it relates to the offering of this course. American Literature staff will teach this course. There will be adequate staff since other 300-level courses are being deleted.

(c) Frequency of offering: ___ each Fall ___ every two years ___ each Spring ___ every 3 years ___ other (1-2 times per year)

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

(a) Staff Can be taught by American lit faculty
(b) Budget n/a
(c) Library Current holdings are sufficient

(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). See attached

13. Signature of Department Chair: ___________________________ Date: 3/24/97
14. Signature of School's Dean: ______________________________ Date: 3/24/97
15. Signature of Business Affairs Official: ______________________ Date reviewed:
16. Signature of Curriculum Committee Chair: ________________ Date approved: 3/25/97
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)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: English and Communication

2. Course number and title: English 355: The American Short Story
   Number of credits: 3
   Total hrs/week: ___ Lecture: yes Lab: no

3. Course will be offered first: Fall 1998

4. Catalog description (please limit to 50 words): A study of the development of
   the American short story from its beginnings in the early 19th century to its varied
   examples at the end of the twentieth century.
   Check if appropriate: ___ Humanities ___ Social Science (meets
   minimum degree requirements)

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

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? Students will learn of
       the development of this important genre in the United States and will learn to
       interpret and enjoy representative examples.

   (b) How does the course support the mission statement of the department
       and the organizing principles of the major? This is a 300-level course
       studying a particular era and genre in detail. It covers a significant body of literature
       and has been taught as a Special Topics course in the past.

7. For courses in the major, how does the course enhance the beginning,
   middle, or end of the major? English 101 and 102 are the beginning of the major;
   in these courses students learn the fundamentals of writing, research, and literary
   interpretation. This course comes after 2 semesters of Freshman Composition and the
   3 200-level courses in British and American literature. It requires a higher level of
   expertise than the lower-numbered courses.

8. (a) For courses used by non-majors, how does the course support the
     liberal arts tradition including linkages with other disciplines?
     Courses in U.S. History, American Studies, and African-American studies will
     augment students' understanding of the American short story, and vice versa.

     (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.) None affected

9. Method of teaching: Lecture and discussion
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. This course has been offered as a Special Topics Course in the past and will draw from a similar student population. It will count toward the English major and will fulfill an American Literature requirement for a course at the 300 level. It is also open to non-majors.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. This course has been offered before, is not required, and will not create a new drain on resources.

(c) Frequency of offering: ______ each Fall____ every two years
   ______ each Spring____ every 3 years x other (1-2 times a year)

11. Requirements for additional resources made necessary by this course:
   (a) Staff Could be taught by any of department's American Literature faculty.
   (b) Budget n/a
   (c) Library Current holdings in American Literature will suffice.
   (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: __________________________Date: ____________
14. Signature of School's Dean: __________________________Date: ____________
15. Signature of Business Affairs Official: __________________________Date: ____________
16. Signature of Curriculum Committee Chair: __________________________Date: ____________

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)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: GEOLOGY
2. Course number and title: GEOL 390 SPECIAL TOPICS IN GEOSTATISTICS
Number of credits: 3
Total hrs/week: 3 Lecture: 3 Lab: 0
3. Course will be offered first: FALL 97
4. Catalog description (please limit to 50 words): See Attachment.

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

5. Prerequisites (or other restrictions): Geology 101, 102; Math 111.
Math 250 when it is developed.

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

Math

7. Signature of Department Chair: __________________________ Date submitted: 2/20/97

8. Signature of Curriculum Committee Chair: __________________________ Date: __________________________

9. Signature of Faculty Senate Secretary: __________________________ Date Presented to Senate: __________________________

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

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Chivon Jenkins, Undergraduate Studies. This form approved by FCC on February 9, 1995.)
Geology 290 Special Topics in Geostatistics

Geologic applications of statistical testing and inference. Topics will include an introduction to the relationship of statistics and geology, elementary statistics, analysis of sequences of data, and analysis of multivariate data. 3 lecture hours. Prerequisites: Geol 101, 102; Math 111 or permission of instructor. Math 250 will become the prerequisite when it is developed by the Department of Mathematics.
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Geology

2. Course number and title: GEOL 442; Geological Applications in Remote Sensing
   GEOL 442L; Geological Applications in Remote Sensing Lab

   Number of Credits: 4

   Total hrs/week: 6

   Lectures: 3

   Lab: 3

3. Course will be offered first: First offered Fall 1995 as GEOL 290, Special Topics; new course Fall 1997

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

   This course will cover the application of remote sensing to environmental problems. Topics include: remote sensing theory; data collection, reduction and application; computer software tools; and linking to geographic information systems (GIS). The students will be exposed to a variety of sensors and applications. This course assumes a basic understanding of remote sensing.

   Check if appropriate: _Humanities _Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions):

   GEOL 101, 101L, 102, 102L, 314, 314L, or permission of instructor

6. Justification for course:

   GOALS: 1. To provide the student with a working knowledge of remote sensing and its application to environmental problems. 2. To develop a working knowledge of the different sensor systems/platforms, especially those to be used for Mission to Planet Earth. 3. To become familiar with the use and application of multiple remote sensing data sets and how to acquire these data. 4. To provide students with hands-on exposure to the field(s) of remote sensing and current computer software and data. 5. To provide students with hands-on experience in developing a remote sensing project.

   Provides advance course-work in a growing field of geology and geography, the course integrates computer, research and communication skills and exposes the students to cutting edge computer and satellite technology.

7. 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. Does this course duplicate or overlap with other courses in your department (If so, please justify.)

   No
9. **Method of teaching:**

Classroom lectures, demonstrations, student participation, field work, lab demonstrations and hands-on experience with materials and computer hardware/software.

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

Remote sensing is a growing field. This course offering could potentially increase enrollment.

(b) **How often will this course be offered?**

Every 2 years.

11. **Additional staff, budget, or library requirements for this course:**

Some computer software and data on CD ROM will be needed for laboratory and classroom exercises (<$1,000).

Minor library resources may be requested to enhance holdings on Geographic Information Systems.

Adjunct faculty will be required to teach 6 contact hours.

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

13. Signature of Department Chair: [Signature] Date submitted: 1/29/97

14. Signature of School's Dean: [Signature] Date: 1/31/97

15. Signature of Budget Director, Business Affairs Office: [Signature] Date reviewed: [Date]

16. Signature of Curriculum Committee Chair: [Signature] Date approved: 3/31/97

17. Signature of Faculty Senate Secretary: [Signature] Date apprvd by Senate: [Date]

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

1. Department: Geology

2. Course number and title: GEOL 449; Geographic Information Systems
   GEOL 449L; Geographic Information Systems Lab

   Number of Credits: 4
   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 is an introduction to geographic information systems (GIS) and their application(s). It will cover spatial data types and quality, data input operations, database management, data analysis, software design concerns and various applications for GIS. Computer-based GIS software (Unix, PC and Mac) will be used throughout the course. Course activities will include hands-on experience with GIS software and its applications.

   Check if appropriate: ___Humanities ___Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions):

   GEOL 101, 101L, 102, 102L, 314, 314L, or permission of instructor

6. Justification for course:

   GOALS: 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 the 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.

   The Geology Department is committed to offering a greater variety of courses on selected topics of interest and to provide the students with a broader knowledge of the field of Geology and its application to current issues. This course provides advanced course work in a growing field of geology and environmental geology, integrates computer, research and communication skills and provides valuable hands-on computer and satellite technology experience.

7. 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. Does this course duplicate or overlap with other courses in your department (If so, please justify.)

   No
9. Method of teaching:

Classroom lectures, demonstrations, student participation, field work, lab demonstrations and hands-on experience with materials and computer hardware/software.

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

GIS is a growing field. This course offering could potentially increase enrollment.

(b) How often will this course be offered?

Every 2 years.

11. Additional staff, budget, or library requirements for this course:

Some computer software will be needed (<$1,000)

Minor library resources may be requested to enhance holdings on Geographic Information Systems.

Adjunct faculty will be required to teach 6 contact hours.

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 Chairs: ________________ Date submitted: 1/20/97

14. Signature of School's Dean: _____________________ Date: 1/31/97

15. Signature of Budget Director, Business Affairs Office: ________________ Date reviewed: ________________

16. Signature of Curriculum Committee Chair: ________________ Date approved: 3/31/97

17. Signature of Faculty Senate Secretary: _______________________________ Date apprved by Senate: ________________

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. 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)
I.

Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Mathematics
2. Course Number and Title: Math 111 Pre-Calculus Mathematics
3. Course changes will go into effect: with 1997-98 bulletin
4. Change(s) Desired:

   Prerequisite: Placement or Math 101.

5. Justification for Change(s):

   Change the bulletin to include prerequisites for Math 111. At present there are no prerequisites. We intend
   for students to be prepared for Math 111 before enrolling.

6. Date Approved by the Department: 2/97    Date Submitted: 3/6/97
7. Signature of Department Chair: 

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

1. Department: Mathematics

2. Course Number and Title: Math 120 Introductory Calculus

3. Course changes will go into effect: with 1997-98 bulletin

4. Change(s) Desired:

Prerequisite: Math 111 or placement

5. Justification for Change(s):

Currently the Bulletin states Math 111 or its equivalent. We no longer give credit towards the minimum degree requirements for Math 101 and Math 102. These two courses are not equivalent to Math 111. Students who are not placed into Math 120 via their math background and/or their placement score should take Math 111.

6. Date Approved by the Department: 2/97 Date Submitted: 3/4/97

7. Signature of Department Chair:

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

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Mathematics
2. Course Number and Title: Math 207 Discrete Structures I
3. Course changes will go into effect: with 1997-98 bulletin
4. Change(s) Desired:
   Prerequisite: Math 105, Math 111, or Math 120.

5. Justification for Change(s):
   The current prerequisites do not include Math 111, but a student could be successful in Math 207 after completing Math 111. The change would allow computer science majors to take Math 120 and Math 207 simultaneously.

6. Date Approved by the Department: 2/97 Date Submitted: 3/4/97
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)
COLLEGE OF CHARLESTON  
Committee on Curriculum and Academic Planning  
New Course Proposal


2. Course number and title: RELS 375 Topics in the History of Religions  
Number of credits: 3  
Total hrs/week: 3  
Lecture: YES  
Lab: NO

3. Course will be offered first: Spring 1998.

4. Catalog description (please limit to 50 words):
A critical exploration of selected topics, figures, or issues in the history of religions. May be repeated once if the subject matter varies.

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

5. Prerequisites (or other restrictions):
Three hours in religious studies or permission of the instructor.

6. Rationale/justification for course (consider the following issues):
(a) What are the goals and objectives of the course?
This is an upper level course for thematic studies in the history of religions; topics will vary based on faculty expertise within one or more religious traditions and/or methodological approaches to the study of religion.

(b) How does the course support the mission statement of the department and the organizing principles of the major?
This course will serve to implement a focused approach to particular problems of critical interest in the history of religions not addressed by other course offerings at the 300 level. Rather than develop a series of topical courses, it seems best to create an umbrella course that will allow for advanced thematic studies.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This is a middle tier course that will provide students with a wide array of thematic studies.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
The course supports the liberal arts by offering insights into the global nature of explicit religious cultures and the formative and sustaining elements of religion that have influenced from the historical and literary development of those cultures. Linkage to other disciplines would include such areas as: anthropology, history, literature, sociology, political science and art.

(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.)
In general, no other Departments would be affected; however, should a suggested topic arise that might have overlap with another Department, the religious studies faculty would bring the proposed topic to the attention of the Department in question before offering such a course.
9. Method of teaching:

Lecture, discussion, visual arts presentation where relevant.

