MEMORANDUM

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Faculty Meeting

The second regular meeting of The Faculty of the College of Charleston for the 1996-97 academic year will convene at 5:00 p.m. Monday, April 21 in the Recital Hall of the Simons Center for the Arts.

Agenda

Speaker’s Report

Approval of Degree Candidates

Election of Faculty Committees

Note: Since the original list of candidates was circulated, additional nominations have been received for two committees (Academic Standards and Library). In addition, there are replacements for Assessment, Curriculum, Tenure and Promotion, and Judicial Board. No additional nominations have been made for the Committee on Nominations and Elections since the April 1 Senate meeting.

ACADEMIC STANDARDS
(7 of these 8 to be elected)

Bakanic, Von
Maggiari, Massimo
Martinez, Elizabeth
McCandless, Amy
Miller, Deborah
Scholtens, Brian
Simonian, Susan
Skinner, Michael

Sociology
Spanish/Italian
Spanish/Italian
History
Physical Education/Health
Biology
Psychology
Educational Foundations/Specializations
**LIBRARY**
(7 of these 8 to be elected)

<table>
<thead>
<tr>
<th>Library Members</th>
<th>Departments</th>
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<tr>
<td>Anderson, Robert</td>
<td>Management</td>
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<td>Drago, Lee</td>
<td>History</td>
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<td>Hall, David</td>
<td>Physic</td>
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<td>Holman, Robyn</td>
<td>French</td>
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<td>Johnston-Thom, Katherine</td>
<td>Mathematics</td>
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<td>Nichols, Shaun</td>
<td>Philosophy</td>
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<td>Toris, Carol</td>
<td>Psychology</td>
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<td>Wiseman, Reid</td>
<td>Biology</td>
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**ASSESSMENT**
(9 faculty members)

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<tr>
<th>Assessment Members</th>
<th>Departments</th>
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<tbody>
<tr>
<td>Barfield, William</td>
<td>Physical Education &amp; Health</td>
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<td>Browning, Jeremy</td>
<td>Political Science</td>
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<td>Chenault, Stephanie</td>
<td>Computer Science</td>
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<td>Heldrich, Rick</td>
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<td>Huddleston, John</td>
<td>Philosophy</td>
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<td>Lewis, Simon</td>
<td>English</td>
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<td>McCandless, Peter</td>
<td>History</td>
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<tr>
<td>Nabors, Marty</td>
<td>Educational Foundations &amp; Specializations</td>
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<td>Neville, Robert</td>
<td>Library</td>
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<td>Swickert, Rhonda</td>
<td>Psychology</td>
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**CURRICULUM**
(9 of these 10 to be elected)

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<th>Curriculum Members</th>
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<td>Abate, Christopher</td>
<td>Geology</td>
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<td>Farrell, Susan</td>
<td>English &amp; Communication</td>
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<td>Friedman, Doug</td>
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<td>deGodev, Concepcion</td>
<td>Spanish/Italian</td>
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<td>Hough, Sheridan</td>
<td>Philosophy</td>
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<td>Lindner, Lee</td>
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<td>Packer, Lindsay</td>
<td>Math</td>
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<td>Powell, Phillip</td>
<td>Library</td>
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<td>Waggener, Green</td>
<td>Physical Education &amp; Health</td>
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<td>Weyers, Joseph</td>
<td>Spanish</td>
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</table>
TENURE AND PROMOTION
(5 tenured faculty members and 5 tenured alternates)

Carlson, Larry
Clary, Jane
Johnston-Thom, Katherine (ALT)(T)
Lesses, Glenn (ALT)(T)
Nusbaum, Robert
Perkins, Bob (ALT)(T)
Petrusak, Frank (ALT)(T)
Smiley, James
Sobiesuo, Andrew
Tennyson, Mack (ALT)(T)

English/Communication
Economics
Mathematics
Philosophy
Geology
Educational Foundations/Specializations
Political Science
Biology
Spanish
Accounting

JUDICIAL BOARD

Berg, Karen
Fitzwilliam, Marie
Fulton, Larry
Mapes, Toby
Sclippa, Norbert
Whitt, Alis

Spanish/Italian
English/Communication
Computer Science
Biology
French
Library

COMMITTEE ON NOMINATIONS AND ELECTIONS
(7 faculty members)

Baginski, Tom
Caveny, Deanna
Fronabarger, Kem
Kinard, Frank
Newell, John
Van Sickle, Meta
Ward, Trish

German
Mathematics
Geology
Chemistry
History
Educational Foundations/Specializations
English/Communication

Nominations for Faculty Committees are now closed. The Academic Standards, Curriculum and Library Committees will be elected by ballot at the April 21 meeting.
MEMORANDUM

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

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

Agenda

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

Remaining Scheduled Meeting—Spring Semester

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

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

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

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

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

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

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

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

2. Emeritus Awards, Research and Service Awards could be presented at the last faculty meeting of the semester.
To: Dr. Robert Mignone, Speaker of the Faculty
From: Academic Planning Subcommittee on Advising
Re: Recommendations

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

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

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

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

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

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

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

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

Please rate each department's attitude, usefulness, timeliness, and overall effectiveness according to the following scale:

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

In the last column, indicate how often you deal with this department:

