Committee Members and Regular Guests

Chairpersons: Chad Galuska (Psychology) and Gayle Goudy (Art and Architectural History). Gayle served as acting Chair in Fall 2017 and Chad served as acting Chair in Spring 2018.

Secretary: Andrew Przeworski (Mathematics)

Faculty Members: Tom Carroll (Health and Human Performance), Garrett Davidson (Asian Studies), Douglas Friedman (International and Intercultural Studies), Nenad Radakovic (Teacher Education), Kathleen Rogers (English), Wayne Smith (Hospitality and Tourism Management)

Other regular attendees: Lynn Cherry (Academic Affairs), Megan Gould (Academic Affairs administrative assistant), Mary Bergstrom (Registrar), Franklin Czwazka (Catalog Manager), Jerry Mackldon (Assistant Registrar, Degree Works Specialist), Julie Dahl (Senior Associate Registrar, Operations), Karin Roof (Director, Academic Assessment and Strategic Planning)

Summary of Activities

Transition to Curriculog
The College has successfully transitioned from paper form submissions to electronic forms using the Curriculog proprietary software. Over the summer of 2017, the co-Chairs attended informational sessions about Curriculog hosted by Lynn Cherry and Megan Gould. Lynn and Megan also provided an introduction to Curriculog for the committee at our September meeting. Although there have been a few growing pains, Curriculog represents a substantial improvement over the old paper system. While the Faculty Curriculum Committee website has been modified some to reflect the new Curriculog submission process, references to the older paper system are still present. Andrew Przeworski and Megan Gould have been working on updating the website and we hope to have this completed by Fall 2018.

Guiding Framework for Evaluating Course Proposals

At our September meeting, the committee discussed frameworks for making decisions about curricular proposals. It was noted that our website refers to the AAC&U’s “Liberal Learning and the Arts and Sciences Major” project from the 1980s. This project has been updated and has morphed into two programs, one is LEAP (Liberal Education and America’s Promise) and the other is Project Kaleidoscope (PKAL). As such, the framework provided on our website was outdated. At our October meeting, we approved the LEAP standards to be used as a guide for making decisions about curricular proposals.
Curriculum Changes
The Faculty Senate Curriculum Committee spent much of its time reviewing undergraduate curriculum change proposals.

One new degree was created: Bachelor of General Studies (awaiting CHE and SACSCOC approval). One degree was terminated (Mathematics, B.A.). Both a new minor and a new concentration were created in English (Writing, Rhetoric, and Publication). In addition, new concentrations were created in Computing in the Arts (Game Development and Interaction), Professional Studies (Legal Studies), and Mathematics, B.S. (Mathematics Track). Mathematics also terminated two concentrations (Applied Mathematics Track and Pure Mathematics Track [replaced by Mathematics Track]) and modified concentrations in their Statistics Track and Teacher Education Program. The Honors College also made substantial revisions to their curricular requirements. These changes are summarized in an appended document created by Trisha Folds-Bennett (Director of the Honors College).

The committee also approved 34 changes to existing majors and concentrations, 9 changes to minors, added 61 new courses, changed 45 courses, and deactivated 27 courses. For a detailed list regarding these approvals, see the spreadsheets prepared by Franklin Czwazka. For a summary of the committee’s discussion, see the meeting minutes prepared by Andrew Przeworski.

Importantly, these statistics excluded curricular changes that were approved by our committee at the April 6 meeting (Religious Studies, Professional Studies, and Chemistry - see minutes). These changes still require Senate approval in the Fall 2018 semester.

Variable Content/ Special Topics Policy
In the previous year, the 2016-2017 FCC developed draft guidelines in order to differentiate courses whose content varies (VC) from courses named specifically “Special Topics” (ST). These two groups of courses differ in repeatability (the so-called “3-in-5 rule”), oversight, and their availability to other departments and programs via special topics shopping. The following table summarizes the draft guidelines to be used to distinguish between these two types of courses developed by the 2016-2017 committee.

<table>
<thead>
<tr>
<th>Variable Content Courses</th>
<th>“Special Topics” Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Courses with a ST designation and “Special Topics” in its name</td>
</tr>
<tr>
<td>Curriculum approval process</td>
<td>Created like any other regular course, which is vetted by the office of Academic Affairs, Registrar, FCC, and Faculty Senate.</td>
</tr>
<tr>
<td></td>
<td>Once the general special topics course and number has been approved, each variation of individual sections can be created without further oversight thus allowing flexibility of experimental topics</td>
</tr>
</tbody>
</table>
In our October meeting, the language was revised by Gayle Goudy as follows: Repeatable, variable topics courses are courses whose content varies in a significant way from term to term, such that the course description and/or title needs (clarification/definition/amendment?). Since the topic varies significantly, a student may repeat this course for credit. Specific topics used under a particular course number, may be offered up to three times in five years. The syllabi of repeatable, variable topics courses will be collected and reviewed by the Faculty Curriculum Committee to ensure that courses are not repeated more than three times in five years and presented to the Faculty Senate. Once a course is taught the third time within a five-year period, the Faculty Curriculum Committee will contact the department to begin the process to transition the specific course to a regular course with its own (non-variable) title, description, and number. Variable topics courses named “Special Topics” are included in a Special Topics Query (shopping), a service currently provided by the registrar’s office to advertise the courses with “interested” departments and programs.

No consensus was reached on this revised language. As other committees were also discussing how best to use these mechanisms, a subset of the committee (Friedman, Galuska, Goudy) met with other committee chairs on November 21, 2017, (Lisa Covert – General Education; Brenton Lemesurier – Assessment of Institutional Effectiveness; Robert Pitts – Academic Planning), again with no consensus emerging.

At the request of Lynn Cherry from the Provost’s office, the Chair of this committee (Galuska) and a subset of the committee with meet with Lynn and various department and program Chairs this summer in order to get a better grasp of how these VC and ST mechanisms are being used across the curriculum. We plan to use this information to develop formal guidelines for developing these courses and propose these to the Senate in 2018.

A related issue is the enforcement of the 3-in-5 Rule. Courses designated as ST are not to be offered more than three times in any five-year period. Committee member Douglas Friedman researched the history of this guideline. It was originally passed and appears in the November
29, 1994 minutes of the Senate. It was updated in 2002 (February 12, 2002 minutes) to specify
that the “Registrar’s Office will monitor the frequency of Special Topics courses. Special topics
courses having been taught two times within four years will be reported by the Registrar as such
to Department chairs. Special Topics courses offered three times within five years will be
reported by the Registrar to Department chairs and the Speaker of the Faculty Senate.”

In practice, the Registrar’s Office has not performed these oversight functions for many years.
After considerable debate this year to determine the feasibility of the committee assuming
oversight responsibilities, the committee agreed to begin oversight of the 3-in-5 Rule for all
courses designated ST beginning in 2018-2019.

The first step in this process – to be initiated in Fall 2018 - is to receive approval by the Senate
to assume this oversight function. Provided we obtain approval, the committee will flag ST
courses that have may have met or exceeded the 3-in-5 limit. After collecting syllabi and
making a determination, the Curriculum Committee will work with programs and departments
to possibly develop permanent courses from ST courses that have met or exceeded the 3-in-5
limit. These ST courses also will be reported to the Registrar’s office, the relevant Department
Chair or Program Director, and the Speaker of the Faculty Senate.

DANC Request to Remove Credit Cap for Degree Requirements

At our March meeting, the committee received a proposal from DANC (originator Gretchen
McLaine) requesting that 100-level DANC courses should not be counted as physical activity
courses, thus exempting these DANC courses from the 8-hour cap on physical activity courses
that can be applied to degree requirements. In addition, DANC wanted to remove the 14-hour
cap on DANC 300-level courses or below that can be applied to degree requirements.

The committee viewed this as more of a policy change than a curricular change. As such, we
passed this issue along to Academic Standards for them to consider in the 2018-2019 Academic
Year. A copy of our memo to Standards is appended.

Election of 2018-2019 Officers and Approval of Schedule

The 2018-2019 committee met briefly on April 27 to elect officers and review the schedule for
the next Academic Year. Minutes were not kept at this meeting but are summarized here.

Chad Galuska was re-elected as Chair. Andrew Przeworski was re-elected as Secretary.

The meeting schedule (and associated deadlines) for the 2018-2019 Academic Year has been
appended. There are two notable changes from previous years. First, the committee added a
meeting in December to help reduce the anticipated workload at the January 2019 meeting.
Second, at the request of Mary Bergstrom at our April 6 meeting, the deadline for course-
numbering changes has been shifted to earlier in the academic year to be consistent with the
prerequisite and credit-hour change deadline. For 2018-2019, these changes must be submitted to the Provost’s office by 12/18/2018 in order to be included in the 2019-2020 academic catalog.

Record of Activity

Dates for the 2016-2017 Curriculum Committee Meetings and reports to Faculty Senate are listed below.

Curriculum Committee Meetings.
Seven meetings focused on consideration and approval of curricular proposals. Agendas and meeting minutes (appended) detail these activities. In addition, the 2018-2019 committee met on April 27, 2018 to elect officers. This is summarized above.

- September 22, 2017
- October 20, 2017
- November 17, 2017
- January 26, 2018
- February 23, 2018
- March 16, 2018
- April 6, 2018
- April 27, 2018

Presentation of proposals at Faculty Senate meetings.
Senate agendas are included to document our presentation of proposals for the consideration of the Senate.

- September 26, 2017
- November 7, 2017
- December 5, 2017
- February 13, 2018
- March 13, 2018
- April 10 (review of proposals tabled to April 17)
- April 17, 2017
Presentation of Agenda and Introductions

2017-2018 Committee Members and Regular Guests  *ex-officio members
Gayle Goudy, Co-Chair  Art & Architectural Hist.
Chad Galuska, Co-Chair  Psychology
Andrew Przeworski, Secretary  Mathematics
Thomas Carroll  Health & Human Performance
Garrett Davidson  Asian Studies
Douglas Friedman  Int’l-Intercultural Studies
Nenad Radakovic  Teacher Education
Kathleen Rogers  English
Wayne Smith  Hospitality & Tourism Management
TBD  Student Representative
Lynn Cherry*  Associate Provost
Megan Gould  Academic Affairs Administrative Assistant
Mary Bergstrom*  Registrar
Julie Dahl  Senior Associate Registrar
Jerry Mackeldon  Degree Works Specialist
Franklin Czwazka  Catalog Manager

Old Business

1) **Approve minutes from April meeting**
   a) **One-Third Content Guideline**
      Reminder that we decided to change the “when content is X% related to the program” to “meets satisfaction of the program director” in order to get rid of the numbers, which are impossible to measure/verify.

   b) **Syllabus Grading Scale**
      Forwarded to the Committee of Academic Standards in May. They will consider it this year along with a review of the plus/minus scale.