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

This course would be an upper level 300 course to help prepare students for the 400 level capstone seminar. It would also help to attract more majors by broadening the topical contents for majors in related humanities disciplines (as listed in 8a).

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

No real shifting involved -- this is a continuing development within the religious studies BA program to enhance the upper level tier. All current religious studies staff could teach this course.

(c) Frequency of offering: Bi-annually, depending upon staffing availability and program needs.

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

(a) Staff - No additional staff necessary. Current faculty will teach other upper-level courses less often.

(b) Budget None

(c) Library No additional funds required

(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).

See attached syllabus.

13. Signature of Department Chair: __________________________ Date submitted: 2/14/97

14. Signature of School's Dean: __________________________ Date: 2/17/97

15. Signature of Business Affairs Official: __________________________ Date reviewed: ________________

16. Signature of Curriculum Committee Chair: __________________________ Date approved: 3/20/97

17. Signature of Faculty Senate Secretary: __________________________ Date approved by Senate:
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Physics and Astronomy
2. Course Number and Title: PHYS412: Special Topics
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired: Change from variable credit of 1-3 hours to variable credit of 1-4 hours. Also, append to catalog description the following sentence: “Course may be repeated if the subject matter varies.”
5. Justification for Change(s): While most of our courses have three hours of credit, some of our courses have four hours of credit. Examples include PHYS370, Experimental Physics, and the recently approved PHYS456, Air Pollution Meteorology. This change allows us to offer special topics courses along these examples, or combination lecture and lab, four credit hour courses, such as PHYS201, General Physics; PHYS306, Physical Optics; and PHYS320, Introductory Electronics.
6. Date Approved by the Department: 3/1/97
7. Signature of Department Chair: 
   Date Submitted: 3/21/97

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
COLLEGE OF CHARLESTON
Curriculum Committee
Joint Course Proposal Form

*Items must be identical across submitting departments

1. Department: Physical Education and Health

2. Course title: Sport Psychology

3. Course Number: PEHD 355

4. *Number of credits: 3 * Total hrs/week: 3
   # of lecture hours: 3 # of lab hours: None

5. Course will be offered first: Spring 1993

6. Catalog description (please limit to 50 words):
The scientific study of human behavior in the context of participating in
sport and how sport performance is affected by the athlete, the team and its
leadership, as well as by the physical and interpersonal environment in which
these individuals interact. This course is cross listed as PSYC 355 and
students may receive General Education Social Science credit.

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

7. a) Prerequisites or other restrictions: PSYC 103 or Permission
   of Instructor A student may not receive credit for PEHD 355 if credit has
   been received for PSYC 355.

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

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

   *(a) What are the goals and objectives of the course?
   Upon the successful completion of this course, the student should be able to:

   1. Identify the principles and applications of sport psychology.
   2. Differentiate between sport psychology, psychophysiology and exercise
      psychology.
   3. Compare and contrast characteristics of successful and unsuccessful
      athletes.
   4. Describe the role of anxiety and arousal on performance.
   5. Explain the causes of performance and contest outcomes.
   6. Identify the role of aggression in competitive sport.
   7. Describe techniques used to motivate athletes, including children and
      females.
   8. Create a multi-media presentation connecting the theoretical framework
      of sport psychology with applied practice.
9. Discuss scientific research that supports or contradicts the actions of sports competitors, coaches, and sport psychology consultants.
10. Explain different leadership styles, communication techniques, and counseling skills used by the athlete and/or coach.
11. Identify assessment and research methods used in the field of sport psychology.

*(b) How does the course support the mission statement of the department and the organizing principles of the major? The course allows the student to expand mastery of a growing subfield of the discipline by developing an understanding of theory and research in this applied area. The course complements and reinforces our other offerings by supporting the development of integrated knowledge, academic and scientific skills and values. It encourages expansion of critical thinking skills, further understanding of physical education and psychological research methods and stimulates creativity. The course will help prepare majors for graduate work that can lead to certification or licensure.

9. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Since the course covers constructs first explored in introductory courses, students should be able to build upon the subject matter. The course should be taken at the middle or end of the major. Students wishing to do independent study in the subject would be encouraged to take the course during the middle of the major.

10. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This subject has traditionally been interdisciplinary with graduate programs in sport psychology offered in both Physical Education and Exercise and Sport Science departments as well as in Psychology departments. Majors in sociology, philosophy, business (especially management), and those with interests in recreation/leisure, health and the medical fields should benefit from this course. This course was first developed and offered through the Honors program and continues to attract Honor students.

(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 - Psychology Department

11. Method of teaching: Classroom lectures, discussions, multi-media presentations, guest speakers, and group demonstrations. Students will be administered at least three written examinations. Individual and/or group presentations based on topical issues and a formal research paper will be required.
12. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. The course may increase enrollment interest in both physical education and health and in psychology offerings. The effect college-wide should be minimal. Past enrollments revealed significant interest in the course.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. This course has been offered as a Special Topics course three times and no shifts in staffing have been required. The course has been and will continue to be offered as a double section so there should be no shifts in staffing.

*(c) Please justify the commitment of two (or more) faculty members to the teaching of this course: Both departmental participants bring expertise from their own disciplines to the course, which is advantageous to the students. Dr. Miller is a practitioner with a coaching background and Dr. Kaiser provides expertise in theory and assessment. The historical interdisciplinary nature of the course (see attached Appendix E) justifies interdepartmental cooperation. This course permits students who are majoring or minoring in the School of Education or the School of Humanities and Social Sciences to work together on course projects and research, resulting in a melding of perspectives that stimulates creativity and enhanced learning of the subject matter. Finally, student evaluations have commented on how well the instructors have complemented each other, and evaluations have been very favorable.

*(d) If the course can be taught by any department without the collaboration of others, please explain the circumstances: This course should always involve the collaboration between the Physical Education and Health Department and the Psychology Department.

*(e) Frequency of offering: ___ each Fall ___ each Spring ___ every two years ___ every 3 years ___ other (Explain _______)

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

(a) Staff 1/4 FTE may be lost with insufficient course enrollment
(b) Budget $300-500 A.V. Materials; initial set-up cost to be shared across participating departments.
(c) Library Additional resources will be secured through the allocated departmental library budget of the Department of Physical Education and Health and the Psychology Department. This has been an ongoing process, as this course has already been offered three times.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)
14. Attach course syllabus, reading lists, or any additional
documentation that can help the committee evaluate this proposal
(a syllabus is mandatory).

15. Signature of Department Chair: ____________________________
   Date submitted: ____________________________

16. Signature of School's Dean: _______________________________
   Date: ____________________________

17. Signature of Business Affairs Official: ____________________________
   Date reviewed: 2-27-97

18. Signature of Curriculum Committee Chair: ____________________________
   Date approved: 3-31-97

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

Completed forms 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 December 15, 1996 and replaces all
others.)
*Items must be identical across submitting departments

1. Department: Psychology

2. *Course Title: Sport Psychology

3. Course Number: PSYC 355

4. *Number of credits: 3 *Total hrs/week: 3
   # of lecture hours: 3 # of lab hours: None

5. *Course will be offered first: Spring, 1998

6. *Catalog description (please limit to 50 words):
The scientific study of human behavior in the context of participating in sport and how sport performance is affected by the athlete, the team and its leadership, as well as by the physical and interpersonal environment in which these individuals interact.

   Check if appropriate:    _Humanities_    X _Social Science_  
   (minimal degree requirements)

7. a) Prerequisites or other restrictions: Psychology 103 or permission of instructor. This course is cross-listed with PEHD 355. If a student has received credit for PEHD 355, the student may not receive credit for PSYC 355.

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

8. Rationale/justification for course (consider the following issues):
   *a) What are the goals and objectives of the course: Upon the successful completion of this course, the student should be able to:
      1. Identify the principles and applications of sports psychology.
      2. Differentiate between sport psychology, psychophysiology and exercise psychology.
      3. Compare and contrast characteristics of successful and unsuccessful athletes.
      4. Describe the role of anxiety and arousal on performance.
      5. Explain the causes of performance and contest outcomes.
      6. Identify the role of aggression in competitive sport.
      7. Describe techniques used to motivate athletes, including children and females.
8. Create a multi-media presentation connecting the theoretical framework of sport psychology with applied practice.

9. Discuss scientific research that supports or contradicts the actions of sports competitors, coaches, and sport psychology consultants.

10. Explain different leadership styles, communication techniques, and counseling skills used by the athlete and/or coach.

11. Identify assessment and research methods used in the field of sport psychology.

b) How does the course support the mission statement of the department and organizing principles of the major? The course allows the student to expand mastery of a growing subfield of the discipline by developing an understanding of theory and research in this applied area. The course complements and reinforces our other offerings by supporting the development of integrated knowledge, academic and scientific skills and values. It encourages expansion of critical thinking skills, further understanding of psychological research methods and stimulates creativity. The course will help prepare majors for graduate work that can lead to certification or licensure.

9. For courses in the major, how does the course enhance the beginning, middle, or the end of the major? Since the course covers constructs first explored in the introductory course, students should be able to accommodate to the subject matter at any point in their academic career. Students will be encouraged to take this course in the middle or at the end of the major. Students wishing to do independent study in the subject would be encouraged to take the course during the middle of the major.

10. *a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This subject has traditionally been interdisciplinary with graduate programs in sport psychology offered in both Physical Education and Sport Science departments as well as in Psychology departments. Majors in sociology, philosophy, business (especially management) and those with interests in recreation/leisure, health and medical fields should benefit from this course. This course was first developed and offered through the Honors program and continues to attract Honor students.

*b) Are other departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it. Letters from collaborating department(s) are unnecessary). Yes, Physical Education and Health.
11. *Method of Teaching: Lecture, discussion, multimedia presentations, guest speakers and group demonstrations. Students will be administered at least three written examinations. Individual and/or group presentations based on topical issues and a formal research paper will be required.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: The course may potentially increase enrollment interest in both psychology and in health and physical education offerings. The effect college wide should be minimal. Past enrollments have revealed significant interest in the course.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course. This course has been offered as a Special Topics course three times and no shifts in staffing have been required. The course will be offered as a double section so there should be no need for Adjunct support to accommodate the course. At most, one less upper level or one less introductory course would be taught once every two years.

   *c) Please justify the commitment of two (or more) faculty members to the teaching of this course: Both departmental participants bring expertise from their own disciplines to the course to the advantage of the students. Dr. Miller has a coaching background and Dr. Kaiser provides expertise in theory and assessment, for example. The historical interdisciplinary nature of the course (see attached Appendix E) justifies interdepartmental cooperation. This course permits students who are majoring or minor in the School of Education or the School of Humanities and Social Sciences to work together on course projects and research, resulting in a melding of perspectives that stimulates creativity and enhanced learning of the subject matter. Finally, student evaluations have commented on how well the instructors have complemented each other, and evaluations have been very favorable.

   *d) If the course can be taught by any department without the collaboration of others, please explain the circumstances: This course should always involve collaboration between the Physical Education and Health Department and the Psychology Department.

   *e) Frequency of offering: ____each Fall ____every two years
                     ____each Spring ____every 3 years
                     ____other (explain ________)
                     ___________________________
13. Requirements for additional resources made necessary by this course:
   a) Staff: 1/4 FTE may be lost with insufficient course enrollment.
   b) Budget: $300-500 A.V. Materials (initial set-up cost) to be shared across participating departments.
   c) Library: Additional resources will be secured through the allocated departmental library budget of the Department of Physical Education and Health and the Psychology Department. This has been an ongoing process, as this course has already been offered three times.
   (NOTE: Courses requiring additional resources will need extensive justification. Those course offered through reorganization of current staffing and resources are encouraged.)