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

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<tr>
<th>Department/Office</th>
<th>Attitude</th>
<th>Usefulness</th>
<th>Timeliness</th>
<th>Overall Effectiveness</th>
<th>How Often</th>
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<td>EXAMPLE 1: Office of Recycling</td>
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<td>EXAMPLE 2: Mosquito Control</td>
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<td>Auxiliary Services/Parking</td>
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<td>College Relations</td>
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<td>Development/Foundation Office</td>
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<td>Educational Services (Provisional, SNAP, &amp; Learning Strategies)</td>
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<td>Facilities Planning</td>
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<td>Office of Fire and Safety</td>
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<td>Food Service</td>
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<td>Office of Graduate Studies</td>
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<td>Health Services</td>
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<td>Institutional Research and Planning</td>
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<td>International Programs</td>
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<td>Legal Affairs</td>
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<td>Libraries</td>
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<td>Mail Services</td>
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<td>Minority Programs</td>
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<td>Motor Pool</td>
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<td>Orientation Office</td>
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<td>Personnel Office</td>
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<td>Physical Plant</td>
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<td>Office of the President</td>
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<td>Professional and Community Services/Conference Center</td>
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<td>Public Safety</td>
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<td>Registrar's Office</td>
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<td>School of the Arts, Dean's Office</td>
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<td>School of Business &amp; Economics, Dean's Office</td>
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<td>School of Education, Dean's Office</td>
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<td>Sponsored Programs/Grants</td>
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<td>Stem Center/Student Activities</td>
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<td>Office of VP for Student Affairs</td>
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<td>Office of Undergraduate Studies</td>
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MEMORANDUM

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

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

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

English
- 5 Course Change Proposals
- 3 Course Deletion Proposals
- Changes to the Major and Minor
- New Course Proposal
- New Course Proposal
- New Course Proposal

ENGL 342, 343, 345, 351, 390
ENGL 205, 206, 344
ENGL 207
ENGL 349
ENGL 355

Geology
- Special Topics Course “Geostatistics”
- New Course Proposal
- New Course Proposal

For Information Only
GEOL 442
GEOL 449

Mathematics
- Course Change Proposal
- Course Change Proposal
- Course Change Proposal

MATH 111
MATH 120
MATH 207

Philosophy and Religious Studies
- New Course Proposal

RELS 375

Physics and Astronomy
- Course Change Proposal

PHYS 412

Physical Education
- Joint Course Proposal

PEHD 355

Psychology
- Joint Course Proposal

PSYC 355
## Sociology/Anthropology

- **New Course Proposal**
  - ANTH 300

- **Course Change Proposal**
  - ANTH 340

- **Course Change Proposal**
  - ANTH 341

- **New Course Proposal**
  - SOCY 337

- **New Course Proposal**
  - SOCY 347

- **New Course Proposal**
  - SOCY 348

- **New Course Proposal**
  - SOCY 354

## Theatre

- **New Course Proposal**
  - THTR 276

- **Major Change Proposal**

- **Twenty Course Change Proposals**
To: Senators  
From: Curriculum Committee Chair, Lee Lindner  
Date: March 25, 1997

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Old major requirements</th>
<th>New major requirements</th>
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<tbody>
<tr>
<td>• 36 semester hours at or above the 200 level of which at least 30 hours must be selected from courses at or above the 300 level.</td>
<td>• 36 semester hours at or above the 200 level of which at least 27 hours must be selected from courses at or above the 300 level.</td>
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<tr>
<td>• ENGL 201 and 202</td>
<td>• ENGL 201, 202, and 207*</td>
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<tr>
<td>• ENGL 301 or 302 (Shakespeare)</td>
<td>NO CHANGE</td>
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<tr>
<td>• ENGL 304 or 306 (Chaucer or Milton)</td>
<td>• One pre-1700 300-level British literature courses (from among 304, 306, 307, 308, 311, 314, 317, and 337)</td>
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<tr>
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<td>Two post-1700 300-level British literature courses (from among 318, 321, 323, 325, 327, 328, 335, 338, 340, 352, and 353)</td>
</tr>
<tr>
<td>• Three semester hours of early American literature (ENGL 205 or 342 or 343)</td>
<td>• One pre-1900 300-level American literature course (from among 342, 343, and 349)*</td>
</tr>
<tr>
<td>• Three semester hours of later American literature (ENGL 206 or 344 or 345)</td>
<td>• One post-1900 300-level American literature course (from among 313, 335, 338, 341, 345, 346, 354, and 355)*</td>
</tr>
<tr>
<td>• At least two of the 10 courses taken at or above the 300 level must be research (R) courses.</td>
<td>• At least two of the 9 courses taken at or above the 300 level must be research (R) courses.</td>
</tr>
<tr>
<td>• The major may include up to nine hours of creative writing courses at or above the 300 level.</td>
<td>NO CHANGE</td>
</tr>
<tr>
<td>• ENGL 101 and 102 are prerequisites for all English courses at or above the 200 level.</td>
<td>NO CHANGE</td>
</tr>
<tr>
<td>• For English majors, ENGL 201 and 202 are prerequisites for all English courses at or above the 300 level.</td>
<td>• For English majors, ENGL 201, 202, and 207 are prerequisites for all English courses at or above the 300 level.</td>
</tr>
</tbody>
</table>

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

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

Special topics courses will not be allowed to satisfy any of the period requirements for the major, neither the British pre- and post-1700 requirements, nor the American pre- and post-1900 requirements.
1. Department: English and Communication

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

3. Course will be offered first: Fall 1998

4. Catalog description (please limit to 50 words): A study of representative writers from the Colonial Period to WWII. Literary eras to be studied include Puritan, Neoclassical, Revolutionary, Early National, Romantic, Realistic, and Modern. Required of all English majors.

