As Speaker, I concentrated on improving communications between the Faculty and administration. This was done through individual meetings with administrators, through committee meetings and through Newspeak. In addition, both the President and Provost offered to attend departmental meetings in order to provide faculty members the opportunity to communicate directly with them about their concerns. After having served as your Speaker for the past year, I have come to realize that the access the Speaker has to various offices and administrators is one of the major tools which can be used to facilitate Faculty matters.

Based on my experience of the past year I have several observations and recommendations to make:

A. I consciously made the decision not to attend meetings of faculty committees that did not meet with administrators. I felt that faculty members did not need additional input from the Speaker at meetings in reference to the business they were considering. My role was limited to conversations with committee chairmen or individual committee members. I now feel this was a mistake. The Speaker is in the center of the network of communications within the College and should, if possible, attend the meetings of the various faculty committees.

B. Fall Semester, I made the decision to attend the meetings of the Budget Review and Planning Committee. At the time I did not realize that a major change had occurred in the committee's composition because of the creation of the President's Planning Team. Because of a class conflict I did not attend the President's Planning Team meetings. I recommend, however, that future speakers attend the President's Planning Team meetings.

C. I was disappointed in the limited number of faculty members who used the services of the Office of Speaker. In retrospect, I feel I should have gone to a meeting of each department to offer my services.

D. The reaction to the Faculty Newsletter has generally been positive. I took the position that Newspeak should not reflect my beliefs, but rather should be available to all Faculty to express their views. I was disappointed in the extent to which faculty contributed to it. I would recommend, however, that it be continued and expanded to include more information about the College.

E. The term of the Speaker needs to be more precisely defined. Last year I assumed the duties of Speaker at the beginning of Fall Semester. I am continuing to attend staff meetings, etc. this summer. The contractual terms of the office of Speaker have fluctuated over the last six years. The time parameters of this position need to be clarified.

In conclusion, I want to thank all members of the College of Charleston for their support and input this past year. I have to tried to represent Faculty positions as fairly and effectively as possible. I am honored and pleased to have served you as Speaker and I am grateful to have had this privilege.

William V. Moree
One of the candidates for Speaker mentioned last spring that he felt the $500.00 for the Teaching, Research and Service Awards was too low. I spoke to the Provost about this in April and she had the amount given for these awards increased to $1,000.00 effective this year.

The College received full-formula funding this year. The State approved budget for 1984-85 will be $15,496,877, an increase of approximately 3,000,000 over last year's budget.

The salary increases for state employees was six percent cost of living and two percent merit. However, in the final budget bill salary increases were delayed for two weeks. This reduces salary increases by 1/24. How this will affect Faculty increases has yet to be determined by the administration.

The College has tentative plans to lease the Southern Bell building on Liberty Street effective January 1st. The College will also acquire another 38 parking places with the lease.

There will be no increase in student fees for 1984-85; however, there will be an $80.00 per semester increase in dormitory fees.

Projections for fall enrollments show an approximate two percent decrease over last year. This may result in a decrease in state funding based on F.T.E.'s the following year.

Summer School enrollment is down 00.5 percent; however, revenues are up an estimated $100,000.

The Library is planning an exhibit of Faculty Publications this Fall. In addition, the Library staff wants to create a permanent exhibit of College of Charleston Faculty Publications. If you have published works you should be contacted later about having them included in the exhibit. Additional information is available from Bill Moore or David Cohen.

The following individuals were nominated by colleagues for the Distinguished Service Award: James Abbott, Gerald Gibson, Hugh Haynsworth, Eugene Hunt, Katherine McIntosh, Thomas Palmer, Hugh Wilder and Rosanne Wray.
MEMORANDUM

To: Professor William Moore, Speaker
From: Frank Petrusak
Subj: Hearing Committee Report
Date: June 27, 1984

In Spring Semester 1984, the Faculty Hearing Committee considered three cases.

(1) The Committee determined that a petition regarding a negative tenure decision of the College did not fall within the jurisdiction of the Committee.

(2) A petition concerning two alleged violations of academic freedom was given preliminary consideration by the Committee. No hearing resulted. The Committee recommended resolution of this matter in the grievance process of the academic department.

(3) The Committee continued consideration of a case brought by a group of faculty alleging violations of academic freedom. Because of legal considerations and the decision of one of the parties not to participate, the Committee was unable to hold a hearing regarding this petition.

(4) The Committee completed action in a case initiated in Fall semester 1983. It was determined that the academic freedom of a member of the faculty had been violated.

Future petitions should be sent to Professor Jorge Harban, Chairman of the 1984-85 Faculty Hearing Committee.

TO: William V. Moore, Speaker of the Faculty
FR: David S. Mann, Student Affairs and Athletics Committee
RE: Spring Semester Committee Report

The Committee met twice per month. On its agenda were several items, one of which was carried over from the fall semester. This primary item involved the construction of a Student Grievance Procedure document, a copy of the final first draft of which appears as an appendix to this report. The document which appears there has been circulated to department heads of the College for circulation to department personnel and for comment. Next year's Student Affairs and Athletics Committee is prepared to receive constructive comments so that a procedure may be implemented as soon as viable. Anyone with constructive comments may notify next year's Committee chairman, Professor Doig (Chemistry). A second item was to investigate and recommend improvements in campus security. Several recommendations have been made and forwarded (but heretofore have been under-publicized by "The Meteor"): changes (a) in campus lighting, (b) security patrol, (c) safety awareness programs, and (d) emergency phone centers all were recommended to Mr. Rivers, to the President, and to SGA. A third item was to report to the Athletics department those members of teams who possessed the highest gpr. The winners were announced at the annual Athletics Banquet. In addition, the team gpr's were also computed and the annual winner was similarly announced.

encl: Student Grievance Procedure (final first draft)
STUDENT GRIEVANCE PROCEDURES

PREAMBLE

Disputes may occasionally arise between members of the College of Charleston community over both academic and non-academic matters. While it is felt that most issues are resolvable at the personal level between the two parties, it is recognized that there is a need for a formal procedure. The procedure set down below presents a framework within which disputes may be settled. The formal procedure should not serve to change the character of a dispute, but to insure that due process is given to all concerned and that every attempt made to completely resolve a dispute.