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

15. Signature of Department Chair: ____________________________

16. Signature of School’s Dean: ________________________________

17. Signature of Business Affairs Official: _________________________

18. Signature of Curriculum Committee Chair: ________________________

19. Signature of Faculty Senate Secretary: _____________________________

Completed forms should be sent by the Faculty Secretary to the Registrar. Copies of completed forms should be sent by the Registrar to:
   1. Department Chair
   2. Business Affairs Office (for establishing course fee structure in SIS)
   3. College Relations for addition to Undergraduate Bulletin (attn: Rhonda Spell)
   4. Academic Affairs Office (attn: Beth Murphy)
   5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form was last revised on December 15, 1996 and replaces all others).
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course number and title: ANTH 300 Archaeological Lab Methods
   Number of credits: 1
   Total hrs/week: 3
   Lecture: 0
   Lab: 3

3. Course will be offered first: Spring Semester 1998

4. Catalog description (please limit to 50 words):
   An introduction to basic archaeological lab methods, techniques
   and goals. Instruction will be provided in artifact processing and identification,
   quantitative and qualitative analyses,
   map construction and interpretation, and artifact conservation. Students will be exposed to both prehistoric and
   historic period material culture.

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

5. Prerequisites (or other restrictions): ANTH 202 or permission of instructor

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

   (a) What are the goals and objectives of the course? Seventy-five (75%) per cent of archaeological research
   involves archaeological lab work. The primary goal of this course is to initially expose and train students in this
   vital area of archaeological research. The course will also enhance and expedite the learning experience provided by
   ANTH 393 and ANTH 493.

   (b) How does the course support the mission statement of the department and the organizing principles of the
   major? This course enhances the archaeology program of the department and broadens student exposure to
   anthropology. It is designed to strongly compliment ANTH 393 and ANTH 493.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This
   course will expose and instruct students in additional avenues of studying human behavior. Furthermore, it will
   provide vital training for upperclassmen who hope to pursue Graduate studies or those who plan to pursue
   employment in archaeology upon graduation.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including
   linkages with other disciplines? Through exposure to basic archaeological lab techniques, such as artifact
   processing, identification and conservation, students will learn skills that will enhance their training in fields such as
   museology, historic preservation and conservation among others.

   (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. Historic
   preservation

9. Method of teaching: Lectures, discussions and actual “hands on” laboratories in which students will examine,
   process, identify, and analyze authentic prehistoric and historic period material culture. Students will be given
   exams, lab exercises, and will complete a limited fieldwork project. The course is designed to provide a “real
   world” experience in doing archaeology.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
1/
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None expected. Course has been offered as Special Topics in the past.
(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None

   Frequency of offering:
   [X] each Fall
   [ ] each Spring
   [ ] every two years
   [ ] every 3 years
   [ ] other (Explain ____________________ )

11. Requirements for additional resources made necessary by this course:
   (a) Staff no additional, course regularly offered as Special Topics
   (b) Budget students will be charged a laboratory fee.

   Library ____________________

   (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: Christie A. Hope  Date submitted: 2/25/97

14. Signature of School's Dean: [Signature]  Date: 2/25/97

15. Signature of Business Affairs Official: [Signature]  Date reviewed: 2/27/97

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

17. Signature of Faculty Senate Secretary: [Signature]  Date approved by Senate: 

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

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

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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 340 Medical Anthropology

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

4. Change(s) Desired: Change 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: 1/5/96 Date Submitted: 3/26/97

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)
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3/31/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Sociology/Anthropology

2. Course Number and Title: ANTH 341 Culture and the Individual

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

4. Change(s) Desired: Change prerequisite from "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or PSYC 103 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. Because this course is in the subfield of psychological anthropology, PSYC 103 also provides adequate preparation.

6. Date Approved by the Department: 12/5/96 Date Submitted: 3/26/97

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

1. Department: __SOCIOLOGY/ANTHROPOLOGY

2. Course number and title: __SOCY 337: Prejudice  Number of credits: __3

   Total hrs/week: __3__  Lecture: __3__  Lab: __0__

3. Course will be offered first: __Spring, 1998__

4. Catalog description (please limit to 50 words): This course examines what prejudices are, how they are formed, the consequences they have and the social purposes they serve. Three types of prejudice are investigated: race, class and gender. In addition the course explores the relationship between prejudice and discrimination and the conditions under which changes in prejudice occur.

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

5. Prerequisites (or other restrictions): Sociology 101 and a 200-level sociology course

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

   (a) What are the goals and objectives of the course? The primary goal of the course is to understand what prejudices are, how they are formed and changed and what purposes they serve in society.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The course shows students how individual attitudes are affected by and affect culture and social structure, a key part of the department's mission. This course fulfills the requirement for social psychology (330 level).

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? The course should be taken in the middle of the major. It presupposes basic familiarity with sociological concepts and introduces students to theories of attitude formation and micro level analysis.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course incorporates diversity in race, social class and gender. Students who take the course will better understand prejudice against minorities, as well as social class bias.

   (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__

   See the attached letter from Women's Studies.

9. Method of teaching: This course will include both lecture and discussion. I have developed in-class polemic exercises designed to help students examine their own prejudices. For example, one exercise asks them to imagine that they will be transformed into a person of the opposite sex. They must answer questions about how their life would be different. Students work in groups on these exercises and present their resulting suppositions to the class. There will also be a joint class project with individual research reports. The class will design and administer a questionnaire concerning attitudes about race, class and gender. They will administer the questionnaire to students enrolled in an entry level social science courses. Based on these resulting data students will write research reports, describing the study and the results.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH

1/
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Adding the course may shift some enrollment away from other 330s sociology courses. Since these courses are typically over enrolled (35+ students), the shift will be a positive one. The course will also add to Women’s Studies and core social science requirement offerings.

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

No shifts necessary. Any sociologist with a specialty in social psychology could competently teach this course.

(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 slight reallocation of department staffing, deleting 3 ANTH courses
(b) Budget No additional
(c) Library No additional

(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: Christine C. Howe Date submitted: 2/25/97

14. Signature of School’s Dean: Date: 2/25/97

15. Signature of Business Affairs Official: Janice O’Reilly Date reviewed: 2/27/97

16. Signature of Curriculum Committee Chair: Date approved: 3/31/97

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:

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3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
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<table>
<thead>
<tr>
<th>Course Proposal Details</th>
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<tbody>
<tr>
<td><strong>1. Department:</strong> Sociology/Anthropology</td>
</tr>
<tr>
<td><strong>2. Course number and title:</strong> SOCY 347 Child Welfare Number of credits: 3</td>
</tr>
<tr>
<td>Total hrs/week: 3 Lecture: 3 Lab:</td>
</tr>
<tr>
<td><strong>3. Course will be offered first:</strong> Fall, 1998</td>
</tr>
<tr>
<td><strong>4. Catalog description (please limit to 50 words):</strong> An in-depth sociological examination of those social problems of particular relevance to children's well-being, including child care, educational and health issues, youth employment, poverty, welfare, abuse and neglect, foster care, and adoption. Special attention will be given to describing and evaluating societal attempts to deal with these issues.</td>
</tr>
<tr>
<td>Check if appropriate: humanities x social science (meets minimum degree requirements)</td>
</tr>
<tr>
<td><strong>5. Prerequisites (or other restrictions):</strong> SOCY 101 and a 200-level sociology course</td>
</tr>
<tr>
<td><strong>6. Rationale/Justification for course (consider the following issues):</strong></td>
</tr>
<tr>
<td>(a) What are the goals and objectives of the course? To help students understand how culture and social structure influence the definition and treatment of childhood problems, to show students how the problems of individual children are tied to the larger social context in which they occur, (see attached syllabus for more detail).</td>
</tr>
<tr>
<td>(b) How does the course support the mission statement of the department and the organizing principles of the major? The course helps students connect &quot;private troubles&quot; with &quot;public issues,&quot; encouraging them to move from personal, individual descriptive analysis to more abstract understanding of the social structural issues involved. The course fulfills the 348 (social problem) requirement within the major. The course also is of value for students who wish to pursue a social work career since it is one of the courses graduate schools of social work look for in undergraduate transcripts.</td>
</tr>
<tr>
<td><strong>7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a middle course, devoted to increasing students' knowledge in one social problems area and giving them the opportunity to apply concepts, theories, and research strategies learned in 100 and 200-level courses.</strong></td>
</tr>
<tr>
<td><strong>8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Course intended primarily for majors</strong></td>
</tr>
<tr>
<td>(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.)</td>
</tr>
<tr>
<td><strong>9. Method of teaching:</strong> Lecture, group activities, class discussion.</td>
</tr>
<tr>
<td><strong>10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Since this course has been offered several times as a Special Topics course, we do not expect any shifts in enrollment patterns.</strong></td>
</tr>
<tr>
<td>(b) Address potential shifts in staffing of the department as it relates to the offering of this course.</td>
</tr>
<tr>
<td>None anticipated</td>
</tr>
<tr>
<td>(c) Frequency of offering: x each Fall every two years</td>
</tr>
<tr>
<td>_ each Spring every 3 years</td>
</tr>
<tr>
<td>__ other (Explain)</td>
</tr>
</tbody>
</table>
11. Requirements for additional resources made necessary by this course:

(a) Staff no additional, see 10(a)

(b) Budget no additional, see 10(a)

(c) Library no additional, holdings adequate

(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, 1999 and replaces all others.)
1. Department: **SOCILOGY/ANTHROPOLOGY**

2. Course number and title: **SOCY 348: Substance Abuse and Society**  Number of credits: 3

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

3. Course will be offered first: Summer I, 1998

4. Catalog description (please limit to 50 words): The course will address social and cultural factors which affect drug use and the prevention and treatment strategies developed to deal with drug problems. Attention will be paid to the disease/behavioral disorder controversy, to the possibility of controlled use, and to the role played by self-help groups and therapeutic communities.

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

5. Prerequisites (or other restrictions): Sociology 101 and a 200-level sociology course

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? **GOAL:** To give students an appreciation of the various issues surrounding alcohol and drug use and abuse to foster both an appreciation of the nature of the drug problem in our society as well as a general awareness of the various strategies for preventing and/or treating the problem.

   **OBJECTIVES:** (I) To give students a sense of the issues related to drug habituation and drug addiction so that they can distinguish between them in a meaningful way and appreciate the importance of the currently favored label of “drug dependency.” (II) To give students a strong enough grounding in behavioral pharmacology and in new advances in neuropharmacology to allow them to understand current discussions of the addictions-as-disease issue and current medication-based treatment innovations. (III) To explore with students the various approaches to the causes of drug abuse/drug dependency with particular emphasis on the role played by social and cultural factors. (IV) To help students understand the special importance of alcohol abuse/alcoholism by addressing both the classical and revisionist typologies of alcoholism, as well as the “natural history” approach to definition and diagnosis. (V) To explore the various drugs of abuse in our society, with particular emphasis on the social history of the use/abuse of various drugs. (VI) To explore current advances in the pharmacological treatment of psychiatric disorders. (VII) To provide students with a general introduction to prevention and treatment with particular attention to the role of AA-model self-help groups and therapeutic communities.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? This course will focus both on the application of the sociological perspective to an understanding of one important aspect of human behavior as well as providing students with a general introduction to one of the more important areas of potential employment in the human services. Both of these fully support the goals of the department and of the major. The course will fulfill the 340s (Social Problem) requirement for the major.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is to be a middle level course which will build upon competencies acquired in lower level, more generally introductory courses. As it focuses upon an area of concern with occupational relevance, it is presumed that a particularly important contribution of the course will be one of aiding students in focusing the intellectual skills of a liberal arts major on “real-world” and occupationally relevant issues.

**IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH**
8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? While the course is intended to focus primarily on the body of social and sociocultural literature in the alcohol and drug abuse area, the nature of the material is intrinsically multidisciplinary and draws from specialized literatures in history (particularly social history), biology and psychology.

(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

While the material dealt with in this course will necessarily draw upon a wide variety of literatures, it will primarily focus on the social and sociocultural alcohol and drug abuse literatures. Psychology

9. Method of teaching: Primarily didactic, with group discussion and project presentations integrated into the course as possible and appropriate.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. It is not presumed that this offering of this course will affect the enrollment pattern either of the department or in the wider college community. We wish to offer the course not as a redirection of the department interest but rather as a necessary component of an undergraduate Sociology curriculum in a world where the problems of alcohol and drug use and abuse are growing more severe and in which our traditional efforts and prevention, intervention, and treatment have repeatedly proven themselves to be ineffective. The course has been offered several times under a Special Topics number.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. It is not presumed that there will be any shifts in staffing in the department as a result of offering this course. The department has sufficient staffing to offer the course as frequently as we presume it will need to be offered.

(c) Frequency of offering: _x_ each Fall ___ every two years

___ each Spring ___ every 3 years

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

(a) Staff - Staffing in the department is adequate to offering the course at the level which we anticipate. Taught previously as a Special Topics; Summer course.

(b) Budget - No additional resources are necessary as the course requires neither laboratory space nor special equipment. Current levels of LRC support are adequate for course support.

(c) Library - Library resources appropriate to the needs of the course are surprisingly good given the undergraduate/liberal arts nature of the collection. The proximity of MUSC materially enhances access to the more sophisticated biophysiology/neurophysiology materials for which some students may have a need. As the course will be taught primarily from a socio-cultural point of view, the demand for these materials will not be particularly large.

(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). The attached syllabus was used the most recent time the course was offered as a "Special Topics" course in sociology. No significant changes are anticipated either in course design or in course materials.
13. Signature of Department Chair: Christine A. Hope  Date submitted: 2/25/97
14. Signature of School's Dean:       Date: 2/25/97
15. Signature of Business Affairs Official: Tricia J. Stulberg  Date reviewed: 2/27/97
16. Signature of Curriculum Committee Chair:       Date approved: 3/31/97
17. Signature of Faculty Senate Secretary: 

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:

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a:\newcours\newcours.frm
1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course number and title: SOCY 354: Gender and Society
   Number of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0

3. Course will be offered first: Maymester Evening 1998

4. Catalog description (please limit to 50 words): A survey of topics in the sociology of gender. Emphasis placed on the economy, family, and state as gendered social institutions, and how changes in the cultural notions of gender take place within social institutions.

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

5. Prerequisites (or other restrictions): Sociology 101 and a 200-level sociology course

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

   (a) What are the goals and objectives of the course? For students to develop a sociological understanding of gender as a social institution that organizes social behavior: to use empirical evidence to critically evaluate diverse theoretical perspectives about the sources of gendered behavior and gender inequality; and to develop the ability to examine how one's own life fits into a complex web of gendered experiences in terms of race, social class, sexual preference, age, and cultural differences.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The course provides an in-depth focus on the concept of gender and how it is one of the key factors that organize and structure social activities. The course helps students to further develop their "sociological imagination" by linking their private lives to public issues. Students will further develop skills in evaluating scientific evidence through an examination of methods of studying gender. The course will fulfill the 350s (Social Organization) requirement for the major.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is appropriate at any point in the major after introduction to the key concepts and theoretical perspectives in the discipline. It increases students' knowledge of social institutions and gives them an opportunity to apply concepts, theories, and research strategies to understanding a substantive topic.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? The course complements other humanities and social science courses that focus on understanding the intersection of race, class, and gender on human behavior. This course focuses on Western industrial societies and thus works in conjunction with the cross-cultural focus of ANTH 346, Anthropology of Gender, to give a well balanced understanding of the social organization of gender (see attached letter).

   (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.) ❌, but the course will satisfy a requirement for the Minor in Women's Studies.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH 1/
9. Method of teaching: Lecture, discussion, and small group activities.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None. The course has previously been taught as a special topics during Maymester Evening 1995 and 1996, and should not affect current enrollment patterns.

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

None.

(c) Frequency of offering: ___ each Fall ___ every two years ___ each Spring ___ every 3 years ___ other (Explain offered primarily in Maymester evening once a year.)

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

(a) Staff No additional taught previously as Special Topics: May Evening course

(b) Budget Self-supporting, Summer School budget

(c) Library No additional

(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: Christine A. Hope Date submitted: 3/25/97

14. Signature of School’s Dean: Date: 2/25/97

15. Signature of Business Affairs Official: June H. Dugdale Date reviewed: 3/27/97

16. Signature of Curriculum Committee Chair: Date approved: 3/2/97

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.)

2/
1. Department: Department of Theatre
2. Course number and title: THTR 276, Script Analysis
   Number of credits: 3
   Total hrs/week: Lecture: 3  Lab: 0
3. Course will be offered first: It has been taught twice as special topics offering and will be scheduled every fall.
4. Catalog description (please limit to 50 words): Theatre 276, Script Analysis, a study of the standard system of classifications used to examine the text of a play. Emphasis on script analysis from the perspective of a theatre practitioner.
   Check if appropriate: __ Humanities  __ Social Science (meets minimum degree requirements)
5. Prerequisites (or other restrictions): None. Theatre 176 will be dropped as a requirement for a theatre major.
6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? Goal: To give theatre majors a clear understanding of the process of script analysis with emphasis on analytical reading and logical thinking. Objectives: Students will develop methodology for determining: given circumstances, the world of the play, background story, physical and psychological action, plot structure, and plot progressions, as well as tempo, rhythm and mood.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The theatre department stresses the importance of students’ demonstrating a strong general knowledge of theatre and a depth of knowledge in at least one area of expertise. Script analysis provides structures of analysis which serve design, directing and performance. By taking this course, a student will be more solidly prepared to begin study in any area of concentration in the department.
7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a foundation course for all majors because it will ground designers, directors, and actors in the concept of solid text work. Through understanding and employing the ideas emanating from formalist script analysis, each theatre major will be able to meld the theoretical to the practical with heightened efficiency and a deeper, richer aesthetic vision.
8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course allows students to understand fully the universal themes presented in the text of the play itself and to develop their powers of analytical reading and critical thinking.
   (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.) The English Department has written a letter of support.
9. Method of teaching: This course employs the lecture and discussion methods requiring analytical essays, oral reports, and group projects.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. All theatre majors will take this course during their freshman or sophomore year.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. No additional staff will be needed. This class has been offered as a Theatre 289 Special Topics class for the past two years.

(c) Frequency of offering: \(X\) each Fall, \(\_\) every two years, \(\_\) each Spring, \(\_\) every 3 years, \(\_\) other (Explain)

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

(a) Staff—no increase; \(\text{Sec } 10b\)
(b) Budget—no increase.
(c) Library—The library has adequate support material for script analysis. As needed, additional plays and material may be ordered. This action will be absorbed by our current library budget.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: ____________________ Date submitted: 3-14-97
14. Signature of School’s Dean: ____________________ Date: 3-14-97
15. Signature of Business Affairs Official: ____________________ Date reviewed:
16. Signature of Curriculum Committee Chair: ____________________ Date approved: 3/51/97
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
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5. Undergraduate Studies (SNAP, ON COURSE)

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

a:\newcours\newcours.frm
Committee on Curriculum and Academic Planning
Proposal to Alter Current Program or Major
(Note: since no forms seem appropriate, we've modified one to fit this proposal)

1. Department: Theatre
2. Course changes will go into effect: Fall, 1997
3. Change(s) Desired: Replace THTR 176: Introduction to Theatre with new course, THTR 276: Script Analysis in core of theatre major.
4. Justification for Change(s):

Most current theatre majors enter the College of Charleston with considerable experience in both theatre studies and practice, finding THTR 176: Introduction to Theatre basic and redundant. Students coming to the theatre major with little experience usually choose the discipline after taking 176 and two or three other basic theatre courses.

The proposed course in Script Analysis, THTR 276, is intended to provide all theatre students with exposure to the common processes involved in breaking down plays. All theatre artists must be able to do this successfully. To address this, play analysis has been a major component of performance, design and directing courses.

Dedicating an introductory major course to the subject of script analysis will allow the subject to be covered in much more depth and in a more organized fashion. Subsequently, instructors of advanced courses will be able to use time spent in teaching analysis on additional topics pertinent to those courses and will be able to build on this common background.

5. Date Approved by the Department: 10-2-96 Date Submitted: 3-14-97
6. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal a)

1. Department: Theatre

2. Course Number and Title: THTR 180: Theatre Make Up

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

4. Change(s) Desired: Add "Permission of Instructor" as a prerequisite for THTR 180: Theatre Makeup

5. Justification for Change(s):

The current practice in registering students for this course is to have the instructor compile a waiting list, then submit that list to the registrar's office because the enrollment in the course is limited by available space in the classroom. Since this is a course required of performance concentrators, it is necessary to limit the enrollment to only those students.

The addition of "Permission of Instructor" as a prerequisite in the catalog clarifies the process of registering for the course.

6. Date Approved by the Department: D-21-97 Date Submitted: 3-14-97

7. Signature of Department Chair:
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal b)

1. Department: Theatre

2. Course Number and Title: Various

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

4. Change(s) Desired: Drop existing prerequisites from the following courses:
   
   THTR 209: Stagecraft I
   THTR 240: Costume: Introductory Studies
   THTR 277: Acting I
   THTR 280: Scene Painting

5. Justification for Change(s):

   These courses serve the general student population of the college as elective courses and majors as core courses in the major or, in the case of THTR 280, as a part of a concentration.

   Students electing these courses can successfully complete them without taking THTR 176 first; therefore, there is no real value requiring the prerequisite of THTR 176.

   Since the department is dropping THTR 176 as a requirement in the major, it follows that theatre majors should not have to take it as a prerequisite for major courses.

6. Date Approved by the Department: 1-27-72

7. Date Submitted: 3-14-77

8. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal c)

1. Department: Theatre
2. Course Number and Title: Various
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Change number of hours for the following courses from 3 to 1-3:
   - THTR 289: Seminar: Selected Topics in Theatre I
   - THTR 399: Tutorial
   - THTR 489: Seminar: Selected Topics in Theatre II
   - THTR 490: Independent Study
5. Justification for Change(s):
   Special topics courses, tutorials and independent study courses are offered on a regular basis in the Theatre Department. The question has come up as to why these courses need to be offered with three hours of credit. Occasionally, faculty will want to offer a one or a two hour course in a particular topic, because the subject matter and the work required doesn't merit three hours of credit.
   This adjustment would allow these courses to be offered for the appropriate number of hours.

6. Date Approved by the Department: 10-21-96  Date Submitted: 3-14-97
7. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal d)

1. Department: Theatre
2. Course Number and Title: Various
3. Course changes will go into effect: Fall, 1997
5. Justification for Change(s):
   THTR 207: Graphics for the Theatre was added to the catalog to provide students interested in the theatre craft and design areas with a grounding in drawing, drafting, rendering and model building. As an introductory design course, it was added to the major so that students could start upper-level design and craft courses with basic skills needed in those courses. The course was intended to serve as a prerequisite course for these courses when it was added to the category, and this action is basically one of "housekeeping," bringing that intention to reality.