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

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

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

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

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

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

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

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) None affected.

9. Method of teaching: Lecture and discussion

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

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

(c) Frequency of offering: ______ each Fall ______ every two years ______ each Spring ______ every 3 years ______ other ( 2-3 per semester)

11. Requirements for additional resources made necessary by this course:
   (a) Staff Staff now teaching 205/206 will teach 207 (a reorganization of current staffing)
   (b) Budget n/a
   (c) Library Current holdings in American Literature will suffice.
      (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

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

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

1. Department: English and Communication
2. Course number and title: English 349: American Novel to 1900
   Number of credits: 3
   Total hrs/week: 3
   Lecture: yes  Lab: no
3. Course will be offered first: Fall 1997
4. Catalog description (please limit to 50 words): A study of American novelists of the
   18th and 19th centuries, such as Brown, Foster, Cooper, Hawthorne, Melville, Stowe, Alcott,
   Twain, Howells, James, Chesnutt, Crane, and Norris.
   Check if appropriate: x Humanities  Social Science (meets minimum degree requirements)

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

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
   To cover the major examples of this important genre in America, from its beginnings to the end
   of the 19th century. It is an upper-level course in which advanced students can study this
   material in greater depth.
   (b) How does the course support the mission statement of the department and the
   organizing principles of the major? This is a 300-level course studying a particular era
   and genre in detail. It covers a significant body of literature over a defined historical period.
   Most of the literature courses in the department are similarly organized around historical
   period as well as literary appreciation.

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

8. (a) For courses used by non-majors, how does the course support the liberal
   arts tradition including linkages with other disciplines?
   Courses in U.S. History, American Studies, and African-American studies will augment students' understanding of the American short story, and vice versa.
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) None affected

9. Method of teaching: Lecture and discussion

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

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

11. Requirements for additional resources made necessary by this course:
   (a) Staff _Can be taught by American lit faculty_
   (b) Budget _n/a_
   (c) Library _Current holdings are sufficient_
   (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: __________________________ Date: 3/24/97
14. Signature of School's Dean: _______________________________ Date: 3/24/97
15. Signature of Business Affairs Official: ______________________ Date reviewed:
16. Signature of Curriculum Committee Chair: __________________ Date approved: 3/25/97
17. Signature of Faculty Senate Secretary: ______________________ Date approved

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

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: English and Communication

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

3. Course will be offered first: Fall 1998

4. Catalog description (please limit to 50 words): A study of the development of the American short story from its beginnings in the early 19th century to its varied examples at the end of the twentieth century.

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

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

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

   (a) What are the goals and objectives of the course? Students will learn of the development of this important genre in the United States and will learn to interpret and enjoy representative examples.

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

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

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

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) None affected

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

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

(c) Frequency of offering: _____ each Fall, _____ every two years, _____ each Spring, _____ every 3 years, x other (1-2 times a year)

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

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

13. Signature of Department Chair: [Signature] Date: 3/24/97
14. Signature of School's Dean: [Signature] Date: 5/24/97
15. Signature of Business Affairs Official: [Signature] Date: 3/25/97
16. Signature of Curriculum Committee Chair: [Signature] Date: ______
17. Signature of Faculty Senate Secretary: ____________________________
   Date approved by Senate: _____________________________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:
1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: **Geology**

2. Course number and title: **Geol 390 Special Topics in Geostatistics**
   Number of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0

3. Course will be offered first: **Fall 97**

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

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

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

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

7. Signature of Department Chair: ___________ Date submitted: ___________ 2/20/92

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

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

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

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

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

Geologic applications of statistical testing and inference. Topics will include An introduction to the relationship of statistics and geology, elementary statistics, analysis of sequences of data, and analysis of multivariate data. 3 lecture hours. Prerequisites: Geol 101, 102; Math 111 or permission of instructor. Math 250 will become the prerequisite when it is developed by the Department of Mathematics.
1. Department: Geology

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

   Number of Credits: 4

   Total hrs/week: 6
      Lectures: 3
      Lab: 3

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

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

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

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

5. Prerequisites (or other restrictions):

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

6. Justification for course:

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

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

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

   Physics, Biology

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

   No
9. **Method of teaching:**

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

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

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

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

Every 2 years.

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

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

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

Adjunct faculty will be required to teach 6 contact hours.

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

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

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

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

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

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

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

1. Department Chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)
COLLEGE OF CHARLESTON  
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Geology

2. Course number and title: GEOL 449; Geographic Information Systems
   GEOL 449L; Geographic Information Systems Lab
   
   Number of Credits: 4
   Total hrs/week: 6
   Lectures: 3
   Lab: 3

3. Course will be offered first: Spring 1998

4. Catalog description (please limit to 50 words):
   This course is an introduction to geographic information systems (GIS) and their application(s). It will cover
   spatial data types and quality, data input operations, database management, data analysis, software design
   concerns and various applications for GIS. Computer-based GIS software (Unix, PC and Mac) will be
   used throughout the course. Course activities will include hands-on experience with GIS software and its
   applications.