DEFINITIONS

I. Academic grievances include complaints of arbitrary, capricious grading and failure to fulfill student expectations of faculty.

A. ARBITRARY, CAPRICIOUS GRADING means 1) the assignment of a course grade to a student on some basis other than performance in the course, or 2) the assignment of a course grade on the basis of standards that far exceed what students could reasonably be expected to achieve at that course level, or 3) the assignment of a course grade by a substantial, unreasonable, and unannounced departure from the instructor's previously stated standards.

B. STUDENT EXPECTATIONS OF FACULTY include but are not limited to 1) announcement and distribution during the first week of class of a written statement of the faculty member's attendance policy, 2) the faculty member's keeping accurate records of student absences from classes if attendance is required, 3) announcement and distribution during the first week of class of a written statement of the faculty member's grading procedure, 4) some regular, scheduled office hours so that faculty members will be available to students, 5) reasonable notice of major papers and major exams, 6) a reasonable number of graded assignments to permit evaluation of student progress throughout course and to permit the student to assess his/her own progress, 7) assignment of materials to which all students can reasonably be expected to have access, 8) meeting of all classes at the time and in the place specified in the official Schedule of Classes, unless the faculty member has made arrangements to the contrary with the Vice President for Academic Affairs, 9) administration of final examinations only at the time and in the place stated on the Examination Schedule, unless the faculty member has received written permission from the Dean of Undergraduate Studies, 10) reasonable competence in the performance of academic duties, and 11) obeying of College regulations.

II. Nonacademic grievances include complaints of a violation of student rights.

A. STUDENT RIGHTS include but are not limited to 1) The right not to be discriminated against. The College of Charleston is an Equal Opportunity institution and affirms the practice of this institution as one which will not discriminate against any person in employment or in any of its programs or activities because of race, color, sex, handicap, age, national origin, political affiliation, sexual orientation, or other personal preferences, and that it will take affirmative action to ensure that persons employed or admitted to any of its programs or activities will be treated without regard to these factors. This policy applies in all matters including: i. Admission and education of students, ii. Availability of student loans, grants, scholarships, and job opportunities, iii. Student and faculty housing situated on premises owned or occupied by the College of Charleston, iv. Off-campus housing not owned by the College, but listed with the College for referral purposes, v. Activities conducted on premises owned or occupied by the College.
2) The right not to be sexually harassed. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

i. submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other College activity; ii. submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personal decisions affecting an individual; or iii. such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive College environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred.

3) The right to confidentiality. Students have the right to expect reasonable confidentiality of all information concerning students' personal beliefs, lifestyle and political affiliation that is acquired by faculty, administration, and staff in the course of their work.

4) The right to free exchange of ideas. Students have the right to participate in a free exchange of ideas, and there shall be no College rule, regulation, administrative policy, or administrative action that abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U. S. Constitution.

5) The right to privacy. Students occupying College owned residences have a limited right to protection from unauthorized entrance into their rooms. Residence Counselors and staff may periodically conduct inspections of rooms for sanitary and safety conditions, unauthorized property, and property damage. Authorized College employees may conduct spot inspections to determine the need for repair or maintenance work in the residence halls. The College also reserves the right for appropriate officials to search individual rooms in cases where there is reasonable ground supported by circumstances sufficiently strong, to cause a student or employee to believe that the occupant is guilty of secreting within his or her room, property the possession of which is a violation of College policy or Student Regulations. If such property is discovered the College may seize and hold it until proper disposition of the case has been made. Searches will be authorized by written warrant of intent particularly describing the place to be searched and the property to be seized. The warrant will be carried on the person of the searching official, and will be signed by one of the Executive Officers of the College, a Residence Counselor, or the Director of Residence Life. Searches by officials without a warrant of intent, or searches made without the presence of an occupant, will be made only in cases of extreme emergency when there is manifest danger of injury to individuals or College property. Searches for contraband, the possession of which is a violation of State or Federal law, will be conducted by appropriate State or Federal officials.

GRIEVANCE PROCEDURES

I. INFORMAL CONCILIATION

A. Students having serious complaints about academic treatment or non-academic matters at the College are urged strongly to reconcile any differences informally with the other party. Most disputes can be resolved in an informal manner. All are cautioned to present complaints openly without fear of reprisal as soon as possible during the existing academic semester. Untimely delays beyond that period may result in no viable dispute resolution.

B. Only if the parties have not resolved their differences will any formal process be initiated. For academic and non-academic disputes, the following general procedures will serve as an outline.
II. FORMAL PROCEDURES

A. Academic

A five working day cooling off period, after the initial informal student-faculty conference, is mandatory. If the student remains grieved, (s)he is to document, in writing, the nature of the complaint to the faculty member's department chair no later than the 10th working day after the student-faculty conference. The written complaint should include:

1. act or complaint
2. facts to the best knowledge of the party
3. type or sort of resolution sought by the grievance
4. the arguments for the grievance

If the faculty member involved is the department chair, the student will follow the same procedure (cooling off period and writing) to the Associate Provost for Academic Affairs. This conference must be completed no later than 20 working days after the initial student-faculty conference. GIVEN THE NATURE OF THESE PROCEDURES, STUDENTS AND FACULTY ARE URGED TO KEEP PROPER INFORMAL MEMORANDA OF STUDENT CONFERENCES.

The department chair or other person (see above) will have 10 additional working days to resolve the issue informally. This may involve conferences with either or both parties to the complaint, preferably both. Should the matter not be resolved or be close to resolution, in the opinion of the department chair or other person, the department chair or other person will turn over his/her documentation of the facts of the dispute to the Undergraduate Studies Dean.

The Undergraduate Studies Dean shall have 10 working days to resolve the complaint informally and shall have the power to conduct a proper investigation into the dispute, including but not limited to conferences with the disputants or other persons, papers or other work, documents of informal conferences and dates of same. If a mutually agreeable settlement is reached the Undergraduate Studies Dean shall certify the case be deemed closed and documented in that fashion.

If the Undergraduate Studies Dean finds no reconciliation to be possible, both parties shall be notified in writing no later than 5 working days after the last informal reconciliation attempt has failed. In such an instance, the Undergraduate Studies Dean shall advise both parties that the complaint or the respondent has the right to a formal hearing by a College Grievance Panel. If the complainant or respondent requests a formal hearing by the College Grievance Panel, the Undergraduate Studies Dean shall notify the Vice-President for Student Affairs, who in all cases will be responsible for convocating a Panel within 10 subsequent working days.