6. Date Approved by the Department: 10-21-96 Date Submitted: 3-14-97
7. Signature of Department Chair:
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal e)

1. Department: Theatre
2. Course Number and Title: Various
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Change in prerequisite from THTR 277 to THTR 376 for THTR 360: Voice and Diction and THTR 375: Stage Movement
5. Justification for Change(s):

   By requiring THTR 376: Acting II: Characterization as a prerequisite for THTR 360: Voice and Diction and THTR 375: Stage Movement, the order that students take courses in the performance concentration is clarified and solidified.

6. Date Approved by the Department: 10-2-96 Date Submitted: 3-14-97
7. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal f)

1. Department: Theatre

2. Course Number and Title: Various

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


5. Justification for Change(s):

Since the Theatre Department will no longer require students to take THTR 176: Introduction to Theatre as a part of the theatre major, substituting the new course THTR 276: Script Analysis as a requirement, this change alters prerequisite in two current courses from THTR 176 to THTR 276.

Note that THTR 370: Stage Management, retains the current prerequisites of 209, 240, 277 or Permission of Instructor.

6. Date Approved by the Department: 10-21-96  Date Submitted: 3-14-87

7. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal g)

1. Department: Theatre

2. Course Number and Title: THTR 376: Acting II: Characterization (3)

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

4. Change(s) Desired: Addition of THTR 276 and "Permission of Instructor" to current prerequisite THTR 277.

   Justification for Change(s):

   The addition of THTR 276 to THTR 277 as a prerequisite for THTR 376 puts courses in the proper sequence for performance concentrators. In addition, the addition of "Permission of Instructor" allows instructors to admit students with considerable theatre experience into the course.

5. Date Approved by the Department: 10-21-96

6. Date Submitted: 3-14-97

7. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal h)

1. Department: Theatre

2. Course Number and Title: THTR 377: Acting III: Style(3)

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

4. Change(s) Desired: Add THTR 360, THTR 375 and "or permission of instructor" to current prerequisite THTR 376

5. Justification for Change(s):
   The addition of these prerequisites for THTR 377 puts courses in the proper sequence for performance concentrators. In addition, the addition of "Permission of Instructor" allows instructors leeway in admitting students with considerable alternate theatre experience into the course.

6. Date Approved by the Department: 02/21/97 Date Submitted: 3-14-97

7. Signature of Department Chair: ________________________________
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal i)

1. Department: Theatre

2. Course Number and Title: THTR 378: Principles of Directing for the Theatre (3)

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

4. Change(s) Desired: Add THTR 276 and “or permission of instructor” to current prerequisites of THTR 209, THTR 210, THTR 240, THTR 277

5. Justification for Change(s):

The addition of these prerequisites for THTR 378: Principles of Directing for the Theatre reflects the replacement of THTR 176 with THTR 276 in core courses in the Theatre Department major and provides the instructor with the flexibility of permitting special students from other departments into the course.

6. Date Approved by the Department: 10-21-96 Date Submitted: 3-14-97

7. Signature of Department Chair: ___________________________
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal j)

1. Department: Theatre

2. Course Number and Title: THTR 380: Seminar in Electronic Music and Sound (3)

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

4. Change(s) Desired: Change title of course to THTR 380: Seminar in Sound for the Theatre. Drop MUSC 352 from current prerequisites of THTR 209 and "or permission of instructor."

5. Justification for Change(s):

The new course title better represents the content of the course. The dropping of MUSC 352 as a prerequisite eliminates a vestigial remnant from the days when the theatre and music programs were part of the same department and opens the course to regular enrollment by more interested theatre students.

6. Date Approved by the Department: 12-21-96

7. Date Submitted: 3-14-97

Signature of Department Chair: [Signature]
To: Faculty Senate  
From: Ad Hoc Committee to Review General Education  
Re: Goals for General Education

As a committee of the Senate, we are charged with facilitating a comprehensive, campus-wide discussion and review of General Education at the College of Charleston over a three year period. The Ad Hoc Committee to Review General Education submits the following package of Goals for General Education to the Senate for endorsement.

The Goals for General Education were generated through a discussion and consensus process involving numerous faculty, staff and students working in Inquiry Groups throughout the fall and spring semesters and in two General Forums held in August, 1996 and January, 1997. Documents are included that chronicle both the process and the evolution of the goals in their current form. We began with broad questions about what it means to be an educated person in the 21st century and then worked toward developing a set of goals that would facilitate the development of these characteristics in a liberally educated graduate of the College of Charleston. We feel that the package of Goals, taken as a whole, is an important first step in developing a common ground for the discussion that lies ahead.

We ask for the Senate’s endorsement of the Goals package so that we can continue with the discussion and review using the goals as an expression of our basic agreement. The committee is not, at this time, seeking final approval of a new set of goals nor are there plans to send these forward for institutional approval. When and if we reach that point, the Committee will return to the Senate for formal approval. However, as a committee of the Senate, we do feel an endorsement is in order before we proceed further.

Reports from the Inquiry Groups, Forums, and other documents can be found on the GenEd Webpage: www.cofc.edu/~donatoh/GenEd. If you have any questions or need additional information, please do not hesitate to contact any member of the Ad Hoc Committee:

Lynne Ford, Co-Chair x6531/fordl  
Diane Johnson x8224/johnsondc  
Ed McGuire x8222/hagam  
Roger Daniels x8041/danielsr  
Andy Lewis x5558/lewisaa  
Nancy Sorenson x5613/sorensonnn  
Sam Hines x5770/hinnes  
Gordon Jones x5991/jonesg  
Kirk Stone x5644/stonek  
Lee Lindner x8288/lindnerb  
Sharon Fross Pothering x5527/potherings  
Marshall Brandt 853-1393/mbrandt@edisto.cofc.edu  
Angela Kouters 953-3243/amkouter@edisto.cofc.edu  

Henry Donato, Co-Chair x8094/donatoh  
Al Lyndrup x5805/lyndrupa  
Paul Jursa x7836/jursap  
Howard Rudd x1356/ruddh  
Monica Janas x5554/janasam  
Todd Grantham x8011/granthamt  
Arch McCallum x6557/mccalluma  
Jeri Cabot x5522/cabotj  
Fran Courson x8048/coursonf  
Charles Kaiser x5705/kaiserc  
Sue Sommer-Kresse x7031/kresses  

April 4, 1997
Goals for General Education

Students, through the curricular and extra-curricular General Education experience, are expected to:

1. acquire basic knowledge of the arts, humanities, mathematics, and the natural and social sciences, the languages which define and convey this knowledge, and the relationship among the branches of knowledge.

2. acquire an interdisciplinary understanding of major contemporary ethical, political, economic, social and scientific issues and movements including their origins, implications and interrelationships.

3. develop a knowledge of diverse cultures, natural and human-made environments, and their global interrelationships.

4. develop effective reading, writing, and oral communication skills in English, and basic communication skills in a language other than English.

5. develop skills in the methods and technologies of inquiry, critical thinking, problem solving, scientific research, quantitative and historical analysis.

6. employ the available resources to retrieve, use and evaluate information from a variety of sources.

7. develop the ability to set and achieve personal goals.

8. work and interact effectively with others.

9. develop intellectual honesty and curiosity, a commitment to lifelong learning, a sense of personal responsibility, and informed, active, responsible citizenship in a climate of civility where dialogue about intellectual debates and controversies can occur.
General Education Discussion Questions: Fall 1996

I. What is the Nature of an Educated Person?

1a. What does it mean to be an educated person in the 21st Century?

1b. What skills, values and knowledge should a graduate of the College of Charleston possess?

II. How Can the College Experience Facilitate the Development of a Liberally Educated Person?

2a. How can the College of Charleston Facilitate the Development of a Liberally Educated Person?

2b. What Specific General Education Goals and Objectives should the College of Charleston Adopt to Facilitate Liberally Educated Students?

In preparation for the January General Education Forum, we would like each Inquiry Group to have worked through these questions as a common reference point. Where your discussions might go beyond these questions throughout the fall semester is up to you as a group. Specifically, we would encourage each group to review the existing General Education Goals (attached) in light of your discussion of the nature of an educated person. How well do our goals meet that objective of general education? If your group decides new goals need to be developed or existing goals need to be replaced, please include a well-developed rationale linking your changes to the development of a liberally educated person. Each time you meet, choose someone to post a brief synopsis of your deliberations to the GenEd Mailing list. If you identify additional discussion questions on which you would like feedback from the other inquiry groups, post those too!

In early December, each group will be asked to post the results of their semester-long discussion and review of the goals to the GenEd Mailing List. We will then reconvene as an entire group in early January to review the recommendations and determine what actions are necessary regarding the stated goals of General Education for the College of Charleston.
Working Draft of Consensus Goals for General Education

This document is based on the semester-long discussions and subsequent final reports of 17 Inquiry Groups meeting throughout the fall of 1996. The Ad Hoc Committee culled the reports for "consensus" goals, meaning those mentioned by a majority of the groups in some form, and these are presented in bold. Beneath each consensus goal are additional goals or language variations offered by one or more Inquiry Groups. The committee chose to present the goals organized by three categories: Knowledge, Values and Skills. We ask you to work with the document here at the Forum and in your first Inquiry Group meeting of the Spring and submit a "final version" of Consensus Goals for General Education by January 24, 1997. The Ad Hoc Committee will return a set of goals to groups by February 7 for use throughout the spring semester. (The numbers in parentheses correspond the Inquiry Group Final Report Number)

Knowledge:

Basic knowledge of humanities, arts, mathematics, and the natural and social sciences.
Foreign Language (10, add to "basic knowledge" goal
Personal health (6,
Discipline specific knowledge
Philosophical and empirical knowledge of political systems
To develop basic knowledge in the social sciences, and enable students to address major contemporary political, social, economic, and scientific issues in an interdisciplinary way. (5)
To help students develop the ability to relate knowledge among disciplines (10)
The knowledge of historical perspective and specifically knowledge of the origins of ideas that are part of their own culture (11,
An understanding of nonverbal communication (11)
To help students acquire a meaningful depth of knowledge and competence in at least one academic discipline and be able to relate knowledge in that discipline to other disciplines (15,
Body of knowledge (16: what does that mean? Is there a "core"?
replace the list of disciplines with "liberal arts and sciences" (7
The appreciation of the history and development of our common received culture: arts, language, government, technology, math and science (3

Awareness of major issues past, present and future.
Knowledge of the leading Zeitgeist of the past, and present, including philosophical, religious and artistic schools of thought and practice
To develop an understanding of political, economic, social, and scientific issues of the past, present, and future. (7)
To understand the importance of the political, social, ethical, economic, scientific, and health issues of their time. (9, 10: and their role as citizens, 12: and to recognize their responsibilities to the larger community

Global Outlook.
Ecological Literacy
Theoretical and empirical knowledge of the place of humans in the natural and human-made world
To help students understand people from diverse backgrounds and cultures, and to encourage their development of a global outlook (5,
An understanding of cultural relativity: the ability to understand and respect other cultures, past and present, without reference to one's own culture or abandonment of one's own cultural values (11
*An understanding of the relationship between society, technology, and science (11
*Global awareness and an appreciation of social and cultural diversity (2,4
*To develop an understanding of the global environment--past, present and future (6,
(*some groups listed these under values--where do they belong?)
Values:
Understand and respect cultural diversity.
Appreciation of demographic and ideological diversity and tolerance of its manifestations
To understand and respect people from diverse backgrounds and cultures and to develop a global outlook (9
Appreciation of cultural relativity (11

Lifelong learning
To develop a commitment to intellectual curiosity and lifelong learning (2,4,7

Community perspective/citizenship
Community perspective...local, national, and international (6
Belief in civil discourse and active citizenry (11

Moral development
Ethical development
to enhance affective development and interpretation and appreciation of affective expression (4, 6

Assume personal responsibility for education (12

Intellectual honesty, including accepting and giving constructive feedback, and demonstrating skepticism
the Courage to act, thoughtfully and responsibly