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

5. Prerequisites (or other restrictions):
   GEOL 101, 101L, 102, 102L, 314, 314L, or permission of instructor

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

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

7. Other Departments affected by this course. (Please attach letters of support from the
   chairs of each department indicating that the Department has discussed the proposal and
   supports it.)
   Physics, Biology

8. Does this course duplicate or overlap with other courses in your department (If so, please
   justify.)
   No
9. Method of teaching:

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

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

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

(b) How often will this course be offered?

Every 2 years.

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

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

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

Adjunct faculty will be required to teach 6 contact hours.

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

13. Signature of Department Chairs:

Date submitted: 1/20/97

14. Signature of School's Dean:

Date: 1/31/97

15. Signature of Budget Director, Business Affairs Office:

Date reviewed: __________

16. Signature of Curriculum Committee Chair:

Date approved: 3/31/97

17. Signature of Faculty Senate Secretary:

Date apprvd by Senate: ______

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

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

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

Prerequisite: Placement or Math 101.

5. Justification for Change(s):

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

6. Date Approved by the Department: 2/97 Date Submitted: 3/4/20/97
7. Signature of Department Chair: 

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

1. Department: **Mathematics**

2. Course Number and Title: **Math 120 Introductory Calculus**

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

4. Change(s) Desired:

   Prerequisite: Math 111 or placement

5. Justification for Change(s):

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

6. Date Approved by the Department: **2/97**    Date Submitted: **3/4/20/97**

7. Signature of Department Chair: [Signature]

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

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

Prerequisite: Math 105, Math 111, or Math 120.

5. Justification for Change(s):

The current prerequisites do not include Math 111, but a student could be successful in Math 207 after completing Math 111. The change would allow computer science majors to take Math 120 and Math 207 simultaneously.

6. Date Approved by the Department: 2/97 Date Submitted: 3/4/97
7. Signature of Department Chair: [Signature]

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

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

3. Course will be offered first: Spring 1998.

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

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

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

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

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

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

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

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
   In general, no other Departments would be affected; however, should a suggested topic arise that might have overlap with another Department, the religious studies faculty would bring the proposed topic to the attention of the Department in question before offering such a course.
9. Method of teaching:
   Lecture, discussion, visual arts presentation where relevant.

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

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

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

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

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

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

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

    (b) Budget: None

    (c) Library: No additional funds required

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

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

    See attached syllabus.

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

14. Signature of School’s Dean: ___________________________ Date: 2/17/97

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

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

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

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

6. Date Approved by the Department: 3/21/97
7. Signature of Department Chair: [Signature]

Date Submitted: 3/21/97

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

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COLLEGE OF CHARLESTON
Curriculum Committee
Joint Course Proposal Form

*Items must be identical across submitting departments

1. Department: Physical Education and Health

2. Course title: Sport Psychology

3. Course Number: PEHD 355

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

5. Course will be offered first: Spring 1998

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

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

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

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

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

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

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

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

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

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

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

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

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Yes - Psychology Department

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

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

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

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

*(e) Frequency of offering: each Fall X every two years each Spring __ every 3 years __ other (Explain ____________ )

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

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

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

15. Signature of Department Chair: ___________________________
   Date submitted: ________________

16. Signature of School's Dean: ________________________________
   Date: ________________

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

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

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

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

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

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

*Items must be identical across submitting departments

1. Department: Psychology
2. *Course Title: Sport Psychology

3. Course Number: PSYC 355

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

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

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

   Check if appropriate: ___Humanities ___X_Social Science
   (minimal degree requirements)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. Signature of Department Chair:

16. Signature of School's Dean:

17. Signature of Business Affairs Official: Patricia Defrango

18. Signature of Curriculum Committee Chair:

19. Signature of Faculty Senate Secretary:

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

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

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

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

3. Course will be offered first: Spring Semester 1998

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

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

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? Seventy-five (75%) per cent of archaeological research involves archaeological lab work. The primary goal of this course is to initially expose and train students in this vital area of archaeological research. The course will also enhance and expedite the learning experience provided by ANTH 393 and ANTH 493.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? This course enhances the archaeology program of the department and broadens student exposure to anthropology. It is designed to strongly compliment ANTH 393 and ANTH 493.

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

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Through exposure to basic archaeological lab techniques, such as artifact processing, identification and conservation, students will learn skills that will enhance their training in fields such as museology, historic preservation and conservation among others.
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Yes. Historic preservation

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

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

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

none

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

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

(a) Staff no additional, course regularly offered as Special Topics

(b) Budget students will be charged a laboratory fee.

Library None

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

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

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

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

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

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

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

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

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

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

1. Department: Sociology/Anthropology

2. Course Number and Title: ANTH 340 Medical Anthropology

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

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

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

6. Date Approved by the Department: 1/5/96 Date Submitted: 3/26/97

7. Signature of Department Chair: Christine A. Hope

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

1. Department: Sociology/Anthropology

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

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

4. Change(s) Desired: Change prerequisite from "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or PSYC 103 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite. Because this course is in the subfield of psychological anthropology, PSYC 103 also provides adequate preparation.