2) **Discuss FCC procedural changes due to Curriculog**
   We will receive our first batch of proposals next month. We will continue to use OAKS as our discussion board. Ideas and suggestions?

3) **Discuss vetting process for Undergraduate Certificates**
   Revised May 2017 and posted on OAKS. I understand the policy will be presented to the Faculty Senate at the September meeting. We need a standard in which to vet the pedagogical value of certificates as they are proposed. Ideas and suggestions?
4) **Variable Content Courses v Special Topics Guidelines**

Table summarizing our April discussion:

<table>
<thead>
<tr>
<th></th>
<th>Variable Content Courses</th>
<th>“Special Topics” Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>All courses whose content varies except those called “Special Topics” (Readings in, Themes, Issues in, etc.)</td>
<td>Courses with a ST designation and “Special Topics” in its name</td>
</tr>
<tr>
<td>Curriculum approval process</td>
<td>Created like any other regular course, which is vetted by the office of Academic Affairs, Registrar, FCC, and Faculty Senate.</td>
<td>Does not need to be submitted through the curriculum approval process thus allowing flexibility of experimental topics and availability of short-term experts.</td>
</tr>
<tr>
<td>Repeatability</td>
<td>Repeatable as defined in the course’s approved proposal form.</td>
<td>Not repeatable more than three times in five years.</td>
</tr>
<tr>
<td>Repeatability oversight</td>
<td>Built into the cataloguing software by the registrar’s office according to the approved proposal form.</td>
<td>ST syllabi are collected and reviewed by FCC to ensure that courses are not repeated more than three times in five years and presented to the Faculty Senate. Once a course is taught the third time in five years, the FCC will contact the department to begin the curriculum approval process to change the course into a regular course.</td>
</tr>
<tr>
<td>Special Topics Shopping</td>
<td>Not included</td>
<td>Included</td>
</tr>
</tbody>
</table>

**Are we ready to submit a revision to Faculty Senate?**

*Guidelines for the Use of Special Repeatable Variable Topics Courses (from the Faculty Senate Minutes, Feb. 12, 2002 with changes proposal to Faculty Senate, Fall 2017)*

Variable topics courses are all courses whose content varies except those called “Special Topics.” Variable topics courses are created like any regular course and is vetted by the office of Academic Affairs, Registrar, Faculty Curriculum Committee, and the Faculty Senate. Repeatability is defined in the course’s approved proposal form and is built into the cataloguing software by the registrar’s office according to the approved proposal form. Variable topics courses are not included in a Special Topics Query (shopping).

**Major and Minor Departments should utilize** Special Topics courses should be used with discretion. Once a department has established a general Special Topics course and number, changes to the content does not need to be approved by Academic Affairs, Registrar, Faculty Curriculum Committee, or Faculty Senate. This allows for flexibility in developing courses with experimental topics or the availability of short-term experts. The syllabi of Special Topics courses will be collected and reviewed by the Faculty Curriculum Committee to ensure that courses are not repeated more than three times in five years and presented to the Faculty Senate. Once a course is taught the third time within a five-year period, the Faculty Curriculum Committee will
Before the third offering of a particular topic within a period of five years, it must be submitted as a new course for the approval process to transition the course to a regular course of the Faculty Curriculum Committee and the Faculty Senate and, when approved, be published in the Bulletin Catalogue under its own title and number. When Special Topics courses are interdepartmental in character or subject, formal consultation are included in a Special Topics Query provided by the Registrar to advertise the courses with “interested” Departments is expected. The Registrar’s Office will monitor the frequency of Special Topics courses. Special Topics courses having been taught two times within four years will be reported by the Registrar as such to Department chairs. Special Topics courses offered three times within five years will be reported by the Registrar to Department chairs and the Speaker of the Faculty Senate.

New Business

1) **Overview of the scope of the year’s work**

   a) **Course Change Proposal Schedule**

<table>
<thead>
<tr>
<th>Proposals must be Received by Provost’s Office by . . .</th>
<th>Present Proposal to Faculty Curriculum Committee on . . .</th>
<th>Approved proposals forwarded to Faculty Senate on . . .</th>
<th>Faculty Senate will consider proposals on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 23, 2018</td>
<td>Mar. 16, 2018</td>
<td>Mar. 29, 2018</td>
<td>April 10, 2018</td>
</tr>
<tr>
<td>Feb. 23, 2018 (if needed)</td>
<td>Mar. 27, 2018 (if needed)</td>
<td>Mar. 29, 2018</td>
<td>April 10, 2018</td>
</tr>
<tr>
<td>TBD</td>
<td>April 13, 2018 (if needed)</td>
<td>Fall 2018</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

   *Deadline for pre-requisite changes for inclusion in the 2018-2019 Undergraduate Catalog

2) **Which Association of American College and Universities (AACU)’s Framework should we use for reviewing programs?**

   Currently our website states that we use the “Liberal Learning and the Arts and Sciences Major” framework ([https://aacu.org/about/statements/liberal-learning](https://aacu.org/about/statements/liberal-learning)). Should we change to Liberal Education and America’s Promise (LEAP, [https://www.aacu.org/leap](https://www.aacu.org/leap)) and/or Project Kaleidoscope (PKAL, [https://www.aacu.org/pkal](https://www.aacu.org/pkal)).

Upcoming Business

- **Next FCC Meeting for curriculum change proposals:** Friday, October 20, 2017, from 3:00-5:00 pm in 201 Sterns
Faculty Curriculum Committee Minutes
Friday, September 22, 2017
Stern room 201

Present: Gayle Goudy (co-chair), Chad Galuska (co-chair), Andrew Przeworski (secretary), Tom Carroll, Garrett Davidson, Doug Friedman, Nenad Radakovic, Kathy Rogers, Wayne Smith

Registrar’s Office: Mary Bergstrom, Franklin Czwazka, Jerry Mackeldon

Academic Affairs: Lynn Cherry

Presentation of the Agenda (Goudy)

Old Business
1. We approved the minutes from the April meeting
   a. Reminder about changing the “1/3 content” guideline to “meets satisfaction of the program director”.
   b. Our questions about grading scales on the syllabus have been forwarded to Academic Standards.
2. Curriculog is live now. We should receive proposals for our next meeting. Discussion about whether the new process removes the need to solicit acknowledgement letters from affected departments. We decide to leave things the way they are.
3. Guidelines for undergraduate certificates are still being discussed. It will possibly be presented to the Senate at the next meeting.

New Business
1. Discussion about selecting an AACU framework to guide our curriculum approval process. PKAL is STEM-oriented. LEAP is largely consistent with what we’re already doing, although it suggests that every program should have an interdisciplinary capstone experience, which is something that we’d be unable to satisfy. Some are concerned that the more modern frameworks move us toward having a checklist of things that need to be satisfied. We decide that we should continue this discussion later, after we’ve actually read the different frameworks.

Old Business (continued)
4. In April, we discussed a new variable topics policy. It would create a distinction between “variable topics” and “special topics”. VT courses wouldn’t be available for shopping, and wouldn’t be subject to the 3-in-5 rules. ST courses would. Also, oversight of the 3-in-5 rule would shift from
the Registrar to the FCC. Discussion about whether there really is any
distinction between the two types of courses. Some departments might be
using VT courses just to dodge the 3-in-5 rule. Interdisciplinary programs
that are consumers of these courses might have trouble if departments find
the lack of a 3-in-5 rule an incentive to switch to VT. The 3-in-5 rule can lead
to a proliferation of new catalog courses, which then results in lots of inactive
courses in the catalog.

We seem not to be near a vote on a new policy. Perhaps an alternative is to
make both VT and ST courses subject to curricular review after the course
has been offered a certain number of times. ST shopping was instituted by
the Registrar to cope with the rapid growth of exceptions. If VT courses were
also added to shopping, the Registrar might no longer be able to handle the
shopping workload. We discussed loosening the 3-in-5 rule to provide an
exemption if the FCC approves, but decided not to.

We may also need to conduct some catalog cleanup, asking programs to
remove courses that haven’t been offered for a long time.

We’re going to continue this discussion later.
2017-2018 Committee Members and Regular Guests
Gayle Goudy (Co-Chair), Chad Galuska (Co-Chair), Andrew Przeworski (Secretary), Thomas Carroll, Garrett Davidson, Douglas Friedman, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

Guests
- Sebastian van Delden, Computer Science (vandeldensa@cofc.edu)
- Shawn Morrison, French, Francophone and Italian Studies Department (MorrisonSH@cofc.edu)

Old Business

1) Approve minutes from September meeting

2) Which Association of American College and Universities (AACU)’s Framework should we use for reviewing programs and certificates?
   Currently our website states that we use the “Liberal Learning and the Arts and Sciences Major” framework (https://aacu.org/about/statements/liberal-learning). Should we change to Liberal Education and America’s Promise (LEAP, https://www.aacu.org/leap) and/or Project Kaleidoscope (PKAL, https://www.aacu.org/pkal).

3) Guidelines for the Use of Repeatable Variable Topics Courses (updated based on discussion at September 2017 meeting)

   Repeatable, variable topics courses are courses whose content varies in a significant way from term to term, such that the course description and/or title needs (clarification/definition/amendment?). Since the topic varies significantly, a student may repeat this course for credit. Specific topics used under a particular course number, may be offered up to three times in five years. The syllabi of repeatable, variable topics courses will be collected and reviewed by the Faculty Curriculum Committee to ensure that courses are not repeated more than three times in five years and presented to the Faculty Senate. Once a course is taught the third time within a five-year period, the Faculty Curriculum Committee will contact the department to begin the process to transition the specific course to a regular course with its own (non-variable) title, description, and number.