The College Grievance Panel shall provide notice within 5 working days that a formal hearing will be conducted. This Panel shall have the opportunity to review all records made, call for testimony, witnesses, and other documentation which it shall deem warranted. At this hearing additional documents or presentations shall be permitted to be brought by each party to the dispute. Members of the Panel shall have the right to question all parties, call for further documentation, witnesses, and any or all previous conciliators (department chair, Associate Provost, or Undergraduate Studies Dean, et al. — see above). Only members of the Panel may bring questions to the parties directly. Legal or other counsel may appear to advise either party but may not in any way participate in panel hearings or address the Panel. After the Panel feels it has heard all the relevant facts and viewpoints, it will render a formal decision, in writing, to both parties and to the department chair (or other person) within 5 working days of the close of the hearing.

In all respects, the Panel Chair, chosen from the members of the Panel, shall be in control of all procedures. Neither the Panel Chair nor panel members will be subject to strict or formal jurisprudential rules of evidence and procedure. If the Panel Chair desires, (s)he may ask the College Legal Counsel to advise the Panel.
College Grievance Panel decisions may include but may not be limited to an affirmation or denial of arbitrary, capricious grading, failure to fulfill student expectations of faculty or violation of student rights. In addition, the College Grievance Panel may (1) affirm, (2) reverse, (3) affirm in part and reverse in part, (4) remand the decision of the previous levels calling for procedures to be renewed, or (5) call for a new attempt at informal reconciliation. The College Grievance Panel’s decisions are considered to be final and binding on all parties.

In a rare or extreme case, the aggrieved party may request review by the Provost of the College who, after inspecting the record, may (1) affirm, (2) reverse, (3) affirm in part and reverse in part, (4) remand the decision of the previous levels calling for procedures to be renewed, or (5) call for a new attempt at informal reconciliation.

Any informal reconciliation which is reached at any level of these procedures will result in the purging of formal records 10 working days after the agreement is reached. All that will remain is a signed document acknowledging the agreement.

B. Non-Academic

These procedures are essentially the same as the above. What must be emphasized is that all conciliators may proceed in any reasonable fashion to resolve disputes before formal procedures begin. Any formal procedures initiated will require documentation and advice as needed in the opinion of the Panel Chair.

C. Student-Staff Grievances

These procedures are essentially the same as the above, except that the supervisor substitutes for the department chair as indicated above and the appropriate College Vice President substitutes for the Undergraduate Studies Dean. If any other officer of the College is a party to any dispute, it shall be the responsibility of the Speaker of the Faculty to appoint a substitute, having been provided notice to do so, unless otherwise herein provided for. If the Speaker of the Faculty is a party to the dispute, that responsibility shall fall upon the Provost. If the Provost is a party, that responsibility shall fall upon the Senior Vice-President of the College (senior defined in years of service at that position at the College who is not a party to the dispute).

D. College Grievance Panel Composition

The College Grievance Panel shall be chosen (1) from the SGA Judicial Board student membership, two members drawn by lot, (2) from the faculty members of the Student Affairs and Athletics Committee (non-academic), Academic Standards Committee (academic), or from a pool of supervisory personnel obtained from the Personnel Director (whichever is deemed appropriate), three members drawn by lot. This Panel shall be ad hoc with separate panels for each dispute.

MEMORANDUM

TO: Dr. Bill Moore, Newspeak
    Faculty Secretary
FROM: Dr. Lee Drag5
SUBJECT: Final Report, Library Committee

During the year we met five times. On September 22, 1983 and December 6, 1983 we discussed the budget for fiscal year 1984. Two members of the committee were appointed to the Library Search Committee for the positions under the new reorganization plans. In the second meeting, we began reviewing the Library’s Three Year Plan, the Self-Study, and modifications to the Library building. At the February 21st meeting we learned that the College tentatively approved the full Library materials budget request. The committee sent a letter to President Edward M. Collins, Jr., expressing its appreciation for this action. David Cohen also will work out a process so that the Faculty will be able to use some of the discarded Library periodicals. On March 27 the committee reviewed the departmental allocations for books and periodicals for 1984-85. The last brief meeting disbanding the committee was held on April 26, 1984.
During the Fall Semester 1983 the Advisory Committee conducted a faculty-wide survey on faculty concerns and attitudes. Based on faculty comments a comprehensive list of recommendations was presented to the President (see the December 1983 Newspeak). During the Spring Semester these recommendations were the subject of communication between the Committee and the President. A number of proposals were acted upon including increased emphasis on Maintenance, Communication to the Faculty by the President, Departmental visits, Lights in Parking Lot, Secretarial Assistance, and Fall Semester break.

In addition, the President requested and received recommendations from the Advisory Committee on increasing security measures at the College.

--

MEMORANDUM:

TO: William V. Moore, Speaker of the Faculty
FROM: R. Heldrich, Continuing and Graduate Education Committee
RE: Spring Activity Report

The committee continued its involvement with Dean Sue Sommers office on several issues. The committee was genuinely pleased with the efforts of Dean Sommers and Associate Dean Abbie Smith on the receptions honoring the continuing education incentive grant winners. The turn out and conversations with the winners provided strong evidence for the value of the incentive grants program and the committee hopes the entire college community thanks the continuing education program for a job well done. The committee also reports that preliminary contacts with potential donors to the Continuing Education incentive grant program are progressing and that there is cause for optimism in this area.

The committee was asked by Dean Sommers to review the job description for the position of Director of Professional Development (Salary Range 28,000 – 32,000) in the hopes that a new search, to be instituted this summer, will be successful. The position is anticipated to be a self-supporting, revenue producer for the College and the committee was hopeful that the planned study by the College Board Educational Testing Service would help to define the role for the Director of Professional Development. The 1984-85 committee will have to assume this responsibility.

Overall, the committee wants to thank the Continuing Education administration and staff for their cooperation. The newly elected committee Helen Ivy (Library) Chairman, can look forward to a rewarding experience.
Dear Dr. Moore:

During the Spring Semester of 1984, no business was brought to the attention of the Faculty Grievance Committee.