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

7. Signature of Department Chair: [Signature]

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

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[Signature] 3/31/97
1. Department: SOCIOLGY/ANTHROPOLOGY

2. Course number and title: SOCY 337: Prejudice Number of credits: 3
   Total hrs/week: 3 Lecture: 3 Lab: 0

3. Course will be offered first: Spring, 1998

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

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

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

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? The primary goal of the course is to understand what prejudices are, how they are formed and changed and what purposes they serve in society.

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

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

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

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) ___ Yes. See the attached letter from Women’s Studies Psychology

9. Method of teaching: This course will include both lecture and discussion. I have developed in-class polemic exercises designed to help students examine their own prejudices. For example, one exercise asks them to imagine that they will be transformed into a person of the opposite sex. They must answer questions about how their life would be different. Students work in groups on these exercises and present their resulting suppositions to the class. There will also be a joint class project with individual research reports. The class will design and administer a questionnaire concerning attitudes about race, class and gender. They will administer the questionnaire to students enrolled in an entry level social science courses. Based on these resulting data students will write research reports, describing the study and the results.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Adding the course may shift some enrollment away from other 330s sociology courses. Since these courses are typically over enrolled (35+ students), the shift will be a positive one. The course will also add to Women’s Studies and core social science requirement offerings.

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

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

(c) Frequency of offering: _x_ every two years
   _ each Fall
   _ each Spring
   _ every 3 years
   _ other (Explain ____________________ )

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

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

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

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

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

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

15. Signature of Business Affairs Official: Jancia D. Erbinger Date reviewed: 2/27/97

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

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

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

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

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a:\newcours\newcours.frm
1. Department: Sociology/Anthropology

2. Course number and title: SOCY 347 Child Welfare  Number of credits: 3

   Total hrs/week: 3   Lecture: 3   Lab: 

3. Course will be offered first: Fall, 1998

4. Catalog description (please limit to 50 words): An in-depth sociological examination of those social problems of particular relevance to children's well-being, including child care, educational and health issues, youth employment, poverty, welfare, abuse and neglect, foster care, and adoption. Special attention will be given to describing and evaluating societal attempts to deal with these issues.

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

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

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

   (a) What are the goals and objectives of the course? To help students understand how culture and social structure influence the definition and treatment of childhood problems, to show students how the problems of individual children are tied to the larger social context in which they occur. (See attached syllabus for more detail).

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

      The course helps students connect "private troubles" with "public issues," encouraging them to move from personal, individual descriptive analysis to more abstract understanding of the social structural issues involved. The course fulfills the 346 (social problem) requirement within the major. The course also is of value for students who wish to pursue a social work career since it is one of the courses graduate schools of social work look for in undergraduate transcripts.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a middle course, devoted to increasing students' knowledge in one social problems area and giving them the opportunity to apply concepts, theories, and research strategies learned in 100 and 200-level courses.

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

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

9. Method of teaching: Lecture, group activities, class discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Since this course has been offered several times as a Special Topics course, we do not expect any shifts in enrollment patterns.

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

   None anticipated

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

   ___ each Spring   ___ every 3 years

   ___ other (Explain ____________________ )
11. Requirements for additional resources made necessary by this course:

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

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

   (c) Library  no additional, holdings adequate
   ________________________________

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

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

13. Signature of Department Chair: ____________________________  Date submitted: __/__/97

14. Signature of School’s Dean: ________________________________  Date: __/__/97

15. Signature of Business Affairs Official: ________________________  Date reviewed: __/__/97

16. Signature of Curriculum Committee Chair: ____________________  Date approved: __/__/97

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

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

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

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1997 and replaces all others.)

a:\newcourse\newcours.frm
COLLEGE OF CHARLESTON  
Committee on Curriculum and Academic Planning  
New Course Proposal

1. Department:  _SOCIOLOGY/ANTHROPOLOGY_  

2. Course number and title:  _SOCY 348: Substance Abuse and Society_  Number of credits:  3  
Total hrs/week:  3  Lecture:  3  Lab:  0  

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

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

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

6. Rationale/justification for course (consider the following issues):  
(a) What are the goals and objectives of the course?  

**GOAL:** To give students an appreciation of the various issues surrounding alcohol and drug use and abuse to foster both an appreciation of the nature of the drug problem in our society as well as a general awareness of the various strategies for preventing and/or treating the problem.  

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

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

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

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

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

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

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) 

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

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

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

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

(c) Frequency of offering: 

- each Fall
- every two years
- each Spring
- every 3 years
- x other (Explain Summer)

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

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

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

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

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

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). The attached syllabus was used the most recent time the course was offered as a "Special Topics" course in sociology. No significant changes are anticipated either in course design or in course materials.
13. Signature of Department Chair: Christine A. Hope  
   Date submitted: 2/25/97

14. Signature of School's Dean:  
   Date: 2/23/97

15. Signature of Business Affairs Official: Tricia P. Sutliff  
   Date reviewed: 2/27/97

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

17. Signature of Faculty Senate Secretary:  

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

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

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

a:\newcours\newcours.frm
1. Department:  _SOCIOLOGY/ANTHROPOLOGY_

2. Course number and title: _SOCY 354: Gender and Society_  
   Number of credits: ___3___  
   Total hrs/week: ___3___  
   Lecture: ___3___  
   Lab: ___0___

3. Course will be offered first:  _Maymester Evening 1998_

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

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

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

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

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

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

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

   (b) Are other Departments affected by this course?  (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)  _Psychology_, but the course will satisfy a requirement for the Minor in Women's Studies.