   Variable topics courses named “Special Topics” are included in a Special Topics Query (shopping), a service currently provided by the registrar’s office to advertise the courses with “interested” departments and programs.
New Business

4) Curriculum Proposals

a) **CITA** proposal to correct the degree requirements of CITA to align with your original intentions (and not an earlier draft that was mistakenly implemented)

b) The **CSCI** curriculum allows any course numbered 300 or higher to count as an elective. CSCI doesn’t want 381 to count as an elective, so they would like to renumber it to 281.

c) **French** is proposing to create 4 new courses, replacing 4 existing courses. They also need to modify their various majors and minors to incorporate these new courses. Finally, they're removing their capstone requirement, which will reduce the number of hours in the major.
   - New course: **FREN 334**
   - New course: **FREN 335**
   - New course: **FREN 336**
   - New course: **FREN 337**
   - Deactivate course: **FREN 320**
   - Deactivate course: **FREN 321**
   - Deactivate course: **FREN 326**
   - Deactivate course: **FREN 327**
   - Deactivate course: **FREN 495**
   - Change program: **French major**
   - Change program: **French education major**
   - Change minor: **French minor**
   - Change minor: **Business Language minor in French**

Upcoming Business

- **Next FCC Meeting for curriculum change proposals**: Friday, November 17, 2017, from 3:00-5:00 pm in 201 Sterns
Faculty Curriculum Committee Minutes
Friday, October 20, 2017
Stern room 201

Present: Chad Galuska (co-chair), Gayle Goudy (co-chair), Andrew Przeworski (secretary), Tom Carroll, Doug Friedman, Nenad Radakovic, Kathy Rogers, Wayne Smith

Registrar’s Office: Mary Bergstrom, Franklin Czwazka, Jerry Mackeldon, Julie Dahl

Academic Affairs: Lynn Cherry

Presentation of the Agenda (Galuska)

Old Business

1. We approved the minutes from the September meeting
2. Do we want to update our guidelines from the old “Liberal Learning and the Arts and Sciences Major” to the LEAP standards? Without much discussion, we approve the change.
3. The latest revision of the special topics policy applies the 3-in-5 rule to all courses whose content varies. Variable topics courses aren’t tracked by the registrar, so there would be a logistics problem. One logistics suggestion is to have chairs report (annually?) on which variable/special topics courses have been offered recently and whether they’ve been offered more than three times. It’s also suggested that we start out slow, reviewing just ST courses, until we determine that there’s a reason to review variable topics courses. Maybe a distinction between courses that need to be reviewed versus courses that don’t need to be reviewed is whether students are allowed to repeat the course. Again, we seem not be reaching a consensus today. We’ll create an OAKS discussion board on which we can continue the discussion.

New Business

1. CITA (van Delden)
   Discussion: none
   Modifications: none
   Decision: approved
2. CSCI (van Delden)
   Discussion: technical questions
   Modifications: section F of the form should be blank. Section G should say that the prerequisite includes sophomore standing.
   Decision: approved
3. FREN (Morrison)
   Discussion: the new courses will be equivalent to the deactivated courses, so there shouldn’t be any prerequisite problems in the 400-level courses.
   Questions about the extent to which students engage in research in other
400-level courses. Question about the SLOs for one of the courses. Questions about the curriculum map, and how quickly students can complete the program. Question about existing students’ requirement to take 495.

Modifications: none
Decision: approved with one abstention
2017-2018 Committee Members and Regular Guests
Gayle Goudy (Co-Chair), Chad Galuska (Co-Chair), Andrew Przeworski (Secretary), Thomas Carroll, Garrett Davidson, Douglas Friedman, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

Guests
- Sara Frankel, Studio Art (FrankelS@cofc.edu)
- Tracy Burkett, Sociology (BurkettT@cofc.edu)
- Godfrey Gibbison, School of Professional Studies (gibbisonG@cofc.edu)
- Kevin Keenan, Urban Studies (KeenanK@cofc.edu)

**Old Business**

1) Approve minutes from October meeting

2) **October Curriculum Proposals** (all approved by senate)
   - CITA: proposal to correct the degree requirements of CITA to align with your original intentions
   - CSCI: proposal to renumber CSCI 381 to 281.
   - FREN: proposals to create 4 new courses ([FREN 334], [FREN 335], [FREN 336], [FREN 337]), replacing 4 existing courses ([FREN 320], [FREN 321], [FREN 326], [FREN 327]), remove the capstone requirement ([FREN 495]), and modify their programs accordingly ([French major], [French education major], [French minor], [Business Language minor in French]).

3) **Repeatable Variable Topics (Special Topics) Courses**
   Vote to arrange a meeting with the chairs of the following committees to draft a motion which, if passed by the Senate, will change the oversight of Variable / Special Topics courses to the faculty rather than the Registrar’s office and either establish or assign a committee to provide faculty oversight to special and variable-topics courses.
   - Academic Standards, Admissions, and Financial Aid (?)
   - Assessment of Institutional Effectiveness
   - Curriculum
   - General Education

**Rational:** We have been through two drafts of the Guidelines for the Use of Repeatable Variable Topics Courses since April (several more in previous years) and have discussed the issue for at least three hours with no consensus. Some of the problems include:
- Which courses are subject to the 3-in-5 rule?
  - The FCC has tried to (re)define the characteristics of Special Topics and Variable topics without success. For instance, is there a fundamental difference between VT and ST courses (other than the shopping)? Should the distinction between variable topics courses that are reviewed and those that are not be whether a student could take the course more than once?
- Special Topics were originally intended to be a number that allows faculty to experiment with a new subject or departments to take advantage of an expert in the field who will teach for a limited time. For this reason, many special topics proposals are essentially a
shell of a course with very general objectives. The approval of such a course is generally the example submitted and we trust that subsequent iterations of the course will be similar in rigor.

- Special Topics courses are not used as experimental one-of courses in practice. Many programs rely on the changing nature of ST courses to add variety and depth to their programs. The flexibility of these courses should be preserved. However, when special topics courses are used in this way (not shell courses), they should be vetted. The 3-in-5 guideline was intended to offer this vetting process.
- Current guidelines task the Registrar’s office with monitoring the 3-in-5 guideline. While the Registrar’s Office is happy to run reports, the judgment of whether or not a ST or VT course taught in different semesters is the same course should rest on the faculty, not the Registrar’s office.
- Once the oversight of the ST/VT courses is changed to the faculty, how is the oversight to work in practice? In Spring 2018, there are 144 courses that are variable topics in nature. If this is to be monitored over a five-year period, this will be a very time-consuming effort. Possible solutions proposed by the FCC:
  - chairs report variable topics courses annually
  - the FCC reviews only special topics courses (until we determine a reason to review all variable topics courses) [Realistically, the FCC does not have the time to do this while also looking at proposals.]
  - a faculty senate committee is formed with the task of solving these problems.

**New Business**

4) **Discussion** regarding the URST 4+1 accelerated Master’s program with the existing MPA program

5) **Curriculum Proposals Review and Vote**
   a) **ARTS 430 Independent Study**: remove the restriction that the course is repeatable up to 6 credit hours.
   b) **SOCY 260 Development of Social Thought**: change the title and description of a current course.
   c) **Bachelor of General Studies**: create a new degree program to allow students to earn a degree without completing a major and two new associated courses (BGST 101 and BGST 400).

**Upcoming Business**

- **Next FCC Meeting**: Friday, January 26, 2017, from 3:00-5:00 pm in 201 Sterns
Faculty Curriculum Committee Minutes
Friday, November 17, 2017
Stern room 201

Present: Gayle Goudy (co-chair), Chad Galuska (co-chair), Andrew Przeworski (secretary), Tom Carroll, Garrett Davidson, Doug Friedman, Nenad Radakovic, Kathy Rogers, Wayne Smith

Registrar's Office: Mary Bergstrom, Franklin Czwazka, Jerry Mackeldon, Julie Dahl

Academic Affairs: Lynn Cherry

Presentation of the Agenda (Goudy)

Old Business
1. We approved the minutes from the October meeting
2. Our October proposals all passed the Senate.
3. As other committees are also discussing issues related to variable topics courses, we propose forming a joint committee to revise policy on variable topics courses. We then modified the proposal, removing Academic Standards, and adding Academic Planning. We'll start with just a meeting of committee chairs to see whether other committees are having discussions about this topic.

New Business

1. URST (Keenan)
   Discussion: The discussion is about procedure, rather than the proposal itself. Is it appropriate for the proposal to go through without any faculty oversight? It’s argued that the “changes” to the undergraduate curriculum are no different from evaluating transfer credit.
   Modifications: none
   Decision: we voted to approve it, for the sake of documentation

2. ARTS (Frankel)
   Discussion: mostly about the extent to which there are other independent study courses on campus with unlimited repeatability. There are at least a few such examples.
   Modifications: none
   Decision: approved

3. SOCY (Burkett)
   Discussion: The discussion focused on FCC policy about how many changes to a course title/description are necessary to trigger a “new course” form.
   Modifications: the prerequisites on the syllabus are wrong
   Decision: approved

4. BGST (Gibbison)
Discussion: question about the possibility of completing online minors within 4 years. Question about the administrative nature of BGST 101: which Dean oversees it, who does assessment, which faculty would originate/approve changes to the course? Question about the ease of finding external readers for BGST 400. If this program grows, certain departments will bear the brunt of the workload. Will there be sufficient resources to hire faculty in those departments? Question about the capstone course topic and the extent to which it connects with students’ minors, and how it would be taught, considering that the instructor could have no connection with the student’s minors. Question about BGST 101 serving disparate audiences. Discussion about ways to encourage students to pursue coherent bodies of coursework. Modifications: Section C of the program form will say that distance students “will be able to choose” online minors, rather than “will choose”. The BGST 400 prerequisites will add “permission of instructor”. The name of BGST 400 will be changed. The external reviewer(s) in BGST 400 will be required to be from one of the student’s minors.

Decision: there was a motion to table, but it’s rejected 3 to 4. There was a motion to approve, with 3 yes votes, 2 no votes, and 2 abstentions. After much discussion, there’s a second vote to approve, with 6 yes votes and 1 no.
Faculty Curriculum Committee Meeting

Agenda: January 26, 2018

2017-2018 Committee Members and Regular Guests
Gayle Goudy (Co-Chair), Chad Galuska (Co-Chair), Andrew Przeworski (Secretary), Thomas Carroll, Garrett Davidson, Douglas Friedman, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

Guests
- Adem Ali, Geology (alika@cofc.edu)
- Sara Frankel, Studio Art (frankels@cofc.edu)
- Gibbs Knotts, Political Science (knottshg@cofc.edu)
- Larry Krasnoff, Philosophy (krasnoff@cofc.edu)
- Shawn Morrison, French (morrisonsh@cofc.edu)
- Sebastian van Delden, Computer Science (vandeldensa@cofc.edu)

Old Business

1) Approve minutes from November meeting

2) November curriculum proposals were all approved by Faculty Senate on December 5
   - ARTS 430 Independent Study: remove restriction that limits repeatability to 6 credit hours (ARTS 430).
   - SOCY 260 Development of Social Thought: change description (SOCY 260).
   - Bachelor of General Studies: create a new degree program (BGST) to allow students to earn a degree without completing a major and two new associated courses (BGST 101 and BGST 400).

3) Repeatable Variable Topics (Special Topics) Courses
   Chad Galuska, Gayle Goudy, Doug Friedman, and Lynn Cherry met with Brenton LeMesurier (Assessment of Institutional Effectiveness), Robert Pitts (Academic Planning), and Lisa Covert (General Education) on Wednesday, November 29. While the goal remains to change the oversight of Variable / Special Topics courses to the faculty rather than the Registrar’s office this group decided to continue discussing the topic via OAKS discussion board. Gayle added those members to the OAKS group for this reason.