Sincerely,

William Bischoff, Chairman

Dr. William V. Moore  
Speaker of the Faculty  
College of Charleston

Memo to: All Faculty  
From: Hugh Wilder, Chair, Faculty Research and Development Committee  
Re: Announcements and Report of Committee Activities, Second Semester 1983-84

1. Applications for 1984-85 Starter Grants are still being accepted. Starter Grants are designed to assist tenure track faculty in their first year of appointment at the College in establishing a program of research. New appointees may apply now for first semester 1984-85 support, for grants-in-time (release from teaching one or two courses) and/or research expenses up to $1500. Applications for second semester 1984-85 support will be taken in September. Please call Hugh Wilder for details; pick up application cover sheets and instructions from Ms. Carol O'Brien in the office of the Associate Provost for Academic Affairs.

2. Committee officers for 1984-85:  
   Chair: Robert Mignone, Mathematics  
   Secretary: Richard Godsen, Physical Education

3. The Committee is pleased to announce the following awards, made during the second semester 1983-84:

   A. Second Round College Grants


   2. Robert T. Dillon, Jr. "Refinement of protein electrophoretic technique for the hard clam, directed toward the genetic improvement of breeding stocks" $1100.


   4. George W. Hopkins, "The Miners for Democracy—A Faculty Professional Advancement grant for completion of a manuscript" $1,000.

   5. Kenneth Michael Jenson, "Summer Workshop on Computers in the Classroom National Council of Teachers in English" $700.


11. Irene Silverblatt, "Preparation for Publication of Manuscript 'Moon, Sun, and Devil: Inca and Colonial Transformations of Andean Gender Relations'" $1000.


B. Summer Research and Development Awards ($2500 stipend)

1. Douglas Ashley, "Research and Concert Preparation in London"

2. James W. Hagy, "The Etruscans and the Sea"


4. Diane Chalmers Johnson, "American Art in the Symbolist Mode - chapter to be written and submitted to publisher"

5. Anna B. Katona, "Georg Lukacs and Victorian Fiction"


7. Peter McCandless, "A History of Insanity in South Carolina from Colonial Times to World War II"

8. Nan K. Woodruff, "A Social History of the South Carolina Sea Island in the Twentieth Century"

C. Third Round College Grants


5. Linda E. Green, "Publication of 'A Guide to Choosing a Child Care Center'" $175, carry-over from 82-83 grant.


8. La Verne Shelton, "Causality and the Mathematical" $1200 for release time.


MEMORANDUM:

TO: William Moore
FROM: James Carew
SUBJECT: Spring 1984 Committee Report

Committee on Academic Standards, Admissions, and Financial Assistance.

1. A satisfactory progress policy mandated by the Federal government was submitted to the faculty.
2. The committee studied the amount of financial aid awards and the retention standards.
3. The committee discussed concerns of CLEP credit for continuing education students and referred the matter back to Sue Sommer.
4. The committee approved alternatives to the language requirement for two learning disabled students and denied alternatives for a third student.
5. The committee approved two petitions allowing students to spend their senior year abroad in the College sponsored ISEP program.
6. The committee approved a petition allowing a student to meet the degree requirements contained in the bulletin under which the student entered the College.
7. The committee permitted a student to complete two additional credit hours above the allowed seven of the final thirty-seven at another institution.
8. The committee denied a student's petition to continue enrollment at the College.

Date: 16 May 1984

Report from the COMMITTEE ON CURRICULUM AND ACADEMIC PLANNING:

FALL SEMESTER, 1983

During the fall semester the committee gave primary attention to course approvals. All actions of the committee were reported to the college faculty and specific information is available in the minutes of the faculty.

FALL SEMESTER, 1984

During the spring semester the committee gave primary attention to the self-studies done by the Departments of Biology, Business and Economics, Education and Fine Arts. Copies of the self-studies and the evaluations are on file with the chairman of the Curriculum Committee.

Evaluators of the self-studies were as follows:
- **Biology**
  - Dr. Luckett Davis, Biology, Winthrop College
  - Dr. Frederick Harrison, Biology, Western Carolina University
- **Business Administration and Economics**
  - Dr. Charles Quittmeyer, William and Mary College
  - Dr. Raymond Solomon, Florida State University
- **Education**
  - Dr. Tom Parks, SC State Supervisor of Teacher Education and Certification
  - Dr. Jim Rex, School of Education, Winthrop College
- **Fine Arts**
  - Dr. Dennis Monk, Music, University of Alabama
  - Dr. August Staub, Theatre, University of Georgia.
TO: Prof. William Moore, Speaker of the Faculty
FROM: W. Hugh Haynsworth, Chairman
Budget Review and Planning Committee

SUBJECT: Spring, 1984 Semester Report of the Budget Review and Planning Committee

The committee engaged in four basic activities during the course of the semester. They were:

1) Review a list of critical issues proposed by the President's Planning Team recommending changes and additions.

The committee reviewed the original list of fifteen issues and provided a report which recommended changes in the original list as well as the addition of four new issues. The changes and the additions were all accepted in principle and appear in the planning document.

2) Study each departmental plan reviewing the goals, objectives and methods of attainment listed to determine that they are congruent with the mission, statement of purpose, institutional goals and planning assumptions for the current planning cycle.

The committee studied the sixty-five departmental plans which were available and provided a report to the President's Planning Committee expressing our concerns and recommendations. The report consisted of two parts. First, recurrent patterns which appeared throughout the departmental plans (either academic, non academic, or both) were identified. Some patterns were identified because the recurring theme was inconsistent with the planning assumptions or contradicted other goals or objectives from the same plans. Others were identified as areas which needed to be addressed through an institutional policy rather than on an individual basis. The second part of the report provided comments on individual departmental plans.

3) Review the proposed 1984-85 budget in light of the planning assumptions and evaluate how well the budget corresponds to year one of the planning document.

At the end of the term, the budget is still in preparation and cannot be reviewed as a whole. Instead, the president and the provost jointly requested the committee to review a dozen specific budgetary items and to express any concerns relating to those items to the President's Planning Team. The items being addressed are in the areas of the instructional program; faculty size, compensation and development; and recruitment and services for our student body. At this writing, the committee is in the process of completing the requested review of those items for which appropriate information is available.