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

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

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

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

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

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

(b) Budget Self-supporting, Summer School budget

(c) Library No additional

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

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

13. Signature of Department Chair: ______________ Date submitted: 3/25/97

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

15. Signature of Business Affairs Official: ______________ Date reviewed: 3/27/97

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

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

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

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

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a:\newcours\newcours.frm
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Department of Theatre

2. Course number and title: THTR 276 Script Analysis
   Number of credits: 3
   Total hrs/week: 3 Lecture: 3 Lab: 0

3. Course will be offered first: It has been taught twice as special topics offering and will be scheduled every fall.

4. Catalog description (please limit to 50 words): Theatre 276, Script Analysis, a study of the standard system of classifications used to examine the text of a play. Emphasis on script analysis from the perspective of a theatre practitioner.

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

5. Prerequisites (or other restrictions): None. Theatre 176 will be dropped as a requirement for a theatre major.

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

   (a) What are the goals and objectives of the course? Goal: To give theatre majors a clear understanding of the process of script analysis with emphasis on analytical reading and logical thinking. Objectives: Students will develop methodology for determining: given circumstances, the world of the play, background story, physical and psychological action, plot structure, and plot progressions, as well as tempo, rhythm and mood.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The theatre department stresses the importance of students' demonstrating a strong general knowledge of theatre and a depth of knowledge in at least one area of expertise. Script analysis provides structures of analysis which serve design, directing and performance. By taking this course, a student will be more solidly prepared to begin study in any area of concentration in the department.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a foundation course for all majors because it will ground designers, directors, and actors in the concept of solid text work. Through understanding and employing the ideas emanating from formalist script analysis, each theatre major will be able to meld the theoretical to the practical with heightened efficiency and a deeper, richer aesthetic vision.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course allows students to understand fully the universal themes presented in the text of the play itself and to develop their powers of analytical reading and critical thinking.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) The English Department has written a letter of support.

9. Method of teaching: This course employs the lecture and discussion methods requiring analytical essays, oral reports, and group projects.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. All theatre majors will take this course during their freshman or sophomore year.

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

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

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

(a) Staff—no increase; Sec 10b
(b) Budget—no increase.
(c) Library—The library has adequate support material for script analysis. As needed, additional plays and material may be ordered. This action will be absorbed by our current library budget.
(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

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

13. Signature of Department Chair: Date submitted: 3-14-97

14. Signature of School's Dean: Date: 3-14-97

15. Signature of Business Affairs Official: Date reviewed:

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

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

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

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

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
Committee on Curriculum and Academic Planning
Proposal to Alter Current Program or Major
(Note: since no forms seem appropriate, we’ve modified one to fit this proposal)

1. Department: Theatre

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

3. Change(s) Desired: Replace THTR 176: Introduction to Theatre with new course, THTR 276: Script Analysis in core of theatre major.

4. Justification for Change(s):

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

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

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

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

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

1. Department: Theatre

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

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

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

5. Justification for Change(s):

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

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

6. Date Approved by the Department: 12-21-97 Date Submitted: 3-14-97

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

1. Department: Theatre
2. Course Number and Title: Various
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Drop existing prerequisites from the following courses:
   THTR 209: Stagecraft I
   THTR 240: Costume: Introductory Studies
   THTR 277: Acting I
   THTR 280: Scene Painting
5. Justification for Change(s):
   These courses serve the general student population of the college as elective courses and majors as core courses in the major or, in the case of THTR 280, as a part of a concentration.
   Students electing these courses can successfully complete them without taking THTR 176 first; therefore, there is no real value requiring the prerequisite of THTR 176.
   Since the department is dropping THTR 176 as a requirement in the major, it follows that theatre majors should not have to take it as a prerequisite for major courses.
6. Date Approved by the Department: 10-27-77
7. Date Submitted: 3-14-77
8. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal c)

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

6. Date Approved by the Department: 10-24-96 Date Submitted: 3-14-97
7. Signature of Department Chair:
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal d)

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

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

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

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

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

1. Department: Theatre
2. Course Number and Title: Various
3. Course changes will go into effect: Fall, 1997
5. Justification for Change(s):

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

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

6. Date Approved by the Department: 10/21/96  Date Submitted: 3/14/87
7. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning  
Proposal to Change a Course  
(proposal g)

1. Department: Theatre

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

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

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

Justification for Change(s):

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

6. Date Approved by the Department: 10.21.96  
Date Submitted: 3.14.97

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

1. Department: Theatre
2. Course Number and Title: THTR 377: Acting III: Style(3)
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Add THTR 360, THTR 375 and "or permission of instructor" to current prerequisite THTR 376
5. Justification for Change(s):
The addition of these prerequisites for THTR 377 puts courses in the proper sequence for performance concentrators. In addition, the addition of "Permission of Instructor" allows instructors leeway in admitting students with considerable alternate theatre experience into the course.

6. Date Approved by the Department: 02/26/97 Date Submitted: 3/14/97
7. Signature of Department Chair:
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal i)

1. Department: Theatre
2. Course Number and Title: THTR 378: Principles of Directing for the Theatre (3)
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Add THTR 276 and “or permission of instructor” to current prerequisites of THTR 209, THTR 210, THTR 240, THTR 277
5. Justification for Change(s):
The addition of these prerequisites for THTR 378: Principles of Directing for the Theatre reflects the replacement of THTR 176 with THTR 276 in core courses in the Theatre Department major and provides the instructor with the flexibility of permitting special students from other departments into the course.