The development of a social conscience (3

HUMANITY: students should be able to live more productively, to feel more deeply, and to participate more fully and with greater civility in society (17
Skills:

**Oral, written, reading communication skills**
Non-verbal communication skills
reading, writing, oral and nonverbal communication skills
Effective communication skills in English (11)
Basic communication skills in a language other than English (11)
add “quantitative” to list of skills (16)
Ability to read and interpret (17)

**Critical thinking and problem solving**
Critical thinking in the areas of logic, mathematics, and historical perspective
To use methods of scholarly inquiry, based on critical thinking, scientific research and problem solving (9)
Mathematical thinking skills (11)
Scientifically literate (11—does this belong here or elsewhere?)
Ability to reason ethically

**Research skills**
accessing (familiarity with) information retrieval systems
assessing the validity of information
proficiency in information and communication systems
including library use, formal experimentation, and computer literacy
to develop the ability to understand methods of scholarly and scientific research

**Ability to work with others**
To enhance the ability to work well with others and effectively alone (listed as value-IG2?)
Human relations skills (7)
Art of collaboration (15: To help students understand, respect, and collaborate with people from diverse backgrounds and cultures, and to encourage the development of a global outlook)
Interpersonal skills (3)
Foreign Language skills
Self-expression/creativity
Intra-personal knowledge
To promote the ability to set and achieve goals, and to integrate and connect knowledge and ideas for practical use (5)
To help students identify individual and group goals and develop means of achieving them (10)
Time management skills
The ability to use a computer
General Education Discussion Questions: Spring 1997

I. Based on the January Forum discussion, Inquiry Group reports and the Working Draft of Consensus Goals, use the first meeting to clarify language and refine the goals. Produce your group's “final version” of Goals for General Education to forward to Ad Hoc Committee by 1/24.

A final version of the Consensus Goals for General Education incorporating the Forum work and subsequent revisions will be drawn up by the Ad Hoc Committee and re-distributed to groups by February 7, 1997 for use throughout the spring.

II. In light of the new Consensus Goals for General Education, to what extent does the current General Education experience (curricular and extra-curricular) support or fail to support these Goals?

2a. What are the specific experiences in or outside of the classroom that support the new goals? 2b. Which goals, if any, lack sufficient supporting experiences?

We would like groups to be especially careful to consider the entire experience a student may have at the College including the range of experiences outside of the classroom.

III. Prioritize areas in which the current General Education experience does not sufficiently support the new Consensus Goals.

In other words, given the new consensus goals, where are the holes in the existing general education experience at the College? While recognizing that all needs are important, prioritize the areas you and your group feel are most in need of attention.
Knowledge

K-1

*Basic knowledge of the humanities, arts, mathematics, and natural and social sciences.
*An interdisciplinary understanding of political, economic, philosophical, and scientific movements--their origins and implications.
*Understanding of diverse cultures, the natural world and their interrelationships.

K-2

*To develop a basic knowledge of the disciplines of the liberal arts and sciences, including an awareness of the past, present and future.
*To gain a knowledge of the place of humans in the natural and human-made environments; to gain a knowledge of one's own place in the world of diverse cultures.

K-3

*To acquire basic knowledge of humanities, arts, mathematics and the natural and social sciences, the languages which define and convey this knowledge, and the relationships among these branches of knowledge.
*To develop an understanding of ethical, political, economic, social and scientific issues of the past, present and future.
*To acquire a global understanding of knowledge.

K-4

*The general educational goal of the College of Charleston is to develop a basic knowledge of humanities, arts, mathematics, and the natural and social sciences.

K-5

*Students will explore, acquire, and integrate knowledge of the liberal arts and the sciences.
*Students will develop a global awareness of major political, social and scientific issues.
Values

V-1
A liberal arts and sciences education necessarily involves students in an examination of their individual values and the values embraced by human groups at various times and places. The commitment to the pursuit of knowledge and skills as a goal means that we will value openness and maintain a commitment to furthering intellectual curiosity. Our goal is to create a climate of civility among a community of learners in which dialogue about intellectual debates and controversies about values can occur. Specifically we seek:

*To provide students with the opportunity to grow as individuals and to assume increasing responsibility for their continuing intellectual, emotional, physical, and moral development.
*To encourage students to participate in their local and expanded communities in their role as democratic citizens.
*To help students understand and respect people from diverse backgrounds and cultures and to encourage the development of a global outlook.

V-2

*Students should develop an understanding of cultural diversity and global interdependence.
*Students should develop a commitment to intellectual curiosity and lifelong learning.
*Students should develop a personal sense of responsibility to the universe and its inhabitants.

V-3

*To develop a global perspective and respect for diversity.
*To develop a commitment to intellectual curiosity and lifelong learning.
*To encourage students to understand and actively participate in the communities to which they belong.

V-4
A liberally educated person has:

*Developed a global outlook, and understands and respects cultural and ideological diversity.
*A commitment to intellectual curiosity and lifelong learning.
*The ability for informed, active and responsible citizenship.

V-5

*To develop an appreciation of diversity and respect people of diverse backgrounds and cultures.
*To develop intellectual curiosity and a commitment to lifelong learning.
*To develop responsible citizens of a community capable of making intellectually honest evaluations of complex ethical issues.
Skills

S-1
The liberally educated student should possess the following skills:

* effective oral, written, and reading communication skills that are improved beyond their entrance levels.
* the ability to use methods of scholarly inquiry based on critical thinking and problem solving.
* the ability to understand and utilize methods and technologies of scholarly and scientific research.
* the ability to set and achieve goals, and to integrate and connect knowledge and ideas for practical use alone and in a global setting.

S-2

* Skills in effective oral, written, reading and nonverbal comprehensions and communication skills.
* Skills in using methods of scholarly inquiry, based on critical thinking, scientific research, and problem solving.
* Skills in accessing and assessing information and communication systems.
* Skills in working with others through self-development and interaction.

S-3

* Students should be able to communicate effectively.
* Students should be able to effectively employ critical thinking, problem solving, and quantitative analysis.
* Students should be able to acquire and retrieve knowledge from a multiplicity of sources.
* Students should be able to work and interact effectively with others.

S-4

* General Education should develop effective communication skills in standard English and a language other than English as well as reading, writing, oral, and nonverbal communication skills.
* General Education should develop critical thinking and problem solving by using methods of scholarly inquiry including basic knowledge and historical perspective as well as possible applications of such knowledge and perspective.
* General Education should develop research skills through the teaching of basic knowledge as well as teaching the methodology and technology of discovering new knowledge, utilizing a variety of methods, which include libraries, computers, formal experimentation/observation, etc.
* General Education should develop the ability to work with others by developing human relations skills, collaborating with people from diverse backgrounds and cultures, and to encourage the development of a global outlook with the ability to cooperate with others, to set and achieve goals, and to integrate and connect knowledge and ideas for practical use.

S-5

* A liberally educated person should develop a receptive mind by learning to communicate with both oral and written forms of English and at least one other language.
* A liberally educated person learns to use scientific and quantitative methods, logical reasoning, and historical context to develop a critical approach to the acquisition of knowledge.
* A liberally educated person should be able to retrieve, use and evaluate information for the purpose of scholarly, scientific research.
* A liberally educated person should work effectively with others.
Synthesis of “Final” Knowledge, Skills and Values Goal Statements from Inquiry Groups

Knowledge

• To acquire [develop (5)] a basic knowledge of the arts, humanities, mathematics, and the natural and social sciences, the languages which define and convey this knowledge, and the relationships among these branches of knowledge. (1)(4)(7)(8)(12)
• A liberally educated person should have a basic knowledge of the humanities, arts, mathematics, the natural sciences, and the social sciences, and the relationships among these branches. (14)
• To explore, acquire, and integrate [historical and contemporary (15)] knowledge of the liberal arts and sciences (2)(15)
• Students should develop a basic knowledge of the disciplines of the liberal arts and sciences. (9)
• Students should have a basic knowledge of the humanities, arts, mathematics, and natural and social sciences. (5)(11)(16)
• Students will acquire basic knowledge of the disciplines of the liberal arts, including an awareness of past, present, and future. This broad-based knowledge will augment the student’s major course of study. (17)

• To develop an [interdisciplinary (2,4)] [global(7)] understanding of economic, ethical, philosophical, political, scientific and social issues—their origins and implications. (1)
• A liberally educated person should develop an understanding of worldwide political, economic, philosophical, and scientific movements, including their origins, implications and interrelationships. (14)
• An interdisciplinary understanding of major contemporary ethical, political, economic, social and scientific issues—their origins and implications. (8)
• To encourage students to become conscious of the importance of the political, social, economic and scientific issues of their time. (13)
• The liberally educated person will develop an awareness of prominent political, social, and scientific issues. (15)
• To acquire understanding of the diversity of cultures, the natural world, and their relationships. (1)(11)(12)

• Knowledge of different cultures and encourage and encourage the development of a global outlook. (8)
• To develop a global understanding of diverse cultures, natural and human-made environments, and their interrelationships. (2)
• To gain a knowledge of the place of humans in the natural and human-made environments: to gain a knowledge of one’s own place in the world of diverse cultures. (4)
• To develop a basic knowledge of the disciplines of the liberal arts and sciences, including an awareness of the past, present and projections of the future. (3)
• Students should have an understanding of [ethical(12)] political, economic, social, cultural, scientific issues of the past, present and future. (11)

• Students will develop a global awareness of major political, social, scientific issues. (3)

• A liberally educated person learns to use scientific and quantitative methods, logical reasoning, and historical context to develop a critical approach to the acquisition of knowledge. (3)

• To ensure that students acquire a basic knowledge of humanities, arts, mathematics and the natural and social sciences, the methodologies that pertain to each discipline, the languages which define and convey this knowledge, and the relationships among these branches of knowledge. (13)
Skills

*A liberally educated person should be able to communicate effectively (5)(16), orally and in writing, in English and another language. (1)
*To develop effective reading, writing, and oral communication skills. (2)(7)(9)
*To ensure that students read, write, and communicate effectively. (13)
*[General education should develop effective communication skills in standard English and a language other than English(11)] as well as reading, writing, oral and non-verbal communication skills. (3)(4)
*A liberally educated person has effective reading, writing and oral communication skills in English, and competent communication skills in a language other than English. (8)
*A liberally educated student should be able to read critically, to write clearly, to speak effectively, and to listen attentively.(14)
*The liberally educated person should possess skills in effective oral, written, reading and non-verbal comprehension and communication.(15)

*Students will develop and refine their reading and writing skills and their ability to use and interpret oral and non-verbal communication. Students will learn to communicate in English at the level of effective professional discourse and will demonstrate at least a proficiency in another language. (17)

*A liberally educated person should be skilled in the methods of scholarly inquiry, including critical thinking, problem solving, scientific research, and historical perspective. (1)
*To develop the ability to use methods of scholarly inquiry based on [ethics (2)], critical thinking, and problem-solving. (4)(7)(15)
*To understand and utilize methods and technologies of scholarly and scientific research [including quantitative methods(2)]. (4)(7)
*A liberally educated person is able to use scientific and quantitative methods, logical reasoning, and historical context to develop a critical approach to the acquisition of knowledge.(8)
*Students should be able to employ critical thinking, problem solving and quantitative skills. (9)
*Students should have the ability to think critically and perform quantitative analyses effectively. (11)
*Students should be able to think critically, solve problems, and apply quantitative analysis. (16)
*To ensure that students develop skill in methods of scholarly inquiry, critical thinking, quantitative analysis, and problem solving. (13)
*Students will develop skills in using methods of scholarly inquiry, which include critical thinking, problem solving, and research.(17)

*A liberally educated person should be able to acquire [and retrieve (16)] information from a multiplicity of sources. (1)(5)
*A liberally educated person is able to employ the available resources to retrieve, use and evaluate information for the purpose of research. (8)
*Students should develop the ability to understand and utilize methods and technologies of scholarly and scientific research. (9)
*Students should be able to retrieve, evaluate and generate knowledge from diverse sources in the liberal arts and sciences.(11)
*A liberally educated student should be able to identify and access relevant sources of information. (14)
*skills in accessing and assessing information and communication systems. (15)(16)

*A liberally educated person should be able to think systematically, maintain skepticism, and evaluate evidence. (14)

*A liberally educated person should be able to work [and interact (4)(7)(16)] effectively with others. (1)(5)(15)
*To ensure that students develop the capability to make objective judgements about complex personal and societal issues. (13)
*A liberally educated person should be able to set and achieve goals, and to integrate and connect knowledge. (1)
*To develop the ability to set and achieve goals, and to integrate and connect knowledge and ideas for practical use alone and in groups.(2)
*The ability to set and achieve goals, and to integrate and connect knowledge and ideas for practical use alone and in a global setting.(3)

*Students should be able to: communicate effectively, think critically, solve problems, employ quantitative analysis, acquire and retrieve information from many sources, and work and interact productively with others.(12)
Values

[Preamble statement: A liberal arts and sciences education necessarily involves students in an examination of their individual values and the values embraced by human groups at various times and places. The commitment to the pursuit of knowledge and skills as a goal means that we will value openness and maintain a commitment to furthering intellectual curiosity. Our goal is to create a climate of civility among a community of learners in which dialogue about intellectual debates and controversies about values can occur.]