4) Monitor the progress made by those responsible in carrying out the instructions of the president in his response to the Spring, 1983 recommendations of the committee.

In the spring of last year, the president responded to a number of recommendations of the BRPC. That response called for some sixty actions ranging from conducting studies to building repair. As of the end of the fall semester, 18 actions were listed as in progress or deferred and 42 actions were complete. During the course of the spring term, four additional actions were completed and reported to the committee. (Chairman's comment: Of the remaining fourteen actions called for in the report, nine are in progress or may have been recently completed. Four others have been deferred pending completion of one of the nine actions in progress and one item has apparently been deferred indefinitely.)
As many of the faculty are aware, on April 30, Dr. Raymond Haas presented a seminar on planning to a large segment of the college community including the departmental chairs, the members of the BRPC and the chairs of all standing committees of the college. Dr. Haas is the Vice President of Administration at the University of Virginia and has extensive experience in planning. Out of the discussion which took place during the seminar and in a second presentation the next morning came a better understanding of the concerns of the faculty and administration with regard to the process. At the same time, I believe it was clear that despite difficulties with the process, the value of planning for the future was recognized. Towards that end, this is an appropriate time to note some positive aspects of the planning process which was employed this year. For the first time, an institutional planning document has been produced. This includes institutional, divisional, and departmental goals and objectives and proposed methods of attainment. The faculty elected BRPC played a significant role in developing the planning assumptions, the critical issues which the college must address, and in identifying major themes which required institutional policy decisions. Finally, all budget proposals are currently being reviewed in light of the approved plans, greatly reducing the likelihood that funding decisions will be made on the basis of non-objective criteria.

Since Dr. Haas’ seminar, the BRPC and the PPT have met jointly and will meet again in June to discuss possible options for refining the planning process and to focus on the planning process the college will employ next year.

WHH/1m

Dear Bill,

I'm pleased to provide you with a summary of a four year study of student use of the College Skills Lab. In order that the faculty might have an understanding of the impact of the CSL programs, I would like you to print the attached report in the next issue of Newspeak.

Thank you.

Sincerely,

Steve Gibson
Director, College Skills Lab

COLLEGE OF CHARLESTON
COLLEGE SKILLS LAB
1979-80 Freshman Class Research
CSL Use

In the fall of 1979, a four-year study was begun by the College Skills Lab regarding students entering the College as degree-enrolled beginning freshmen with predicted GPRs. The purpose of the study was to examine the use of the College Skills Lab by these students from the aspects of CSL attendance, academic standing, and retention.

At the close of 1982-1983, the fourth year of the study, 49.8% (385) of the original 773 students in the study had been retained at the College of Charleston and 50.2% (388)* had attrited. Of those who were retained, 51% (197) graduated in May, 1983; 49% (188) were still enrolled as undergraduates, ranked as follows:

- Freshmen: 7
- Sophomores: 31
- Juniors: 122
- Seniors: 28
Of the original 773 students in the study, 40% (313) of the total had attended the College Skills Lab at some time during the four years of the study; 60% (460) of the total had not attended.

Of the 388 students who left the College during the four years, 31% (120) had attended the CSL while at the College; 69% (268) had not attended the CSL.

Of the 385 students retained to the end of 1982-83, 50.1% (193) had attended the CSL at some time during their four years; 49.9% (192) had not attended.

Of the 197 students who graduated at the end of 1982-83, 51% (100) had used the CSL; 49% (97) had not.

Of the 188 students still enrolled, 49% (93) had used the CSL; 51% (95) had not.

**ACADEMIC STANDING**

87% (168) of the 193 CSL users who had been retained were in good standing academically at the end of 1982-83 compared to 91% (175) of the 192 non-users who had been retained. 76% (147) of the students who had used the CSL had maintained GPRs at or above their freshman GPRs compared to 68% (130) of the non-users.

*Adjusted to reflect 45 readmitted students.

Of the 188 students still enrolled as undergraduates, 78% (146) were in good standing academically. Of the 42 students not in good standing, 11 (6 CSL users; 5 non-users) were excluded and 31 (19 CSL users; 12 non-users) were on probation as of the end of 1982-83.

**RETENTION/ATTRITION**

The cumulative attrition rate of the original 773 students in the study, 50.2% (388 of 773), includes 120 students who had used the CSL while at the College and 268 students who had not attended the CSL.

These figures represent an attrition rate of 38% (120 of 313) for CSL users compared to an attrition rate of 56% (268 of 460) for students who did not use the CSL while at the College. Viewing these statistics conversely, 42% (192 of 460) of the non-users were retained compared to retention of 62% (193 of 313) of the CSL users. There is a significant differential of 20% between the attrition rates of the two groups; i.e., 20% more students who had attended the College Skills Lab were retained than were students who had not attended the CSL.

**CONCLUSIONS**

The approximate ratio of 1 non-user to 1 CSL user (192:193) among the 385 students retained for four years, when compared to the ratio of 2.2 non-users to 1 CSL user (268:120) among those who attrited, indicates a positive impact on retention of students who receive assistance in academic learning skills.

The cumulative 20% differential of attrition between CSL users and non-users represents retention of 61 students who, had the CSL users attrited at the same rate as the non-users, would not have been retained. The retention of these students has produced considerable additional revenue for the College.

MH/84
REPORT FROM THE CENTER FOR CONTINUING EDUCATION
SPRING SEMESTER 1984

CREDIT COURSES

Spring Semester 1984 Evening Program Information

Evening sections paid by the Evening Program budget

- Taught by College of Charleston Faculty Overload
  - Taught by part-time adjunct
- Total sections supported from Evening Program budget
  - Spring Semester

Total student enrollments in these sections: 3232
Average number of students per section: 23.76
Student Credit hours: 8949
FTE (Total divided by 15): 596.9

Continuing Education Student Enrollments

Continuing Education students who wish to obtain a degree from the College of Charleston are requested to apply through the Admissions Office and become degree candidates after completing 15 hours at the College. These students are not included in this report.

Total credit enrollments (headcount): 715
Total audit enrollments (headcount): 64
Total enrollments (headcount): 779

Of these students 54 are senior citizens (60 years of age or older), taking courses tuition-free on a space available basis. Our oldest student this semester is 83.