6. Date Approved by the Department: 10-22-96 Date Submitted: 3-14-97
7. Signature of Department Chair: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course
(proposal j)

1. Department: Theatre
2. Course Number and Title: THTR 380: Seminar in Electronic Music and Sound (3)
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Change title of course to THTR 380: Seminar in Sound for the Theatre. Drop MUSC 352 from current prerequisites of THTR 209 and "or permission of instructor."
5. Justification for Change(s):
The new course title better represents the content of the course. The dropping of MUSC 352 as a prerequisite eliminates a vestigial remnant from the days when the theatre and music programs were part of the same department and opens the course to regular enrollment by more interested theatre students.

6. Date Approved by the Department: 12-21-96 Date Submitted: 3-14-97
7. Signature of Department Chair: [Signature]
April 4, 1997

To: Faculty Senate
From: Ad Hoc Committee to Review General Education
Re: Goals for General Education

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

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

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

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

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

Henry Donato, Co-Chair x8094/donatoh
Al Lyndrup x5805/lyndrupa
Paul Jursa x7836/jursap
Howard Rudd x1356/ruddh
Monica Janas x5554/janas
Todd Grantham x8011/granthamt
Arch McCallum x6557/mccalluma
Jeri Cabot x5522/cabotj
Fran Courson x8048/coursonf
Charles Kaiser x5705/kaiserc
Sue Sommer-Kresse x7081/kresses
Goals for General Education

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

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

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

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

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

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

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

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

8. work and interact effectively with others.

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

I. What is the Nature of an Educated Person?

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

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

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

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

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

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

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

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

Knowledge:

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

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

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

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

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

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

Assume personal responsibility for education (12)

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

The development of a social conscience (3)

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

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

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

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

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

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

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

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

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

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

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

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

K-1

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

K-2

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

K-3

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

K-4

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

K-5

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

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

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

V-2

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

V-3

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

V-4

A liberally educated person has:

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

V-5

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

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

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

S-2

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

S-3

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

S-4

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

S-5

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

Knowledge

*To acquire[develop (5)] a basic knowledge of the arts, humanities, mathematics, and the natural and social sciences, the languages which define and convey this knowledge, and the relationships among these branches of knowledge. (1)(4)(7)(8)(12)
*A liberally educated person should have a basic knowledge of the humanities, arts, mathematics, the natural sciences, and the social sciences, and the relationships among these branches. (14)
*To explore, acquire, and integrate [historical and contemporary (15)] knowledge of the liberal arts and sciences (2)(15)
*Students should develop a basic knowledge of the disciplines of the liberal arts and sciences. (9)
*Students should have a basic knowledge of the humanities, arts, mathematics, and natural and social sciences. (5)(11)(16)

*Students will acquire basic knowledge of the disciplines of the liberal arts, including an awareness of past, present, and future. This broad-based knowledge will augment the student’s major course of study. (17)

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

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

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

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

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

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

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

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

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

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

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

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

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

*A liberally educated student should view learning as a continuous and lifelong process. (14)
*To develop intellectual curiosity and a commitment to lifelong learning while providing students with the opportunity to grow as individuals and to assume increasing responsibility for their continuing intellectual, emotional, physical, and moral development in the community. (3)
*To provide students with the opportunity to grow as individuals and to assume increasing responsibility for their continuing intellectual, emotional, physical [civic (13)] and moral development. (4)

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

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

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

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

*Throughout every student's career, the College of Charleston community will affirm the foundational values of the liberal arts, which are citizenship, civility, curiosity, honesty and tolerance. (17)
The General Education experience, curricular and extra-curricular, should help students to:

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

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

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

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

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

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

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

8. work and interact effectively with others.

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

Remaining Discussion Questions for Spring 1997 Consideration...

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. work and interact effectively with others.

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

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

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

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

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

Lynne opened the floor to questions and comments.

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

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

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

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

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

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

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

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

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

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

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

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

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

Lynne: The Committee is not there yet.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Spring 1997:

Theme: How are we doing?

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

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

August 1997 Forum: (2 days at Sullivans Island)

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

Fall 1997

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

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

Products:
1. Draft Plans of General Education Comprehensive Framework

Spring 1998

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

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

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

August 1998 Forum: Refine and Adopt Criteria and Requirement framework

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

Fall 1998-Spring 1999

Theme: Fill in the Framework

Questions: What courses? Which requirements? What experiences?