New Business

4) Curriculum Proposals Review and Vote
   b) INTL (Friedman): Change INTL-INAF, INTL-INCL, INTL-INEU, INTL-INLA concentrations to reflect added/deactivated FREN courses.
   c) INTL (Friedman): Move INTL 350 into the cores of the following concentrations: INTL-INAF, INTL-INAS, INTL-INCL, INTL-INEU, INTL-INLA
   d) ARTS 339 (Frankel): Course change to make ARTS 339 repeatable.
   e) PPLW (Knott and Krasnoff): Add electives to the concentration for both the philosophy and political science majors. Change the way these major GPAs are calculated.
f) **CSCI 462/INFS (van Delden):** Prerequisite change for CSCI 462 to accommodate INFS students; change INFS degree requirements to swap 459 for 462, add CSCI 111 as a required course, and add ENTR 360 to the list of business electives.

g) **CSCI Program Changes (van Delden):** Remove the requirement to take CSCI 360 in both the BA and the BS. In the BA, they want to replace it with CSCI 362. In the BS, they want to add 310, 332, and 345 to the requirements, remove six hours of natural science, and require one fewer elective.

h) **GEOL (Ali/Callahan):** Create three new field courses (GEOL 364, 365, and 366) and an associated program change.

i) **PSYC (Galuska):** PSYC 397 prerequisite change and PSYC 497 credit hour change.

j) **MATH:** De-crosslist 400- and 500-level courses. Does not require a vote.

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**Upcoming Business**

- **Next FCC Meeting:** Friday, February 23, from 3:00-5:00 pm in 201 Sterns
Faculty Curriculum Committee Minutes  
Friday, January 26, 2018  
Stern room 201

**Present:** Chad Galuska (co-chair), Gayle Goudy (co-chair), Andrew Przeworski (secretary), Tom Carroll, Doug Friedman, Nenad Radakovic, Kathy Rogers, Wayne Smith

**Registrar's Office:** Mary Bergstrom, Franklin Czwazka, Jerry Mackeldon, Julie Dahl

**Academic Affairs:** Lynn Cherry

Presentation of the Agenda (Galuska)

**Old Business**
1. We approved the minutes from the November meeting.
2. Our November proposals all passed the Senate.
3. Special topics – the co-chairs met with chairs of several other committees to continue the debate about how to revise the policy on topics courses. There’s still no consensus on how to move forward. There’s now an OAKS discussion thread. One proposal (discussed at our previous meeting) about oversight of the 3-in-5 rule is to have chairs report periodically on the topics courses they’ve offered, and compliance with the 3-in-5 rule.

**New Business**
1. **FREN (Morrison)**
   - Discussion: question about whether the stricter older prerequisites are no longer necessary. Because the lower-level courses have evolved over time to become more rigorous, fewer prerequisites are now necessary.
   - Modifications: none
   - Decision: approved

2. **INTL (Friedman)**
   - Discussion: none
   - Modifications: none
   - Decision: approved

3. **INTL (Friedman)**
   - Discussion: question about whether the credit hours reported on the form should be for just the concentration, or the entire program. It’s the entire program.
   - Modifications: none
   - Decision: approved

4. **ARTS 339 (Frankel)**
   - Discussion: Question about whether “permission of instructor” is a restriction or a second pathway into the class. It’s intended as a restriction,
but after discussion, they decide to remove that clause. Will the SLOs change the second time that the student takes the class? Yes.
Modifications: There’s a revised version of the proposal. The repeatability is no longer tied to standing. Instead, it’s tied to the whether the student is a major/minor. There’s also a clause for “permission of instructor”, but during the meeting, it is removed.
Decision: approved
5. PPLW (Knotts and Krasnoff)
Discussion: some of the forms didn’t show all of the proposed changes, but that’s apparently something that curriculog will propagate through the forms later. Question about faculty review of changes to major GPA policy. Such changes need to go through the usual faculty review process.
Modifications: none
Decision: approved
6. CSCI 462/INFS (van Delden)
Discussion: none
Modifications: there have been some changes to the descriptions of the paperwork (but not to the actual paperwork) to make clear that 462 is replacing 459 in the major requirements, but 459 isn’t being deactivated
Decision: approved
7. CSCI (van Delden)
Discussion: question about whether the existing science requirements were driven solely by the accreditation agency. They were. Question about whether students will be able to complete the new requirements within four years. CSCI doesn’t think that it will be a problem.
Modifications: none
Decision: approved
8. GEOL (Ali)
Discussion: do they need to make a change to the GPA computation in the GEOL B.A. to exclude the new courses? They’ll have to decide whether to do that.
Modifications: the syllabus for 365 needs to be updated to reflect the way that the course will be taught to GEOL majors. The program change needs to place the new courses as options in the “required” area, not just the “elective” area. There are some typos in the SLOS that will be fixed.
Decision: approved
9. PSYC (Galuska)
Discussion: none
Modifications: the wording of the prerequisite has been clarified.
Decision: approved
10. MATH
Discussion: since this is just an FYI, the discussion is about the broader cross-listing policy.
Modifications: none
Decision: no vote was required
For the Good of the Order

1. To what extent does the FCC scrutinize changes to the major GPA computation? When programs are revised, we’ll need to assess whether any changes to the major GPA computation are appropriate.
2. 2018-19 committee assignment requests will be coming soon.
Faculty Curriculum Committee Meeting

Agenda: February 23, 2018

2017-2018 Committee Members and Regular Guests
Gayle Goudy (Co-Chair), Chad Galuska (Co-Chair), Andrew Przeworski (Secretary), Thomas Carroll, Garrett Davidson, Douglas Friedman, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

Guests
- Juliette Bourdier, French (boyrderjm@cofc.edu)
- Jannette Finch, Library (finchj@cofc.edu)
- Sara Frankel, Studio Art (frankels@cofc.edu)
- Godfrey Gibbison, School of Professional Studies (gibbison@cofc.edu)
- Kevin Keenan, Urban Studies (keenank@cofc.edu)
- Jennifer Kopfman, Communication (kopfmanj@cofc.edu)
- Shawn Morrison, French (morrisonsh@cofc.edu)
- David Parisi, Communication (parisid@cofc.edu)
- Robert Perkins, Teacher Education (perkinsr@cofc.edu)
- Chris Warnick, English (warnickc@cofc.edu)
- Kelley Mayer White, Teacher Education (whitekm@cofc.edu)

Old Business

1) Approve minutes from January meeting

2) January curriculum proposals were all approved by Faculty Senate on February 13

   b) INTL: Change INTL-INAF, INTL-INCL, INTL-INEU, INTL-INLA concentrations to reflect added/deactivated FREN courses.
   c) INTL: Move INTL 350 into the cores of the following concentrations: INTL-INAF, INTL-INAS, INTL-INCL, INTL-INEU, INTL-INLA
   d) ARTS 339: Course change to make ARTS 339 repeatable.
   e) PPLW: Add electives to the concentration for both the philosophy and political science majors. Change the way these major GPAs are calculated.
   f) CSCI 462/INFS: Prerequisite change for CSCI 462 to accommodate INFS students; change INFS degree requirements to swap 459 for 462, add CSCI 111 as a required course, and add ENTR 360 to the list of business electives.
   g) CSCI Program Changes: Remove the requirement to take CSCI 360 in both the BA and the BS. In the BA, replace it with CSCI 362. In the BS, add 310, 332, and 345 to the requirements, remove six hours of natural science, and require one fewer elective.
   h) GEOL: Create three new field courses (GEOL 364, 365, and 366) and an associated program change.
   i) PSYC: PSYC 397 prerequisite change and PSYC 497 credit hour change.
   j) MATH: De-crosslist 400- and 500-level courses. Does not require a vote.
3) Chair’s Report: Repeatable Variable Topics (Special Topics) Courses

New Business

4) Curriculum Proposals Review and Vote

a) LIBR 106 (Finch): New course proposal.

b) PEAC (Carroll): Create four new courses (PEAC 114, 142, 150, 160) and deactivate one course (PEAC 117)

c) USRT (Keenan): Add HIST 251 as an alternative to HIST 211 in both their major and minor, and add POLI 397 to their Sustainable Urbanism concentration.

d) COMM (Kopfman, Parisi): Change minor from requiring both COMM 214 and 215, to requiring two of COMM 214, 215, 216.

e) ARTS (Frankel): Add repeatability to ARTS 331, 332, 333, and 334. Add restrictions to ARTS 119 to allow for some sections to be reserved for freshmen or sophomores.

f) FREN (Bourdier, Morrison): Add repeatability to FREN 383. Create 300-level independent study (FREN 398).

g) ENGL (Warnick): Create a new concentration in Writing, Rhetoric, and Publication (ENGL-WRIT). To support this, create six new courses (ENGL 225, 316, 322, 369, 372, 379), modify three other courses (305, 310, 334), and add the new courses to their major, ENCW concentration, and EDEN cognate.

h) EDEE (Perkins, Radakovic, White): Renumber courses to facilitate cross listing with graduate courses: EDEE 420 (from 380), 425 (from 325), 429 (from 375), 435 (from 378), 438 (from 331), 445 (from 333), 468 (from 368), 488 (from 415), 490 (from 382), 495 (from 416). EDEE is also cross listing some courses that aren’t being renumbered (EDEE 403, 407, 409).

i) PRST Legal Studies (Gibbison): Create a new concentration in Legal Studies (PRST-LGST). This will require creating seven new courses: LGST 301, 306, 307, 308, 309, 390, 444.

j) PRST (Gibbison): Revise the core of the PRST major. The existing core courses will be deactivated (PRST 220, 230, 300, 301, 302, 303, 400), and new courses are being created to take their places (PRST 310, 311, 312, 313, 314, 315, 410).

Upcoming Business

• Next FCC Meeting: Friday, March 16, from 3:00-5:00 pm in 201 Sterns
Faculty Curriculum Committee Minutes
Friday, February 23, 2018
Stern room 201

Present: Chad Galuska (co-chair), Gayle Goudy (co-chair), Andrew Przeworski (secretary), Tom Carroll, Garrett Davidson, Doug Friedman, Nenad Radakovic, Kathy Rogers, Wayne Smith

Registrar’s Office: Mary Bergstrom, Franklin Czwazka, Jerry Mackeldon, Julie Dahl

Academic Affairs: Lynn Cherry

Presentation of the Agenda (Galuska)

Old Business
1. We approved the minutes from the January meeting.
2. Our January proposals all passed the Senate.
3. Special topics – We will draft a motion to send to the Senate moving oversight of the 3-in-5 rule from the Registrar to the FCC. Continuation of the discussion about whether non-ST courses can count toward program requirements on a case-by-case basis. This should be dealt with through exception-management.