NON-CREDIT COURSES

Spring Semester 1984

During the spring semester the following non-credit program activities took place in the Center for Continuing Education.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total # courses taught</th>
<th>Total # Enrolled</th>
<th>Average Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Interest</td>
<td>21</td>
<td>262</td>
<td>12.47</td>
</tr>
<tr>
<td>Humanities Outreach Program</td>
<td>5</td>
<td>84</td>
<td>16.80</td>
</tr>
<tr>
<td>Brown Bag Lecture Series</td>
<td>6</td>
<td>140</td>
<td>23.33</td>
</tr>
<tr>
<td>Small Business Development</td>
<td>9</td>
<td>70</td>
<td>7.77</td>
</tr>
</tbody>
</table>

Summary Non-credit Student Enrollments

Total # courses taught: 41
Total # of enrollments: 556
Avg. # of students per course: 13.56

Summer courses now in progress include microcomputer, swimming and Basic 35MM Photography. Final enrollment figures are not yet available.
June 30 marks the close of the Humanities Outreach Program, sponsored by the Center for Continuing Education in conjunction with the South Carolina Committee on the Humanities and the Charleston Higher Education Consortium. During the spring semester, the Humanities Outreach Program sponsored non-credit courses, a brown-bag noon luncheon series featuring six local speakers on humanities-related topics and a conference whose theme was "Human Values and the Future of Education" featuring Dr. Harold Taylor. The final event of the spring was the Spoleto Lecture series, presenting seven persons involved with Spoleto USA and highlighted by the appearance of Gian Carlo Menotti, artistic director of the festival.

Staff Training Program - Credit Courses

The purpose of the staff training program is to provide an opportunity for a College of Charleston employee to improve his/her performance in the present position or to acquire skills necessary to perform additional duties to meet college needs.

To be eligible the employee must be employed full-time holding a permanent position and having completed his/her probationary period. The employee's supervisor must recommend the course. The tuition and fees for the course are provided.

Summary of Participation 1983-84

<table>
<thead>
<tr>
<th></th>
<th>No. of Employees</th>
<th>No. of Departments or Offices Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 1983</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Spring Semester 1984</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Summer 1984</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

This represents an investment of $8,400 in the development of College of Charleston employees.

Staff Development--Non-credit Courses

A Staff Development Committee was formed by the Provost to assess training needs of staff and administrators. The survey was distributed in December. Using the results of the survey, training opportunities have been provided for the target group this semester. Over 100 staff/administrators participated in one or more of eight courses or workshops, some of which were offered more than once. Individual departments helped to fund the first semester of the staff development program.

A budget request has been made for the continuation of this program. A number of resources have been consulted to make future offerings even better. The Personnel Office and the Center for Continuing Education have assumed responsibility for administering the program.

Incentive Grant Program

During the spring semester, 11 students took their first classes upon their return to school as a result of receiving Incentive Grants. Recipients are selected through an application and interview process. Since its establishment in 1981, 85 students have received grants. A newly formed Community Advisory Committee is helping to explore new avenues for the improvement and support of the Incentive Grant program.

Center Deadline

June 11 is the deadline for submitting material for the fall Center. Please send information about special courses, conferences, possible feature stories, and proposals for non-credit courses to the Center for Continuing Education. If you would like to teach a non-credit course which you believe would be of community interest, call 2-5620 for course proposal forms or information.
The Lowcountry Educators' Cooperative (LEC) has been formed to develop a program which will meet the educational needs for recertification of area school teachers. Members of the cooperative include the College of Charleston, The Citadel, The Baptist College, The Charleston Higher Education Consortium and Berkeley, Dorchester and Charleston School Districts. Dr. Frances Welch and Dr. Sue Sommer have been meeting with representatives from the other educational organizations to develop the proposal for the cooperative and begin the process of coordinating educational offerings for teachers.

The following contract courses ("contract courses" are provided at the request of another agency or organization for which the College issues a contract which guarantees that the external agency provides funding so that the College is able to assure that all costs are met) have been offered at the request of area school districts or the State Department of Education: Education 641, Science for Elementary Teachers; Education 665, Teaching Elementary School Mathematics; Education 691M, Strategies and Techniques for Improving the Teaching of Mathematics; Education 691N, Earth Science for Teachers; Education 691O, Physical Science; and Education 691J, Alcohol and Drug Prevention.

In addition to the contract courses, in which only students from the contracting agency may enroll, the following special topics courses have been offered specifically to meet the needs of area teachers. These courses are open to all graduate students in education: Education 691O, Computer Education for Teachers at Wando and St. Andrews High School, as well as on-campus sections; Education 691E, Methods of Language Transfer; Education 691H, Utilization of Instructional Radio & TV; Education 691S, Cognitive Approach to Developing Self Esteem; Education 796A, Workshop in Diagnosing Learning Disabilities; Education 796B, Manual Communication: Teaching Strategy; and Education 796C, Reading for the Special Education Teacher.

Several new special topics courses have been requested and are planned for 1984-85. Proposal and evaluation procedures for special topics courses have been developed.

MEMORANDUM

TO: Dr. Jacquelyn A. Mattfeld, Provost and Dean of the Faculty
FROM: Sandra M. Powers, Assistant Dean for Underclass Advising
RE: Consortium Cross-Registration

Attached you will find statistical summaries and raw data charts for all consortium cross-registrations out of the College of Charleston from Summer 1983 through Spring 1984.

These data were obtained from the cross-registration forms (which must be filed prior to taking a course) and the subsequent transcripts. Notice that ROTC and graduate students were deleted from the rosters, the former having no grades reported and the latter showing no differences in grades.

The raw data charts are included to provide some insight as to which classes are taken as well as where they are taken. A mark is indicated in column 5 if the course appeared to either satisfy distribution requirements or apply to the major.