*A liberally educated student should view learning as a continuous and lifelong process. (14)
*To develop intellectual curiosity and a commitment to lifelong learning while providing students with the opportunity to grow as individuals and to assume increasing responsibility for their continuing intellectual, emotional, physical, and moral development in the community. (3)
*To provide students with the opportunity to grow as individuals and to assume increasing responsibility for their continuing intellectual, emotional, physical, and moral development. (4)

*To develop the ability for informed, active, responsible civic participation on local, national, and international levels. (2)
*To encourage students to become informed, active and responsible citizens. (7)
*Encourage students to develop a sense of personal responsibility toward, and to actively participate in, the communities to which they belong. (8)
*To encourage students to participate in their local and expanded communities in their role as democratic citizens. (4)
*A liberally educated person should become a responsible citizen capable of making [intellect issues] ...???? (11)
*a personal sense of responsibility to the universe and its inhabitants. (15)
*A liberally educated person has the ability for informed, active, and responsible citizenship. (16)

*Students should develop an understanding of cultural diversity and global interdependence. (3)(8)(15)
*To help students understand and respect people from diverse backgrounds and cultures and to encourage the development of a global outlook. (4)(7)
*Students should develop an appreciation of and respect for diversity. (9)
*A liberally educated person understands and respects cultural and ideological diversity. (11)
*A liberally educated students should be sensitive to diversity and responsive to the needs of others. (14)

*A liberally educated person should have a commitment to rigorous self-evaluation. (11)
*A liberally educated student should be disposed toward self-reflection and individual responsibility. (14)
*To foster the development of intellectual honesty. (13)

*Our goal is to foster intellectual honesty and curiosity, a commitment to lifelong learning, a sense of personal responsibility, and informed, active, responsible citizenship in a climate of civility among a community of learners in which dialogue about intellectual debates and controversies can occur. (12)

*Throughout every student's career, the College of Charleston community will affirm the foundational values of the liberal arts, which are citizenship, civility, curiosity, honesty and tolerance. (17)
General Education Goals—Final Ad Hoc Version—Submitted to Inquiry Groups 2-7-97

The General Education experience, curricular and extra-curricular, should help students to:

1. acquire basic knowledge of the arts, humanities, mathematics, and the natural and social sciences, the languages which define and convey this knowledge, and the relationship among the branches of knowledge.

2. acquire an interdisciplinary understanding of major contemporary ethical, political, economic, social and scientific issues and movements including their origins, implications and interrelationships.

3. develop a knowledge of diverse cultures, natural and human-made environments, and their global interrelationships.

4. develop effective reading, writing, and oral communication skills in English, and basic communication skills in a language other than English.

5. develop skills in the methods and technologies of inquiry, critical thinking, problem solving, scientific research, quantitative and historical analysis.

6. employ the available resources to retrieve, use and evaluate information from a variety of sources.

7. develop the ability to set and achieve personal goals.

8. work and interact effectively with others.

9. foster intellectual honesty and curiosity, a commitment to lifelong learning, a sense of personal responsibility, and informed, active, responsible citizenship in a climate of civility where dialogue about intellectual debates and controversies can occur.

Remaining Discussion Questions for Spring 1997 Consideration...

II. In light of the new Goals for General Education (above), to what extent does the current General Education experience (curricular and extra-curricular) support or fail to support these Goals?

2a. What are the specific experiences in or outside of the classroom that support the new goals?
2b. Which goals, if any, lack sufficient supporting experiences?

We would like groups to be especially careful to consider the entire experience a student may have at the College including the range of experiences outside of the classroom.

III. Prioritize areas in which the current General Education experience does not sufficiently support the new General Education Goals.

In other words, given the new consensus goals, where are the holes in the existing general education experience at the College? While recognizing that all needs are important, prioritize the areas you and your group feel are most in need of attention.
All Faculty, Staff and Students are invited to participate in an Open Forum on the Goals for General Education

Wednesday, April 2, 1997
4-5:00pm in Room 100 Maybank

General Discussion and Comment on the following set of Goals for General Education:

The General Education experience, curricular and extra-curricular, should help students to:

1. acquire basic knowledge of the arts, humanities, mathematics, and the natural and social sciences, the languages which define and convey this knowledge, and the relationship among the branches of knowledge.

2. acquire an interdisciplinary understanding of major contemporary ethical, political, economic, social and scientific issues and movements including their origins, implications and interrelationships.

3. develop a knowledge of diverse cultures, natural and human-made environments, and their global interrelationships.

4. develop effective reading, writing, and oral communication skills in English, and basic communication skills in a language other than English.

5. develop skills in the methods and technologies of inquiry, critical thinking, problem solving, scientific research, quantitative and historical analysis.

6. employ the available resources to retrieve, use and evaluate information from a variety of sources.

7. develop the ability to set and achieve personal goals.

8. work and interact effectively with others.

9. foster intellectual honesty and curiosity, a commitment to lifelong learning, a sense of personal responsibility, and informed, active, responsible citizenship in a climate of civility where dialogue about intellectual debates and controversies can occur.
Minutes for the General Education Forum

The General Education Forum convened at 4:00 pm in Room 100 of Maybank Hall on Wednesday, April 2nd, 1997.

Lynne Ford opened the meeting stating the purpose of the Forum is to ask the faculty to look at the General Education Goals as a package that will be forwarded to the 4/18 Senate meeting. She encouraged comments and questions. These comments and questions will be recorded and posted to the web site.

Called the Forum to look at goals as a package before they are to be forwarded to the 4/18 Senate meeting. Encouraged all to comment and raise questions. The comments and questions will be recorded and posted on the web site.

Where we were last year: Ad Hoc Committee was created by the Senate last March for the Forum. Inquiry Groups were created with approximately 10 people per group, which included students after January. Convened the August and January Forums. The question raised was: What does it mean to be an educated person? One of the side questions prompted the generation of goals. Each Inquiry Group was asked to produce a report with goals appropriate to their charge. The goals were then compiled and presented at the January Forum. At the Forum, a consensus of the goals were compiled and divided into three groups: knowledge, values, and skills. Groups were mixed at the January Forum and asked to look at the raw data from the Inquiry Groups and then asked to write four goals. This produced a compiled document and a final set of goals was reached from the Inquiry Groups. The Ad Hoc Committee took this synthesis document and produced a final set of goals. Over 120 people in each Forum and 40 students in the second Forum had a part in the compilation of these goals.

Lynne opened the floor to questions and comments.

Ken Bower?: What do you mean by goals? (He) thinks the wording should be changed to “expect students to exemplify” as opposed to help students. (He) is concerned that these be read as goals as they are intentions as what learners need to do. Believes it should be a statement about what a learner should do or perform.

Lynne: These are objective and should not be taken too far.

Andy: Words and phrases were battled over by the Ad Hoc Committee.

Hugh: A comparison of old goals in catalog. These goals are more narrowly focused. The major is not included in these goals but it is in the current institutional goals. Goals 7, 8, and 9 were controversial in his Inquiry Group. Asked why the major was not included.

Lynne: There was a discussion among the Committee about the difference between general education and liberal education. If talking about general education does that necessarily mean the 56 hours that make up the general education requirements. The charge from the Senate has been to think of general education as separate from the major. The Committee is looking for coherence between general education and the major. The approach is to encourage students to view general education and the majors as parallel tracks with points of intersection.

Hugh: Some goals seem adaptable to revising the minimum degree requirements and some are just tangents of minimum degree requirements. An example is goal 4. The intent of #4 seems to impose requirements on students and the others seem to want to put experiences in front of students. The nine goals seem to have different status to them. What is the intent?

Lynne: The intent is to give common ground. If we can agree these are characteristics of a graduate through in and out of the classroom then it will be easier to have a discussion of how to deliver that to students. The Committee tried to think broadly.

???: #8 is making the assumption that would involve students in general education courses as opposed to straight lecture.
Lynne: The Committee is not stating that these goals are specific to curriculum. Some would be outside activities as well.

Mary Beth: Another possible scenario is that some of these goals can be accomplished in the classroom and others not necessarily. Not assumed that every goal is guaranteed to be accomplished.

???: There seems to be differing language of some as encourage/help and some as require.

Charles: Some deal with in the classroom, some out of the classroom, and some as values that cannot be assessed.

Arch: Some goals not accompanied with requirements. An example would be requiring groups projects.

???: How will coherence be obtained for the goals?

Lynne: The Committee is not there yet.

Henry: Are the questions being raised concerned with the goals having curricular and/or extra curricular implication? Are the goals not clear enough?

???: The are not clear enough. Is it the intent to make requirements for each goal, whether curricular or not?

Lynne: The Committee is not there yet. These 9 goals should be able to be seen in each student.

George: Just because something can’t be required it doesn’t mean they shouldn’t be part of the goals. The institution can provide the situation but not require participation.

Jerri: Curricular doesn’t have to mean course. An example would be the new capstone courses.

???” #9 seems more like to outcome of the other goals. Suggest it as a preamble.

Lynne: Language was borrowed from the preamble and used as a goal.

???: #9 not a goal, more of a statement of coherence. #1-8 done by students. #9 done by institution.

???” Assessment of #9 is very hard and therefore is not a goal.

George: We should be giving the students the opportunity to achieve these goals. Like the idea of moving #9 to the preamble.

Martin: Modification of these goals is a possibility. Likes #9 as a preamble also.

Lynne: Comments and questions will be taken back to the Ad Hoc Committee and modifications will be determined before brought to Senate. Open to suggestions and modifications as long as they don’t eradicate the work done already.

???: Why English and another language other than English? What not two languages?

Martin: English-instruction institution for foreign students has trade-off.

???: What is the next stage from here?