New Business
1. LIBR (Finch)
   Discussion: none
   Modifications: they’ve sent us new SLOs to be included in the proposal
   Decision: approved
2. PEAC (Carroll)
   Discussion: none
   Modifications: none
   Decision: approved
3. URST (Keenan)
   Discussion: none
   Modifications: none
   Decision: approved
4. COMM (Kopfman and Parisi)
   Discussion: the SLOs in the proposal aren’t correct
   Modifications: we’ll add “the SLOs aren’t changing” to the proposal
   Decision: approved
5. ARTS (Frankel)
   Discussion: some discussion about the mechanics of restricting enrollment in some sections of ARTS 119.
   Modifications: none
   Decision: approved
6. FREN (Bourdier and Morrison)
Discussion: discussion about the need for both a 300- and 400-level independent study course. No other department has both. How do FREN 398 and 498 differ? The level of French language used. Could students apply nine hours of independent study to the major? FRFS would be unlikely to allow that. In the past, situations have arisen (at one specific study abroad site) in which only one student is registered for a particular lecture class, which is contrary to current registration rules. FREN has been advised that the proposed 398 is the least disruptive way to deal with the problem. Most study abroads are dealt with as transfer credit, but this specific one is regarded as hosting actual CofC courses. Apparently, the provost has already granted an exception to the registration rules, which removes part of the reason for this course.
Modifications: FREN is going to make some modifications to better explain the need for the course, and the level of rigor in the course.
Decision: we approved 383, but tabled 398

7. ENGL (Warnick)
Discussion: primarily about the number of credit hours for ENGL 495. They never offer the course as variable credit, even though it’s technically variable credit.
Modifications: the department expects 3 credit hours of ENGL 495, so will add wording to that effect.
Decision: approved

8. EDEE (Perkins, Radakovic, and White)
Discussion: discussion about the need for this, and comparison with the recent MATH proposal. The degree to which these courses are similar is greater than in the MATH proposal, so cross-listing is more appropriate than “meets with”. The content of the courses isn’t changing in any way, just the numbering and cross-listing.
Modifications: none
Decision: approved

9. PRST Legal Studies (Gibbison)
Discussion: they won’t be able to seek ABA approval until after the program has been running for a few years. They will need to have faculty with expertise in the area. They haven’t yet been given any faculty lines. Although the School of Business has difficulty finding qualified adjuncts to teach law classes, that’s because the School of Business is required to meet stricter standards by its accreditation agency.
Modifications: none
Decision: approved

10. PRST Core (Gibbison)
Discussion: discussion about how the new courses differ from the old courses.
Modifications: they’ll provide us with syllabi for the deactivated courses and data from focus groups that explains the need for these changes.
Decision: tabled
2017-2018 Committee Members and Regular Guests
Gayle Goudy (Co-Chair), Chad Galuska (Co-Chair), Andrew Przeworski (Secretary), Thomas Carroll, Garrett Davidson, Douglas Friedman, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

Guests
- Kristen Ashworth, Teacher Education (ashworthke@cofc.edu)
- Elizabeth Baker, English (bakere@cofc.edu)
- Zeff Bjerken, Religious Studies (bjerken@cofc.edu)
- Tracy Burkett, Sociology and Anthropology (burkettt@cofc.edu)
- Barbara Duval, Studio Art (duvalb@cofc.edu)
- Julia Eichelberger, Southern Studies (eichelbergerj@cofc.edu)
- Trisha Folds-Bennett, Honors College (foldsbennetttt@cofc.edu)
- Godfrey Gibbison, School of Professional Studies (gibbisonga@cofc.edu)
- Grace Hubel, Psychology (hubelg@cofc.edu)
- Bill Manaris, Computer Science (manarisb@cofc.edu)
- Gretchen McLaine, Theatre and Dance (mclaineg@cofc.edu)
- Elizabeth Meyer-Bernstein, Honors College (meyerberstein@cofc.edu)
- Bob Mignone, Mathematics (mignoner@cofc.edu)
- Malte Pehl, Intenational Studies (pehlm@cofc.edu)
- Robert Perkins, Teacher Education (perkinsr@cofc.edu)
- Pamela Riggs-Gelasco, Chemistry and Biochemistry (gelascop@cofc.edu)
- Myra Seaman, English (seamanm@cofc.edu)
- Christopher Starr, Supply Chain and Information Management (starrc@cofc.edu)
- Jeff Triblehorn, Biology and Neuroscience (triblehornj@cofc.edu)
- Sebastian van Delden, Computer Science (vandeldensa@cofc.edu)
- Ricard Viñas de Puig, Hispanic Studies (vinasdepuig@cofc.edu)

Old Business

1) Approve minutes from February meeting

2) February curriculum proposals approved by Faculty Senate on March 13

3) Chair’s Report

4) Curriculum Proposals Review and Vote (Tabled from February 28)
   a) FREN (Morrison): Create 300-level independent study (FREN 398). Proposal has been withdrawn.
b) **PRST (Gibbison):** Revise the core of the PRST major. Most existing core courses will be deactivated (PRST 220, 230, 300, 301, 302, 303, 400), and new courses are being created to take their places (PRST 310, 311, 312, 313, 314, 315, 410).

**New Business**

5) **Curriculum Proposals Review and Vote**

a) **ANTH (Burkett):** Create a new HONS course (HONS 169) and add it to ANTH's degree requirements, as an alternative to ANTH 205.

b) **ARTS (Duval):** Create a new course (ARTS 318) and make it a requirement in the major.

c) **CHEM (Riggs-Gelasco):** Create a more introductory organic chemistry course (CHEM 230), to better prepare students for the actual organic chemistry course.

d) **CITA (Manaris, van Delden):**
   i) Prerequisite changes to CITA 280, 395, and 495
   ii) New concentration in Game Development

e) **LING (Viñas de Puig):** Add four courses to the options within the Interdisciplinary Linguistic Studies minor: EDEE 325, TEDU 325, SPAN 449, SPAN 450

f) **INFM (Starr):** Create a new course INFM 340.

g) **ENGL (Baker):**
   i) Create a new minor in Writing, Rhetoric, and Publication (ENGL-WRIT).
   ii) Create a new course (ENGL 498)

h) **NSCI (Triblehorn):** Program change to make explicit prerequisites, make some changes to their electives, and add more options for students to complete the research requirements.
   i) **PSYC (Galuska, Hubel):** Create two new courses (PSYC 312, 435) and add them as electives to the BA and BS majors and to the minor.

j) **DANC (McLaine):**
   i) Remove designation of DANC 100-level courses as physical activity courses; this results in the removal of the 8-hour cap for DANC 100-level courses that can be applied toward degree requirements.
   ii) Remove the 14-hour cap on DANC 300-level courses or below that can be applied to degree requirements.
   iii) Create a new course (DANCE 375).

k) **EDFS (Ashworth, Perkins):**
   i) Change credit hours of EDFS 301
   ii) Renumber courses to facilitate cross listing with graduate courses: EDFS 401 (from 345), 410 (from 353), 420 (from 352), 430 (from 351), 450 (from 330).
   iii) EDFS is also cross listing some courses that aren’t being renumbered (412, 413, 422, 425, 437).

l) **INTL (Friedman, Pehl):**
   i) Create a new special topics course (INTL 291) and add it to the major.
   ii) Add numerous courses to the INST minor.
Faculty Curriculum Committee Meeting

Agenda: March 16, 2018

m) RELS (Bjerken):
   i) Create three new courses: RELS 103, 247, 253
   ii) Add these courses and RELS 223 to the minor.

n) SOST (Eichelberger): Add ARTH 396 as an elective in the SOST minor and provide flexibility to allow the program to use exception management to include certain other kinds of electives (FYSE, independent study, tutorials), on a case-by-case basis.

o) MATH (Mignone)
   i) Terminate the BA in MATH.
   ii) Terminate two concentrations: Applied Track and Pure Track.
   iii) Add a new concentration within the BS degree: Mathematics Track
   iv) Modify two concentrations within the BS degree: Statistics Track and Teacher Education Track.

p) HONS (Folds-Bennett, Meyer-Bernstein): Complete restructuring of the HONS program.

6) Curriculum Committee (Galuska): Motion for oversight responsibility of the 3-in-5 rule for special topics courses to be moved from the Registrar’s office to the Curriculum Committee beginning in Fall 2018.

Upcoming Business

- Next FCC Meeting: Friday, April 6, from 3:00-5:00 pm in 201 Sterns
Faculty Curriculum Committee Minutes  
Friday, March 16, 2018  
Stern room 201

**Present:** Chad Galuska (co-chair), Andrew Przeworski (secretary), Tom Carroll, Doug Friedman, Nenad Radakovic, Wayne Smith

**Registrar’s Office:** Mary Bergstrom, Franklin Czwazka, Jerry Mackeldon, Julie Dahl

**Academic Affairs:** Lynn Cherry

Presentation of the Agenda (Galuska)

**Old Business**
1. We approved the minutes from the February meeting.
2. Our February proposals all passed the Senate.
3. Chair’s report: still need to discuss special topics courses, both the 3-in-5 proposal today, and broader policy at the April meeting.
4. PRST (Gibbison)  
   Postponed until later in the meeting, as no representative of BPS was present at the time.

**New Business**

1. ANTH (Burkett)  
   Discussion: none  
   Modifications: prior to the meeting, we received some minor modifications to the proposal  
   Decision: approved
2. ARTS (Duval)  
   Discussion: question about the claim that the proposal has no associated costs.  
   Modifications: prior to the meeting, we received some minor modifications to the proposal  
   Decision: approved
3. PRST (Gibbison)  
   Discussion: originally, the existing core was completely being replaced with a new core. Now, they’re keeping some of the existing core courses, as electives. Does that create redundancy that leads to student receiving credit twice for the same content? BPS feels that the new courses are sufficiently distinct. Question about how the change to the core will affect the concentrations. The core isn’t meant to be preparation for the concentrations.  
   Modifications: the prerequisites aren’t currently uniform in the new courses. Two of the course deactivations have been withdrawn.  
   Decision: approved
4. CHEM (Riggs-Gelasco)
   Discussion: question about the discrepancy between the prerequisites on the form and on the syllabus. The form is correct.
   Modifications: prior to the meeting, we received some minor modifications to the proposal
   Decision: approved

5. CITA (Manaris and van Delden)
   Discussion: question about the core of the gaming concentration being different from the core of the other concentrations. There's disagreement between the RO and Lynn about whether this is an issue. Various options are discussed, none of which seems to solve the problem.
   Modifications: CSCI will work on the gaming concentration some more
   Decision: we approved the new courses, but tabled the new concentration

6. LING (Viñas de Puig)
   Discussion: none
   Modifications: students won’t be able to take both TEDU 325 and EDEE 325
   Decision: approved

7. INFM (Starr)
   Discussion: none
   Modifications: prior to the meeting, we received some minor modifications to the proposal
   Decision: approved

8. ENGL (Baker)
   Discussion: discussion about various ways to make clear that 466 doesn’t double count as an elective and capstone. They’ll need to eventually alter the prerequisites on 495 to allow minors into the course.
   Modifications: there should be wording preventing ENGL 466 from counting as both an elective and a capstone. The 498 syllabus needs to spell out the grading scale.
   Decision: Approved pending changes to the 498 syllabus.