Once it became apparent that Biology was recurrent, summary data for that area were computed as well.
## Consortium Cross-Registration from College of Charleston

### Summer 1983 - Spring 1984 Summary Sheet

**All Cross-Registrants**

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Variance from C of C</th>
<th>Variance from C of C</th>
<th>Variance from C of C</th>
<th>Variance from C of C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUM-GPR</td>
<td>GPR in same subjects</td>
<td>CUM-GPR</td>
<td>GPR in same subjects</td>
</tr>
<tr>
<td>Number of items</td>
<td>47</td>
<td>42</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Mean</td>
<td>.139</td>
<td>.554</td>
<td>.006</td>
<td>.490</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>.966</td>
<td>.819</td>
<td>.619</td>
<td>.706</td>
</tr>
<tr>
<td>Range</td>
<td>5.27</td>
<td>3.53</td>
<td>2.06</td>
<td>2.11</td>
</tr>
</tbody>
</table>

**Interval Frequency**

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 and up</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.50 to 1.99</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1.00 to 1.49</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>.50 to 0.99</td>
<td>11</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>0.00 to 0.49</td>
<td>14</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-0.50 to -0.01</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-1.00 to -0.51</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>-1.50 to -1.01</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-2.00 to -1.51</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-2.50 and down</td>
<td>1</td>
<td>42</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

**Biology Only or Biology and Others**

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Variance from C of C</th>
<th>Variance from C of C</th>
<th>Variance from C of C</th>
<th>Variance from C of C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUM-GPR</td>
<td>GPR in same subjects</td>
<td>CUM-GPR</td>
<td>GPR in same subjects</td>
</tr>
<tr>
<td>Number of items</td>
<td>47</td>
<td>42</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Mean</td>
<td>.139</td>
<td>.554</td>
<td>.006</td>
<td>.490</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>.966</td>
<td>.819</td>
<td>.619</td>
<td>.706</td>
</tr>
<tr>
<td>Range</td>
<td>5.27</td>
<td>3.53</td>
<td>2.06</td>
<td>2.11</td>
</tr>
</tbody>
</table>

**Interval Frequency**

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 and up</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.50 to 1.99</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1.00 to 1.49</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>.50 to 0.99</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>0.00 to 0.49</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-0.50 to -0.01</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>-1.00 to -0.51</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>-1.50 to -1.01</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-2.00 to -1.51</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-2.50 and down</td>
<td>1</td>
<td>42</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>GPR For Transfer course(s)</td>
<td>No. Of Credits</td>
<td>Inst.</td>
<td>Subject Area(s)</td>
<td>Part of Min. Deg. Reg's or Major?</td>
<td>Overall GPR Before Cross-Reg At C of C</td>
<td>GPR in same subject area</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>NG</td>
<td>6</td>
<td>Cit.</td>
<td>SPN</td>
<td>+</td>
<td>3.55</td>
<td>2.00</td>
</tr>
<tr>
<td>3.00</td>
<td>6</td>
<td>Cit.</td>
<td>PSC</td>
<td>+</td>
<td>2.11</td>
<td>2.20</td>
</tr>
<tr>
<td>2.00</td>
<td>7</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.46</td>
<td>1.50</td>
</tr>
<tr>
<td>3.00</td>
<td>4</td>
<td>Cit.</td>
<td>MAT</td>
<td>+</td>
<td>2.02</td>
<td>2.29</td>
</tr>
<tr>
<td>1.25</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.02</td>
<td>1.83</td>
</tr>
<tr>
<td>3.00</td>
<td>3</td>
<td>Cit.</td>
<td>PSC</td>
<td>+</td>
<td>3.14</td>
<td>3.50</td>
</tr>
<tr>
<td>2.75</td>
<td>8</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.17</td>
<td>1.75</td>
</tr>
<tr>
<td>3.45</td>
<td>11</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>3.03</td>
<td>2.50</td>
</tr>
<tr>
<td>3.25</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>1.97</td>
<td>1.88</td>
</tr>
<tr>
<td>1.33</td>
<td>15</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.11</td>
<td>1.94</td>
</tr>
<tr>
<td>2.25</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.62</td>
<td>1.75</td>
</tr>
<tr>
<td>3.00</td>
<td>3</td>
<td>Cit.</td>
<td>SPN</td>
<td>+</td>
<td>2.50</td>
<td>0.67</td>
</tr>
<tr>
<td>4.00</td>
<td>3</td>
<td>Cit.</td>
<td>HIS</td>
<td>+</td>
<td>2.20</td>
<td>1.83</td>
</tr>
<tr>
<td>2.50</td>
<td>6</td>
<td>Bapt</td>
<td>HIS-HEA</td>
<td>+</td>
<td>1.64</td>
<td>2.16</td>
</tr>
<tr>
<td>4.00</td>
<td>3</td>
<td>Cit.</td>
<td>SPN</td>
<td>+</td>
<td>1.92</td>
<td>1.50</td>
</tr>
<tr>
<td>3.00</td>
<td>6</td>
<td>Bapt</td>
<td>BA</td>
<td>+</td>
<td>2.29</td>
<td>2.40</td>
</tr>
<tr>
<td>2.83</td>
<td>12</td>
<td>Cit.</td>
<td>SPN-PSC</td>
<td>+</td>
<td>1.51</td>
<td>1.53</td>
</tr>
<tr>
<td>3.00</td>
<td>6</td>
<td>Cit.</td>
<td>FIN</td>
<td>+</td>
<td>2.97</td>
<td>NA</td>
</tr>
<tr>
<td>4.00</td>
<td>3</td>
<td>Cit.</td>
<td>Law</td>
<td>+</td>
<td>2.32</td>
<td>2.83</td>
</tr>
<tr>
<td>3.00</td>
<td>3</td>
<td>Cit.</td>
<td>CS</td>
<td>+</td>
<td>1.87</td>
<td>1.20</td>
</tr>
<tr>
<td>2.25</td>
<td>4</td>
<td>Cit.</td>
<td>CHM</td>
<td>+</td>
<td>2.85</td>
<td>2.29</td>
</tr>
<tr>
<td>2.66</td>
<td>6</td>
<td>Cit.</td>
<td>MAT-CS</td>
<td>+</td>
<td>2.17</td>
<td>2.50</td>
</tr>
<tr>
<td>3.50</td>
<td>6</td>
<td>Bapt</td>
<td>BA</td>
<td>+</td>
<td>3.20</td>
<td>2.30</td>
</tr>
<tr>
<td>3.00</td>
<td>3</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.05</td>
<td>2.00</td>
</tr>
<tr>
<td>4.00</td>
<td>12</td>
<td>Cit.</td>
<td>Law-HIS-HEA</td>
<td>+</td>
<td>3.78</td>
<td>4.00</td>
</tr>
</tbody>
</table>