Lynne: The Ad Hoc Committee will meet a couple times before the consideration at the Senate 4/18 meeting. The Committee will be asking for endorsement to accept as common ground and then move forward. Preparation for the August Forum will come next. If these are set as the goals, the next charge will be how do we provide these in and out of the classroom.
Long Range Plan for Review of General Education

What follows is the Ad Hoc Committee's three-year work plan to facilitate a comprehensive review of General Education at the College of Charleston. It is important to bear in mind that this is a process consciously designed to be inclusive of both people and ideas thereby rendering it dynamic, but also somewhat unpredictable. Over the next three years, there may be good reasons to diverge from this plan. Please consider this a work in progress.

Spring 1997:

Theme: How are we doing?

Questions:
1. Based on the January Forum Discussion, Inquiry Group reports and the Working Draft of Consensus Goals, each Inquiry Group will produce a final version of Goals for General Education to forward to the Ad Hoc Committee by January 24, 1997.
2. In light of the new Consensus Goals for General Education, to what extent does the current General Education experience (curricular and extra-curricular) support or fail to support these Goals?
3. Prioritize areas in which the current General Education experience does not sufficiently support the new Consensus Goals. Where is the need the greatest?

Products:
1. Evaluation of current general education experience in light of new goals
2. Understanding that General Education experience extends beyond the classroom and includes a variety of extra-curricular experiences.
3. Prioritize areas of weakness in General Education
4. Refinement and adoption of goals by faculty committee(s) and faculty Senate

August 1997 Forum: (2 days at Sullivans Island)

Theme(s): 1. Consensus on Priority Weakness areas in GenEd & strategies to address weaknesses
2. Informational Forum on Alternative Frameworks for Delivery of GE
   Invited Guests: Multiple Panels to present examples
   Related small discussion groups of Cof C faculty, staff and students
3. Preliminary consideration of resource needs and cost factors associated with plans

Fall 1997

Theme: Discuss General Education Frameworks--How do we provide a comprehensive General Education Experience at the College of Charleston?

Questions:
1. How do we organize the General Education Experience? (related to consensus goals, including both curricular and extracurricular aspects)
2. How do we deal with the "costs" of delivering the best GenEd Experience?

Products:
1. Draft Plans of General Education Comprehensive Framework

Spring 1998

Theme: Develop criteria for making curriculum decisions within the adopted GenEd Framework

Questions: 1. What are the criteria for courses to meet goals in a specific area?
           2. What kinds of extra-curricular experiences also meet goals?
           3. How are the curricular and extra-curricular components best coordinated within the Framework?

Products: 1. Set of Criteria to be used in considering adoption of General Education courses
           2. Discuss appropriate process for considering GenEd courses
           3. Some agreement on how to coordinate a “comprehensive experience”

August 1998 Forum: Refine and Adopt Criteria and Requirement framework

Begin to consider specific courses (new and existing) and extra-curricular experiences

Fall 1998-Spring 1999

Theme: Fill in the Framework
Questions: What courses? Which requirements? What experiences?

          2. Courses and any changes to appropriate faculty committees
          3. Recommendation regarding maintenance and ongoing review of General Education

August 1999 Forum: Presentation of final version of General Education Proposals and review any action taken on courses by faculty committees to date

Fall 1999-Spring 2000

Theme: Adoption, Affirmation

Faculty, Student, Staff Q/A Forums on General Education Proposals
Consideration of any proposed changes by Faculty Senate
Inquiry Groups—Spring 1997

**Group #1**
Arch McCallum, facilitator  
Bill Moore  
David Maves  
Marcie Desrochers  
Chip Biernbaum  
Chris Abate  
Hugh Haynesworth  
Jim Deavor  
Bernard Powers  
Phillip Powell

**Group #2**
Monica Janas, facilitator  
Cassandra Coombs  
Terry Bowers  
Susan Farrell  
Leslie Sauter  
Jeremy Browning  
Annette Godow  
Green T. Waggener

**Group #3**
Andrew Lewis, facilitator  
Ed Parent  
Bill Barfield  
Mike Katuna  
Jane Clary  
James F. Snyder  
Deborah Euland  
Bill Livingston

**Group #4**
Charles Kasier, facilitator  
Sandy Powers  
Richard Bodeck  
Skip Godow  
Bill Olejniczak  
Myrtle Glascoe  
Chris Starr  
John Creed

**Group #5**
Diane Johnson, facilitator  
Denis Keyes  
Larry Fulton  
Doug Friedman  
Fred Watts  
D. Reid Wiseman  
Rose Rowland  
Martin Jones

**Group #6**
Deanna McBroom, facilitator  
Guoli Liu  
Tom Langley  
Carol Toris  
Lynn Cherry  
Peter McCandless  
Fran Courson  
Sue Sommer-Kresse

**Group #7**
Paul Jursa, facilitator  
John Newell  
Frank Petrusak  
Richard Godsden  
Marie Fitzwilliam  
Kathy Haney  
Beatrice Stiglitz  
John Rashford  
Sissy Ehrhardt  
Mitchell Colgan

**Group #8**
Todd Grantham, facilitator  
Von Bakanic  
Chris Alexander  
Rosemary Brana-Shute  
Chris Hope  
Dinesh G. Sarvate  
Peter Rowe  
Amy Thompson McCandless
Group #9
Franklin Ashley, facilitator
Stephanie Low Chenault
Duncan R. Munroe
Deborah Miller
Hugh Wilder
Frank Morris
David Gentry
George Pothering

Group #10
Kirk Stone, facilitator
Denny Ciganovic
Glenn Lesses
Susan Morrison
Bill Kubinec
David Sattler
Eddie Jennings
Susan Gurganus
Phil Dustan
Gary Harrison

Group #11
Jeri Cabot, facilitator
Jerry Seay
Betsy Martin
Harold Nations
Richard Nunan
Dana Cope
Kate Van Liere
Meta Van Sickle
Boyce Cox

Group #12
George Hopkins, facilitator
Esther Brown
Maggie Pennington
Renee Murray
Tom Baginski
Faye Steuer
Michael Skinner
Phil Jos
Bob Neville
Gary Asleson

Group #13
Randy Sparks, facilitator
Meg Cormack
Jane McCullough
Jane Reno-Munro
Frank Kinard
Mary Beth Heston
Gordon Jones
Nancy Mauldin

Group #14
Trisha Folds-Bennett, facilitator
Nancy Sorenson
Jim Smiley
Brian Sholtens
Kristen Krantzman
Richard Shainwald
Shane Snipes
Nan Morrison

Group #15
Steve Gibson, facilitator
Sam Hines
Rob Dillon
Toby Mapes
Shannon Martinez
Mack Tennyson
Laura Turner
Chip Condon
William Danaher

Group #16
Joe Kelly, facilitator
Howard Rudd
Martha Runny
Paul Marino
Marion Doig
Scooter Barnett
Paige Wisotzki
Jon Morter
Lindsay Packer
Group #17
Rick Heldrich, facilitator
David Cohen
Tony Harold
Jeff Wragg
Roger Daniels
Leila Thomas
Julia Eichelburger
Diane Cudahy
Sara White

Group #18
Ad Hoc Committee to Review General Education at the College of Charleston

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Students Involved in General Education Discussion:
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<td>Megan Weiner</td>
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General Education goals proposed by the Ad Hoc Committee to the Faculty Senate:

The General Education experience, curricular and extra-curricular, should help students to:

1. acquire basic knowledge of the arts, humanities, mathematics, and the natural and social sciences, the languages which define and convey this knowledge, and the relationship among the branches of knowledge.

2. acquire an interdisciplinary understanding of major contemporary ethical, political, economic, social and scientific issues and movements including their origins, implications and interrelationships.

3. develop a knowledge of diverse cultures, natural and human-made environments, and their global interrelationships.

4. develop effective reading, writing, and oral communications skills in English and basic communication skills in a language other than English.

5. develop skills in the methods and technologies of inquiry, critical thinking, problem solving, scientific research, quantitative and historical analysis.

6. employ the available resources to retrieve, use and evaluate information from a variety of sources.

7. develop the ability to set and achieve personal goals.

8. work and interact effectively with others.

9. foster intellectual honesty and curiosity, a commitment to lifelong learning, a sense of personal responsibility, and informed, active, responsible citizenship in a climate of civility where dialogue about intellectual debates and controversies can occur.

We accept and support these goals:

Dani Grindlinger, Editor-in-Chief
Elizabeth Grow, Business Manager
Jennifer Harrick, News Editor
Jennifer James, Entertainment Editor

Chopper Johnson, Sports Editor
Art Nordstrom, Opinions Editor
Angela Kouters, Photography Editor
TO: Conrad Festa, Provost  
FROM: Dinesh Sarvate, Mick Norton, Gary Harrison

RE: Suggested Modifications to Sentences in the Faculty/Administration Manual

There are some sentences in the FAM which pertain to makeup of department evaluation panels and to people on leave/sabbatical and which can be interpreted in ways which lead needlessly to hard feelings between members of department panels and those who should or should not be on the panels. These changes are suggested in the belief that any clarification of interpretation which can help prevent such situations is worthwhile.

A  
p. 97 (M. 4. Composition of the Departmental Evaluation Panel, para. 2.) The second sentence is: "All tenured departmental faculty will serve on the evaluation panel." The suggestion is to insert as the next sentence: "Exceptions for faculty on sabbatical or leave are described in U. 8. a., p. 128."

B  
p. 126 (U. 6. a. Sabbatical Leave - General Information, para. 2) The last sentence is: "Faculty members on leave may vote on their departmental evaluation panels only if they are present for the deliberations." Modify this sentence to read: "Faculty members on leave or sabbatical may be on their departmental evaluation panels only if they can expect to be available for all panel meetings and participate in every case before the panel, just as they would if they were not on leave or sabbatical."

RATIONALE FOR A: Without the additional sentence, the existing sentence may be taken on its own to mean that anyone who is tenured is on the panel and hence have full voting privileges - end of discussion, regardless of whatever else may be stated somewhere in the FAM.

RATIONALE FOR B: (1) The suggested change makes it clear that the application is to people on either leave or sabbatical (the existing sentence refers to leave only, but is in a section on sabbatical leave). Hence no one can argue that the wording does not apply to them. (2) Even faculty members who are performing their regular teaching and other duties may not be able to make or be on time for every single meeting. The suggested change makes it clear that their availability is "expected" to be comparable to those times when they are not on leave or sabbatical. (3) The situation in which the person on leave or sabbatical is allowed to choose which cases to vote on invites problems. The reality or perception of being involved to support only "friends" or engage in "vendettas" would be avoided.
The Academic Standards Committee moves that the Leave of Absence policy, on page 46 of 1996-1997 edition of the Undergraduate Catalog, be deleted in its entirety and replaced by the following.

All requests for leaves of absence must be addressed to a Dean of Undergraduate Studies. Students participating in exchange programs with other universities may have leave status approved through the Office of International Education and Programs. When official leave is granted, students need not apply for readmission. However, students should notify the Office of the Registrar at the time of registration that they are returning from leave.

Leaves for periods of time up to one year are normally granted prior to the W date in the semester. For students having a GPA of 2.0 or better, a written request filed with Undergraduate Studies will be approved. For students having a GPA less than 2.0, a request should be addressed to a Dean of Undergraduate Studies. This request should be in writing and should explain the circumstances. Appropriate documentation should accompany the request.

Leave requests presented after the W date should be addressed to a Dean of Undergraduate Studies. These requests should be in writing and should explain the circumstances. Appropriate documentation should accompany the request.

Note: If an unofficial leave of absence is taken, a student will have to reapply through the Office of Admissions, be charged another admission fee, and the student will also have to register through Academic Orientation upon returning to the College.

Rationale:
The present policy allows official leaves of absence up to two weeks into any regular semester. Currently students on official leave of absence receive communications from the offices of the College regarding returning, advising, and registration. Those who simply withdraw from all classes within the first 6 weeks of class are de facto taking an unofficial leave and receive no communication.