9. NSCI (Triblehorn)
   Discussion: question about whether there needs to be a restriction on PHYS 499's content being related to neuroscience.
   Modifications: they’ll remove PHYS 499 from the explicit options, and let it fall under the “other Bachelor's Essay courses may count...”
   Decision: approved

10. PSYC (Galuska, Hubel)
    Discussion: none
    Modifications: prior to the meeting, we received some minor modifications to the proposal
    Decision: approved

11. DANC (McLaine)
    Discussion: lengthy discussion about the nature of the DANC courses, and the procedural aspects of making this proposed change.
    Modifications: none
Decision: We tabled the 8-hour discussion, so we can craft a motion to send to Standards. We support the change to the 14-hour cap, and will send it to Standards for their approval. We table the new course proposal, as it’s dependent on what Standards decides to do to the 14-hour cap.
12. EDFS (Ashworth, Perkins)
   Discussion: discussion about the content and expectations of EDFS 301, and whether it warrants 2 credit hours.
   Modifications: they’re going to revise the 301 syllabus some more
   Decision: we tabled the 301 proposal, but approved the rest of the proposals
13. INTL (Friedman, Pehl)
   Discussion: there will be two ST courses (one existing, one new), for different Gen Ed distributions.
   Modifications: none
   Decision: approved
14. RELS (Bjerken)
   Discussion: none
   Modifications: prior to the meeting, we received some minor modifications to the proposal. We’re going to add a note that RELS 381 can’t count as the 300-level elective.
   Decision: approved
15. SOST (Eichelberger)
   Discussion: some discussion about technicalities
   Modifications: the memo about HONS 175 has been withdrawn
   Decision: approved
16. MATH (Mignone)
   Discussion: question about a teach-out plan for the BA.
   Modifications: prior to the meeting, we received some minor modifications to the proposal
   Decision: approved
17. HONS (Folds-Bennett, Meyer-Bernstein)
   Discussion: overview of the proposal. Question about whether the colloquia are ST, VT, or something else. Different ones are of different types. Question about the criteria for being included in the Foundation courses. They have no departmental prerequisites. Colloquia will potentially be linked in ways that wasn’t possible before.
   Modifications: there were a few modifications proposed by the RO prior to the meeting
   Decision: approved
18. 3-in-5 rule
   Discussion: we should find the current actual policy on this, and start there.
   Modifications: we’ll work on it some more before the April meeting.
   Decision: tabled
2017-2018 Committee Members and Regular Guests
Gayle Goudy (Co-Chair), Chad Galuska (Co-Chair), Andrew Przeworski (Secretary), Thomas Carroll, Garrett Davidson, Douglas Friedman, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

Guests
- Zeff Bjerken, Religious Studies (bjerken@cofc.edu)
- Graeme Coetzer, Management and Marketing (coetzergh@cofc.edu)
- Godfrey Gibbison, School of Professional Studies (gibbisonga@cofc.edu)
- Renee McCauley, Computer Science (mccauleyr@cofc.edu)
- RoxAnn Stalvey, Computer Science (stalveyr@cofc.edu)
- Neal Tonks, Chemistry (tonksn@cofc.edu)
- Sebastian van Delden, Computer Science (vandeldensa@cofc.edu)

Old Business

1) Approve minutes from March 16 meeting

2) Chair’s Report
   a) Prerequisite and credit hour changes are required to be submitted by a specific deadline in the curriculum calendar (this year it was 1/5/18). The RO requests that course renumbering be added to this list of changes needed by this deadline.
   b) Update on Memo to Standards requesting that they consider the following DANC motions:
      i) Remove designation of DANC 100-level courses as physical activity courses; this results in the removal of the 8-hour cap for DANC 100-level courses that can be applied toward degree requirements.
      ii) Remove the 14-hour cap on DANC 300-level courses or below that can be applied to degree requirements.

3) Curriculum Proposals Review and Vote (Tabled from March 16 Meeting)
   a) CITA (McCauley/Stalvey/van Delden): New concentration in Game Development
New Business

4) Curriculum Proposals Review and Vote

a) RELS (Bjerken):
   i) Add three courses (RELS 103, 247, 253) to the RELS major.
   ii) Remove RELS 381 as an option in one portion of the major.

b) PRST (Coetzer/Gibbison):
   i) Terminate the PRST-OLMG concentration
   ii) Create a new PRST-MNOD concentration
   iii) Create a new course (PRST 320)

c) CHEM (Tonks): Create a new course (CHEM 432: Industrial Chemistry)

5) Curriculum Committee (Galuska): Motion for oversight responsibility of the 3-in-5 rule for special topics courses to shift to the Curriculum Committee beginning in Fall 2018.

Upcoming Business

- **Next FCC Meeting**: Fall 2018 (TBA)
Presentation of the Agenda (Galuska)

Old Business
1. We approved the minutes from the March meeting.
2. Chair's report: the registrar requests that course renumberings be subject to the same deadline as prerequisite changes and credit-hour changes.
3. DANC: Chad has drafted a memo to send to Standards.
4. CITA (McCauley, Stavley)
   Discussion: none
   Modifications: none
   Decision: approved

New Business
1. RELS (Bjerken)
   Discussion: none
   Modifications: the proposal should say that it goes into effect in 2019.
   Decision: approved
2. PRST (Coetzer)
   Discussion: question about why this isn't just a program change. It's because they're changing the name of the program.
   Modifications: minor change to wording of assessment expectations, and the dates in which the changes go into effect need to be updated
   Decision: approved, with one “no” vote.
3. Special Topics: Chad has drafted a motion to send to the Senate giving the FCC oversight of the 3-in-5 rule.
   Discussion: question about the consequences should a department violate the 3-in-5 rule. Should such violations automatically trigger consequences, or should there be some method for granting exceptions? Debate about whether the violating courses should be blocked from further offerings (until becoming regular courses) or simply be reviewed. Since none of this would take effect next year anyway, we'll continue working on the policy over the summer, and do a preliminary review of 3-in-5 violations in the fall, to help guide our decision on how the policy would be enforced.
   Modifications: Academic Affairs should also be notified of violations
Decision: none

4. CHEM (Tonks)
Discussion: should the course be an elective in the major? CHEM hasn’t decided that issue yet. Is the course primarily lab or lecture? It varies from one week to another.
Modifications: the course description will be reworded, to remove the claim that the course is *primarily* a lecture course.
Decision: approved
2018-2019 Committee Members and Regular Guests
Chad Galuska (2017-2018 Co-Chair), Andrew Przeworski (2017-2018 Secretary), Thomas Carroll, Allison Foley, Kameelah Martin, Nenad Radakovic, Kathleen Rogers, Wayne Smith, Gabriel Williams, Lynn Cherry, Megan Gould, Mary Bergstrom, Julie Dahl, Jerry Mackeldon, Franklin Czwazka

New Business

1) Introductions

2) Chair’s Report
   a) Curriculog Feedback
   b) Election of Officers
   c) Summer 2018 Fact-Finding about Special Topics Courses
   d) Orientation and 2018-2019 Meeting Schedule

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*Deadline for prerequisite change, credit-hour change and course number change proposals. If you want to change a course’s prerequisites, credit hours or number for the 2019-2020 academic year, you MUST submit the proposal by this date.

3) Constituent Concerns

4) Adjournment
Faculty Curriculum Committee Schedule for 2018-2019

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*Deadline for prerequisite change, credit-hour change and course number change proposals. If you want to change a course’s prerequisites, credit hours or number for the 2019-2020 academic year, you MUST submit the proposal by this date.
TO: Quinn Burke, Committee on Academic Standards, Admissions and Financial Aid, Chair  
FROM: Chad M. Galuska, Faculty Curriculum Committee, Co-Chair  
DATE: April 13, 2018  
RE: DANC classification as physical activity courses. See memo from Gretchen McLaine (Theatre and Dance).

At our March 16 meeting, the Faculty Curriculum Committee considered two proposals from DANC. These are contained in the memo from Gretchen McLaine and summarized here.

- Remove designation of DANC 100-level courses as physical activity courses; this results in the removal of the 8-hour cap for DANC 100-level courses that can be applied toward degree requirements.

- Remove the 14-hour cap on DANC 300-level courses or below that can be applied to degree requirements.

The committee recommended approving the second proposal, as it appears to be a restriction DANC imposed on their own major. We feel that this proposal also needs to be approved by your committee before being presented to the Senate as the language in the course catalog will need to be revised.

The first proposal is a college-wide policy with a long history. While our committee recognized that 100-level DANC courses include content that goes beyond physical activity, our committee does not feel qualified to make a determination on this policy issue. Moreover, we do not have the authority to change it. This appears to be an issue for your committee.

The following is language from the 2017-2018 Undergraduate Academic Catalog with the changes proposed by DANC in red.

Some additional limitations include, but are not limited to:
Physical Education/Theatre activities courses (e.g., yoga, dance, etc.)

Courses in basic physical education activity theory (100 level) may be taken for elective credit by any student, but no more than eight credit hours total (including PEAC/PEHD/DANC/THTR cross-listed dance/activity courses) may be applied toward a degree. More than eight credit hours will be coded as a repeat exclude (RE) (up to the maximum allowable hours) whether or not the student has previously taken that exact course.

Dance/Theatre courses

Students who have completed DANC 146 may not subsequently receive credit towards graduation for DANC 145. Students who have completed DANC 235 may not subsequently receive credit towards graduation for DANC 135. Students who have completed DANC 437 may not subsequently receive credit towards graduation for DANC 337, DANC 237, DANC 138 or DANC 137. Students who have completed DANC 337 may not subsequently receive credit towards graduation for DANC 237, DANC 138 or DANC 137. Students who have completed DANC 237 may not subsequently receive credit towards graduation for DANC 138 or DANC 137.
The Honors College at the College of Charleston challenges bright, motivated students to make the most of the opportunities available to them and to become actively involved in their own education. In Honors classes, students take responsibility for their own learning through class discussions, through interaction with other students and professors, and through independent research. The Honors College is dedicated to providing talented students with a place where they can flourish and grow, a true learning community of teachers and students.