NG = No grade recorded, but credits transferred
NA = No grades available
* = If a student cross-registered more than once, all data was compiled and reported a single time. ROTC students have been purged from the lists unless they cross-registered for other courses as well.
<table>
<thead>
<tr>
<th>GPR For Transfer course(s)</th>
<th>No. Of Credits</th>
<th>Inst.</th>
<th>Subject Area(s)</th>
<th>Part of Min. Deg.</th>
<th>Overall GPR Before Cross-Reg</th>
<th>GPR in same subject area at C of C</th>
<th>Variation from C of C Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GPR in same subject area at C of C</td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td>+</td>
<td>2.47</td>
<td>2.11</td>
<td>-0.37</td>
</tr>
<tr>
<td>0.00</td>
<td>3</td>
<td>Cit.</td>
<td>PHY</td>
<td></td>
<td>3.19</td>
<td>NA</td>
<td>-0.19</td>
</tr>
<tr>
<td>2.60</td>
<td>10</td>
<td>Cit.</td>
<td>ART-HIS-BIO</td>
<td>+</td>
<td>2.53</td>
<td>2.30</td>
<td>0.23</td>
</tr>
<tr>
<td>2.50</td>
<td>8</td>
<td>MUSC</td>
<td>BIO</td>
<td></td>
<td>3.21</td>
<td>NA</td>
<td>0.29</td>
</tr>
<tr>
<td>2.00</td>
<td>3</td>
<td>Bapt</td>
<td>BA</td>
<td></td>
<td>1.82</td>
<td>1.82</td>
<td>0.00</td>
</tr>
<tr>
<td>2.00</td>
<td>3</td>
<td>Cit.</td>
<td>PHY</td>
<td></td>
<td>2.38</td>
<td>2.25</td>
<td>-0.13</td>
</tr>
<tr>
<td>3.50</td>
<td>6</td>
<td>Bapt</td>
<td>BA</td>
<td>+</td>
<td>1.97</td>
<td>1.84</td>
<td>0.13</td>
</tr>
<tr>
<td>3.50</td>
<td>8</td>
<td>Cit.</td>
<td>PHY</td>
<td></td>
<td>3.50</td>
<td>NA</td>
<td>0.00</td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td></td>
<td>3.00</td>
<td>2.75</td>
<td>0.25</td>
</tr>
<tr>
<td>3.00</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td></td>
<td>3.59</td>
<td>3.30</td>
<td>0.29</td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>Bapt</td>
<td>MAT</td>
<td></td>
<td>3.72</td>
<td>3.20</td>
<td>-0.52</td>
</tr>
<tr>
<td>2.50</td>
<td>4</td>
<td>MUSC</td>
<td>BIO</td>
<td></td>
<td>1.90</td>
<td>1.00</td>
<td>-0.90</td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>MUSC</td>
<td>BIO</td>
<td></td>
<td>1.93</td>
<td>0.67</td>
<td>-1.26</td>
</tr>
</tbody>
</table>

NG = No grade recorded, but credits transferred
NA = No grades available
* = If a student cross-registered more than once, all data was compiled and reported a single time. ROTC students have been purged from the lists unless they cross-registered for other courses as well.
### UNDERGRADUATE STUDENTS – CONSORTIUM CROSS-REGISTRATION

**Spring 1983**

<table>
<thead>
<tr>
<th>GPR For Transfer course(s)</th>
<th>No. Of Credits</th>
<th>Inst.</th>
<th>Subject Area(s)</th>
<th>Part of Min. Degree Required or Major?</th>
<th>Overall GPR Before Cross-Reg</th>
<th>GPR in same subject At C of C</th>
<th>Overall GPR Column 1- Column 6</th>
<th>GPR in subject area Column 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50</td>
<td>6</td>
<td>Cit.</td>
<td>PHY-MAT</td>
<td>+</td>
<td>2.77</td>
<td>3.06</td>
<td>.73</td>
<td>.46</td>
</tr>
<tr>
<td>2.42</td>
<td>7</td>
<td>Cit.</td>
<td>BIO-PED</td>
<td>+</td>
<td>2.51</td>
<td>2.69</td>
<td>-.09</td>
<td>-.27</td>
</tr>
<tr>
<td>2.87</td>
<td>8</td>
<td>Cit &amp;</td>
<td>MUSC BIO</td>
<td></td>
<td>2.76</td>
<td>2.35</td>
<td>.11</td>
<td>.52</td>
</tr>
<tr>
<td>3.22</td>
<td>11</td>
<td>MUSC</td>
<td>CHM-BIO</td>
<td></td>
<td>3.07</td>
<td>3.00</td>
<td>.50</td>
<td>.57</td>
</tr>
<tr>
<td>3.07</td>
<td>7</td>
<td>Cit.</td>
<td>CHM-MAT-PHY</td>
<td></td>
<td>3.31</td>
<td>3.01</td>
<td>.69</td>
<td>.19</td>
</tr>
<tr>
<td>4.00</td>
<td>4</td>
<td>Cit.</td>
<td>PHY</td>
<td></td>
<td>1.98</td>
<td>NA</td>
<td>-1.98</td>
<td>NA</td>
</tr>
<tr>
<td>0.00</td>
<td>4</td>
<td>Cit.</td>
<td>PHY</td>
<td></td>
<td>3.37</td>
<td>3.25</td>
<td>-.37</td>
<td>-.25</td>
</tr>
<tr>
<td>1.00</td>
<td>4</td>
<td>Cit.</td>
<td>BIO</td>
<td></td>
<td>2.22</td>
<td>1.06</td>
<td>-.22</td>
<td>.94</td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>MUSC</td>
<td>BIO</td>
<td></td>
<td>3.00</td>
<td>2.50</td>
<td>-1.00</td>
<td>-.50</td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>Cit &amp;</td>
<td>MUSC BIO</td>
<td></td>
<td>3.19</td>
<td>2.25</td>
<td>-.19</td>
<td>.75</td>
</tr>
</tbody>
</table>

NG = No grade recorded, but credits transferred
NA = No grades available
* = If a student cross-registered more than once, all data was compiled and reported a single time. ROTC students have been purged from the lists unless they cross-registered for other courses as well.