Honors classes are smaller, thereby allowing for more intensive student participation. They are also reading and writing intensive. They are designed to meet the needs of superior students, and many of them are team taught and interdisciplinary so that the student’s education transcends the boundaries of traditional academic disciplines. The Honors College gives unusually able students the opportunity to:

- Take special courses designed for students of high ability.
- Participate in more intensive intellectual discussion and debate.
- Engage in independent projects and research.
- Participate in a peer community of students with similar abilities and motivation.
- Live in the Honors residential community with other Honors students.
- Complete scholarly off-campus projects which may include study abroad, internships, or special research projects.

Admission in the Honors College

The Honors College has special procedures for admission and its own academic progress standards. Interested students must apply to and be accepted by both the College of Charleston and the Honors College. For instructions on the application process, go to [http://honors.cofc.edu](http://honors.cofc.edu).

Honors Academic Progress Standards and Retention in the Honors College

In addition to completing the courses required by the Honors College, students must achieve a cumulative GPA of 3.40 in order to graduate from the Honors College and to receive the designation of “Honors College Graduate” on the official transcript.

To guide students toward meeting the 3.40 cumulative GPA and course requirements, academic performance standards are in place. The Director of Honors Advising in consultation with the
assigned Honors Advisor tracks the academic performance of each Honors College student, and notifies that student of his or her standing, as appropriate, at the end of each semester.

For a full explanation of academic progress standards, visit this link: http://blogs.cofc.edu/honorshub/policies-requirements/.

*Note: Honors College graduates will be so designated on their transcripts and will receive special recognition during the awards and graduation ceremonies. Many students in the Honors College also qualify for departmental honors.*

*Note: Where space is available, students who are not in the Honors College may take Honors College courses with the permission of the instructor and the Honors College Dean.*

**The Honors Interdisciplinary Seminar**

Honors interdisciplinary seminars are small, seminar-style classes which emphasize student participation and discussion. They may be more intensive and may require more reading of primary source material and more writing, than courses in the regular curriculum. Honors interdisciplinary seminars are broad in scope and transcend traditional disciplinary boundaries. Frequently, they are team taught by professors from different academic departments.

**The Tutorial System**

An important part of the Honors College is the tutorial system, modeled after the program of instruction at Oxford, Cambridge, Harvard, and other major universities. Each academic department has courses entitled “Tutorial,” “Independent Study,” and “Bachelor’s Essay.” These are designed to supplement regular course offerings and to respond to the particular interests, needs, and goals of each student. Together with their tutors, Honors College students design their own individual courses of study, determine reading and written assignments, and plan independent projects. Students in the Honors College enroll in pre-approved tutorial, independent study, practicum, internship, or study abroad course usually in the junior year, and a bachelor’s essay, usually in the senior year, either in the department of their choice or in the Honors College.

**Honors Center and Housing**

The Honors Center, located in one of the historic buildings in the heart of the campus, houses a seminar-style classroom, student computers, and a study/meeting area. Honors students may also choose to live in Honors housing with other Honors students. The residence hall, Berry, where Honors students live as a community, has Honors residence assistants, holds lectures and seminars in the evenings, and hosts Honors social activities. It serves as the focal point for social and intellectual activities of the Honors College. In the residence hall, Honors students live in the center of campus, in close proximity to the Honors Center, to the library, and to other academic departments. The Honors Center and residence halls together facilitate a sense of community among Honors College students and faculty.
Program Goals

Students who are members of the Honors College will participate in curricular, co-curricular, and extra-curricular programming focused on Mind, Self and Society. They will

- Develop an appreciation for the complexity of knowledge, the tools to critically analyze information, and the ability to integrate diverse and distinct perspectives (Mind)
- Develop a deepened sense of self, an ethical framework characterized by empathy and justice, and a sense of responsibility to address the needs of others (Self)
- Develop the communication, leadership, and professional skills to effect positive change in their careers and communities (Society)

Honors College Requirements: Overview

Every student in the Honors College must complete all college-wide graduation requirements, including the requirements for a major. A student becomes an Honors College graduate by completing Honors Core and Honors Directed, and by achieving a 3.4 overall GPA.

“Honors Core” accommodates current general education, interdisciplinary study, and major requirements and “Honors Directed” is satisfied via immersion experiences, e.g., research and internships, typically in the major.

Typically, in the first two semesters, students will take foundational courses that introduce them to key ideas and methodologies in the disciplines. Pedagogy includes small class discussion, active learning techniques, critical reading, and analytical writing. During the first year in the Honors College, students also take honors courses to fulfill the college-wide First-Year Experience requirement.

Beyond the first two semesters, students take colloquia and seminars that are interdisciplinary, “work product” intensive appropriate to the discipline (e.g., writing, research, programming, performance) and focused on deep analysis of key readings and course material. These colloquia and seminars are defined by active learning techniques that require substantial student engagement with the course material. Students typically complete the Honors Directed requirements in their final two years, although students may address these requirements earlier.

To remain in good standing, students will take at least one honors requirement per semester until requirements are complete. For students who plan to study abroad, the requirement may be waived for the semester abroad if there are no options to complete honors courses.

Honors Core

Students are required to take 25 HONS credit hours to satisfy the Honors Core. The 25-credit HONS requirement may not be satisfied via AP/IB/dual credit.

First-Year Experience
**Honors Academic Writing** - An accelerated introduction to the writing, analytical and research skills necessary for composing college-level texts that address issues of academic and social importance in a number of genres. This course is offered in fall only and satisfies the first-year writing requirement.

**Beyond George Street** - Honors specific first-semester seminar that introduces students to the intellectual, professional, and leadership expectations and opportunities that define the Honors experience. All Honors students must take this during their first semester in the Honors College.

**Honors Engaged** - A year-long service learning program that immerses students in the work of a community organization. Through a series of structured assignments and reflections, students develop a deeper understanding of critical issues and challenges in the community, learn about programmatic approaches to address the challenges, and experience the integration of theory and practice. All Honors students must complete this during their first year in the Honors College.

**Quantitative Literacy Requirement**

Courses in quantitative literacy focus on honing the ability to reason and solve quantitative problems applicable in various contexts, to create sophisticated arguments supported by quantitative analysis, and to communicate the findings to a broad audience.

**Foundations of Knowledge and Methods of Inquiry**

Courses in this category are grounded in disciplinary thinking and methodology, exposing students to the essential ideas and key concepts in a given discipline, the methodologies used to address them, and the tools necessary to understand them. Students are encouraged to make connections between theory and practice through active/hands-on learning techniques, exposure to primary sources in the discipline, and analytical writing assignments. In the case of foreign language courses, in particular, the language skills training is accelerated, contextualized, or applied.

**Exploring Complexity and Diversity Colloquia**

Interdisciplinary colloquia that focus on a central and enduring question that has perplexed and engaged scholars through the ages. These courses are defined by critical dialogue that takes place in small group settings and that encourages students to develop a rigorous approach to processing information and deepening understanding. Through the study of foundational texts and sources that have shaped thinking on the focal question, students develop a capacity and propensity to approach new ideas and information critically and creatively throughout their lives.

Students choose courses from among the interdisciplinary thematic colloquia described below. Courses offered within these series vary across semesters. Typically taken in the second year. Students must complete at least one Foundations course before taking a course from this category.
Foundations of Western Civilization - Courses in this colloquium series relate the arts, literature, and philosophy of the Western world to their political, social, and economic contexts. By focusing on enduring questions or critical issues, students will engage in literature and perspectives from a cross-disciplinary perspective to understand who we are. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

Values and Traditions in the Non-Western World - Courses in this colloquium series explore the visions, values, and practices by which people of the non-Western world have shaped their life experiences. By focusing on enduring questions or critical issues, students will engage in literature and perspectives from a diversity of disciplines to understand the worldviews and traditions that are practiced in non-Western societies such as China, Japan, Southeast Asia, the Indian subcontinent, the Middle East, and sub-Saharan Africa. Students will explore the issues and themes central to the study of the non-Western world and its peoples. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

Ethics - Ethics is primarily concerned with questions about how humans ought to behave with respect to each other, non-human animals, and the environment. This colloquium series will engage with enduring questions and critical issues in ethics, drawing on a number of fields within the humanities and social sciences. When possible, topics will include contemporary, emerging issues. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

History and Philosophy of Science - Science is deeply intertwined in both historical and philosophical thinking. Many of the greatest scientific minds throughout the centuries were also philosophers. In this colloquium series, students will explore enduring questions as to how time, place, and context all impact scientific research, and how the role of philosophy has developed over time to delineate the boundary between science and pseudo-science. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

Diversity and Sustainability - Courses in this colloquium series examine pressing 21st century problems related to the intersection of social, economic, and environmental systems. Given the complexity of 21st century problems, students will engage literature and perspectives from the humanities, social sciences, natural sciences, public health, and other domains. Students will make sense of and offer possible creative solutions to interlinked issues such as environmental institutional sexism and racism, climate change, biodiversity loss, the tragedy of the commons, inequitable distribution of wealth, and queerphobia. Students will discuss creative problem solving, systems thinking, analytical reasoning, and interdisciplinary thinking and how these may equip students to advocate for resiliency and solutions to these problems. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

Self, Other, and Society - Courses offered in this colloquium series address enduring questions or critical issues related to the role of the individual in society. Drawing from diverse perspectives in the social sciences, humanities, and other disciplines, these courses address the range of factors – genetics, physiology, neurology, personality, cognition, emotion, experience, context – that distinguish human beings and contribute to the unique beliefs, values, and behaviors that
characterize any given individual. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

*Inquiry, Discovery, and Innovation* - Courses in this colloquium series focus on the discovery of knowledge and its transformation into new insights and innovative ideas. The current worldview of nature and reality is the result of human curiosity, creativity, discovery and innovation. A human drive for understanding the universe underlies the knowledge-generating, transformational process that is constantly at work in our everyday lives. These courses encourage students to develop an interdisciplinary perspective on enduring questions or critical issues in math and science, work towards finding answers and innovations that allow for a greater understanding of the universe. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

*Elements of Human Culture and Expression* - Courses offered in this colloquium series consider multidisciplinary approaches to enduring questions or critical issues in language, literacy, and cultural expression. Creative fusions between studies of fine arts, foreign languages, aesthetics, and composition privilege opportunities for experiential and applied learning. Courses in this series may involve collaborative work in peer and community contexts, and conversational, hands-on engagement with materials and techniques that help us to better understand cultural literacies and creative arts. Colloquium courses are writing and reading intensive, discussion-based, and interdisciplinary in nature.

**Advanced Studies**

The Advanced Studies requirement can be fulfilled by taking either an upper level Honors Special Topics Seminar or a non-foundation course within the discipline. They are defined by deep analysis of subject matter in a particular discipline or across disciplines that build upon foundational coursework. Courses are encouraged to provide opportunities for students to advance their ability to synthesize information from divergent sources to derive novel conclusions and innovative solutions.

*Honors Special Topics Seminar* - The advanced Special Topics Seminar courses are typically taken in the third or fourth year and are taught at an advanced level for students who have completed at least one Honors Foundation Course and one Honors Exploring Complexity and Diversity Colloquium. These courses draw upon primary source material and engage students in discussion.

*Honors Disciplinary Studies* - The Disciplinary Studies non-foundation courses may be taken in sophomore year for students who have completed at least one Honors Foundation Course and any designated prerequisites. These HONS courses are an extension of HONS foundation courses offered within a discipline. Students outside of the Honors College with a 3.4 GPA and recommendation of a faculty member may be granted permission by the Honors College Dean, in collaboration with the Department Chair of the discipline offering the course, to enroll in the course.
Academic and Professional Enrichment Seminars

These courses focus on topical issues or professional development, leadership, and career preparation.

Honors Directed

This set of requirements are, in most cases, completed within the student’s major(s) and minor(s) and selected strategically in consultation with an advisor. They are designed as “high impact” experiences that deeply engage the student in the work of the discipline and prepare them to contribute to a diverse and changing world. The product of these experiences would be a signature project that reflects a student’s integration and application of their learning to a significant project that has meaning for their own long-term goals and for society. Ideally, the signature project encourages the student to synthesize connections among experiences outside the classroom that leads to a deepening of understanding in the student’s field of study.

Honors Immersed

An approved Independent study, study abroad, or internship project.

Bachelor’s Essay

Six-credit-hour research project tailored to the student’s area of concentration and mentored by a designated faculty member. This requirement is typically fulfilled during the student’s senior year, although can be completed earlier.

Honors Courses

Students must complete at least 25 HONS credit hours from the Honors Core and additional coursework to complete the Honors Directed (Any HONS courses used to complete Honors Directed do not count towards the 25 required hours for the Honors Core).

HONORS CORE (at least 25 HONS hours)

First-Year Requirement
HONS 110 Honors Academic Writing (4) offered only in fall
HONS 100 Beyond George Street (1) offered only in fall
Note: To complete the Honors First-Year Experience, students must also complete Honors Engaged, a year-long service project initiated in HONS 100.

Quantitative Literacy Requirement
Complete at least one of the following courses:

Math 120 (4) (May be satisfied with AP or transfer credit)
HONS 115 Honors Calculus (4)
HONS 216 Conceptual Tour of Contemporary Mathematics (3)
ELECTIVES
Students are required to take courses in the following three categories: I. Foundations of Knowledge and Methods of Inquiry, II. Exploring Complexity and Diversity, and III. Advanced Studies and Special Topics.

I. Foundations of Knowledge and Methods of Inquiry
Complete a minimum of 3 hours from the following offerings:

- HONS 151 Honors Biology I (3)
- HONS 151L Honors Biology I Lab (1)
- HONS 152 Honors Biology II (3)
- HONS 152L Honors Biology II Lab (1)
- HONS 155 Honors Geology I (3)
- HONS 155L Honors Geology I Lab (1)
- HONS 156 Honors Geology II (3)
- HONS 156L Honors Geology II Lab (1)
- HONS 157 Honors Physics I (3)
- HONS 157L Honors Physics I Lab (1)
- HONS 158 Honors Physics II (3)
- HONS 158L Honors Physics II Lab (1)
- HONS 159 Honors Astronomy I (3)
- HONS 159L Honors Astronomy I Lab (1)
- HONS 160 Honors Astronomy II (3)
- HONS 160L Honors Astronomy II Lab (1)
- HONS 163 Honors Psychology (3)
- HONS 165 Honors American Government (3)
- HONS 166 Honors World Politics (3)
- HONS 167 Introduction to Sociology (3)
- HONS 168 Honors Intro to Archaeology (3)
- HONS 170 Honors Intro to Philosophy (3)
- HONS 173 Intro to International Studies (3)
- HONS 175 Approaches to Religion (3)
- HONS 190 Accelerated General Chemistry (4)
- HONS 190L Accelerated General Chemistry Lab (1)
- HONS 192 Honors Organic Chemistry I (3)
- HONS 192L Honors Organic Chemistry I Lab (1)
- HONS 200 Honors Economics I (3)
- HONS 203 Honors Financial Accounting (3)
- HONS 205 Entrepreneurship Theory and Practice (3)
- HONS 210 Honors Business Law
- HONS 214 Honors Business Statistics (3)
- HONS 280 Honors Special Topics Course (1-4)
- HONS 281 Special Topics in the Humanities (1-4)
- HONS 282 Special Topics in the Social Sciences (1-4)

II. Exploring Complexity and Diversity
Complete at least TWO courses from the following offerings:

- HONS 121 Honors Colloquium in Western Civilization – History Section (3)
- HONS 122 Interdisciplinary Honors Colloquium in Western Civilization (3)
HONS 131 Honors Colloquium in Western Civilization – History Section (3)
HONS 132 Interdisciplinary Honors Colloquium in Western Civilization (3)
HONS 169 Honors Language and Culture (3)
HONS 180 Honors Business Ethics (3)
HONS 220 Honors Colloquium in the Social Sciences (3-6)
HONS 230 Honors Colloquium: The Elements of Human Culture (3-6)
HONS 240 Honors Colloquium: Value and Tradition in the Nonwestern World (3-6)
HONS 245 Honors Colloquium in the History and Philosophy of Science (3)
HONS 380 Interdisciplinary Special Topics (3-6)
HONS 381 Interdisciplinary Special Topics in the Humanities (3-6)
HONS 382 Interdisciplinary Special Topics in the Social Sciences (3-6)

**III. Advanced Disciplinary Studies and Special Topics Courses**

Complete a minimum of 3 hours from the following offerings:

HONS 204 Honors Managerial Accounting (3)
HONS 211 Honors Economics (3)
HONS 293 Honors Organic Chemistry II/L (4)
HONS 390 Special Topics (1-6)
HONS 391 Special Topics in Humanities (3)
HONS 392 Special Topics in Social Sciences (3-6)

**Professional Enrichment option**

Students can choose to take up to 3 credits in this category to count towards the 25 required HONS credits

HONS 490 Senior Honors Seminar (3)

**HONORS DIRECTED**

This set of requirements would be, in most cases, completed within the student’s major(s) and minor(s).

**Honors Immersed**

A pre-approved Independent study, study abroad, or internship project. Students must work with a faculty member to develop a proposal to be approved by the Honors College prior to initiation of the project. This is typically a 3 credit hour course, but may vary depending on the student’s major course of study. Students should consult with their Honors College Advisor for current approved exceptions.

**Bachelor’s Essay (6 credits)**

A year-long research project tailored to the student’s area of concentration. Students will work closely with a faculty member to design and implement the project. A final written thesis is a required element of the Bachelor’s Essay.

If a student’s project does not align with a departmental offering, they may petition the Honors College to use one of the following HONS courses. Note: These HONS hours do not count towards the 25 hours required in the Honors Core.

HONS 395 Scholarly Off-Campus Project (3)
HONS 398 Honors Independent Study (1-3)
HONS 399 Tutorial (3)
1. **HONS 100 Beyond George Street** (1 credit hour; must be completed in first semester)
2. Honors Engaged - a 1-year community engagement project to be fulfilled in the first year in the honors program.
3. **HONS 110 Honors Academic Writing** (4 credit hours; must be completed in first semester). May be satisfied with a 5 on AP English.
4. Calculus, **MATH 120** or **HONS 115** (4 credit hours). May be satisfied with a 3 or better on AP Calculus AB or BC.
5. An additional mathematics course at or above the 200 Level. Some 200-level math courses may be satisfied with AP credit. Please see listing on the Registrar’s webpage for more specific information.
6. **HONS 121/HONS 122** and **HONS 131/HONS 132**, Honors Western Civilization (12 credit hours). **HONS 121/HONS 131** may be satisfied with a 4 or 5 on AP European or World History. Also, may be satisfied with a 6 or 7 on IB European or World History HL. Students with these scores replace **HONS 122/HONS 132** with any two honors humanities courses (**HONS 170, HONS 173, HONS 175, HONS 180, HONS 281, HONS 381**).
7. **HONS 380, HONS 381**, or **HONS 382** (Honors Interdisciplinary Special Topics course (3-4 credit hours))

8. Any two additional Honors courses (6-8 credit hours)

9. Satisfactory completion of Honors Immersed (pre-approved Independent Study, Internship, and/or Study-Abroad course) with a “B” or better. Approvals require the signature of the Dean of the Honors College.

10. Any six credit hour Bachelor’s Essay; may be Honors or departmental (6 credit hours)

11. A cumulative GPA of 3.400 or higher

**Student Learning Outcomes**

- [Honors College](PDF)

**International Scholars Program**

843.953.7154  
http://intlscholars.cofc.edu/  
Dr. Bryan Ganaway, Director

Under the general direction of the Honors College and the School of Languages, Cultures, and World Affairs, this four-year program combines the rigorous and challenging academic experience of honors study with the BA in International Studies and a second major in selected areas. The program, open to approximately 8-10 students each year, prepares undergraduates not only to be culturally aware but globally active as they enter the 21st century as leaders of the emerging international community.

The International Scholars Program customizes the Honors College experience by linking the International Studies BA with a second major, and emphasizes language study, international service-learning and internships, mentored relationships, and study away. Students develop a curricular program and an undergraduate research agenda that reflects an understanding of global issues and international perspectives. Students go abroad together in the Maymester following their first year and receive professional mentoring beginning in their sophomore year, continuing through graduation. Coupled with regular professional development workshops on campus, attendance at cultural events and Speaker’s Series lectures, students are well-positioned to make the most of a required study-abroad or Washington semester in their junior year. At the end of the third year, students also propose the topic for their independent research project, the Bachelor’s Essay.
Students who have completed DANC 138 may not subsequently receive credit towards graduation for DANC 137.
Students who have completed DANC 485 may not subsequently receive credit towards graduation for DANC 385, DANC 285, DANC 186, or DANC 185.
Students who have completed DANC 385 may not subsequently receive credit towards graduation for DANC 285, DANC 186, or DANC 185.
Students who have completed DANC 285 may not subsequently receive credit towards graduation for DANC 186 or DANC 185.
Students who have completed DANC 186 may not subsequently receive credit towards graduation for DANC 185.

In addition to the above limitations, only fourteen hours from technique classes at the 300 or below level are counted towards graduation. These courses are:

Thank you for considering this issue.