Product:
1. Comprehensive General Education Proposal by early spring, 1999
2. Courses and any changes to appropriate faculty committees
3. Recommendation regarding maintenance and ongoing review of General Education

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

Fall 1999-Spring 2000

Theme: Adoption, Affirmation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Group #18

**Ad Hoc Committee to Review General Education at the College of Charleston**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Lynne Ford, Co-Chair</td>
<td>x6531</td>
<td>fordl</td>
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<td>Henry Donato, Co-Chair</td>
<td>x8094</td>
<td>donatoh</td>
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<td>Diane Johnson</td>
<td>x8224</td>
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<td>Al Lyndrup</td>
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<td>Ed McGuire</td>
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<td>Paul Jursa</td>
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<td>Roger Daniels</td>
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<td>Howard Rudd</td>
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<td>Andy Lewis</td>
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<td>Monica Janas</td>
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<td>Nancy Sorenson</td>
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<td>Todd Grantham</td>
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<td>Jeri Cabot</td>
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<td>Kirk Stone</td>
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<td>Fran Courson</td>
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<td>Lee Lindner</td>
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<td>Charles Kaiser</td>
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<td>Sharon Fross Pothering</td>
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<td>Sue Sommer-Kresse</td>
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<td>Marshall Brandt</td>
<td>853-1393</td>
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<tr>
<td>Angela Kouters</td>
<td>953-3243</td>
<td><a href="mailto:amkouter@edisto.cofc.edu">amkouter@edisto.cofc.edu</a></td>
</tr>
</tbody>
</table>
Students Involved in General Education Discussion:
*indicated Inquiry Group member

Erica Anderson
Lori Baggett
April Blackmore
William V. Brown
Rich Bundschuh
Clarie Campbell
Jessica Clancy
Angela Combs
Anne Finefrock
Laura Flinn
Michael Flynn
Shauna Goff
Holly Noel Griffith
Melody Helms
Erin Holcomb*
Matthew Jordan
Debra Kerness*
Sonja Killian
Christopher Liberatos*
Elizabeth Lowery
Michael McCoy
Kenshalla Oston
Cristina Reyes*
Elizabeth Rucks
David Santos
Andrew Schurger*
Gina Smith
Leah Smoak
Quantine Thomas
Pam Thrower
Jerre Tyler*
Ron Vignone
Megan Weiner
Lisa Carole Arnold
Roberto Berrocal
Thomas Brockenbrough
Eric Bullington
Deirdre Cahill*
Young Choi
Summer Coish*
Niki Dill*
Jim Fleming
Tim Flohr
Kimbi Glenn
Ashley Greer
Tiffany Hall
Mary Jane Hickson-Jones
Chasity Hurst
Brett Joyce*
Carley Key
Matt Lattanze*
Scott Lloyd*
Jennifer McAvoy*
Jim Nolan
Melissa Pierce*
Melinda Rose
Kane Sanders
Angela Kouters*
Jason Sgarlata*
Hamilton Smith
Daniel Stamp
Timothy Thomason
Aria Towner
Elizabeth Verostek*
Matt Weimer*
Shelly Wilcox
General Education goals proposed by the Ad Hoc Committee to the Faculty Senate:

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

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

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

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

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

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

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

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

8. work and interact effectively with others.

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

We accept and support these goals:

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

Chopper Johnson, Sports Editor
Art Nordstrom, Opinions Editor
Angela Kouters, Photography Editor
RE: Suggested Modifications to Sentences in the Faculty/Administration Manual

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

A

p. 97 (M. 4. Composition of the Departmental Evaluation Panel, para. 2.) The second sentence is: "All tenured departmental faculty will serve on the evaluation panel." The suggestion is to insert as the next sentence: "Exceptions for faculty on sabbatical or leave are described in U. 6. a., p. 126."

B

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

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

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

The Academic Standards Committee moves that the Leave of Absence policy, on page 46 of 1996-1997 edition of the Undergraduate Catalog, be deleted in its entirety and replaced by the following.

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

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

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

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

Rationale:
The present policy allows official leaves of absence up to two weeks into any regular semester. Currently students on official leave of absence receive communications from the offices of the College regarding returning, advising, and registration. Those who simply withdraw from all classes within the first 6 weeks of class are de facto taking an unofficial leave and receive no communication.
The eighth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, April 1 in Room 100 of Maybank Hall.

Agenda

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

Remaining Scheduled Meetings--Spring Semester

Senate: April 15
Faculty: April 21

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

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

A meeting of the Graduate Council will be held:

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

Agenda items as of this date are:

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

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

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

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

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

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

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

ALL STUDENTS WILL CHOOSE TWO COURSES FROM THE FOLLOWING:

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

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

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

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

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

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

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

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

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

3. Clarifying Goals for the Students

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

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

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

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

2. Development of Goals through the Curriculum

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

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

1. Goals, Objectives and Outcomes of the major

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

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

As a note, the designation ‘community planning’ was substituted for the earlier ‘urban planning’ after a meeting attended by interested people from the College of Charleston, USC, Clemson University and
(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None -- staffing already in place.

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

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

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

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

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

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

13. Signature of Department Chair: __________________________ Date submitted: 1/27/97
14. Signature of School’s Dean: __________________________ Date: 1-27-97

15. Signature of Business
    Affairs Official: __________________________ Date reviewed: __________________________
16. Signature of Curriculum
    Committee Chair: __________________________ Date approved: 3/19/97
17. Signature of Faculty
    Senate Secretary: __________________________ Date approved __________________________ by Senate:

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

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

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

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

1. Department: Art History

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

3. Course will be offered first: Spring, 1998

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Signature of Department Chair: ___________________________ Date submitted: ___1/27/97____
14. Signature of School's Dean: ___________________________ Date: ___1/27/97____
15. Signature of Business Affairs Official: ___________________________ Date reviewed: ______
16. Signature of Curriculum Committee Chair: ___________________________ Date approved: ___3/9/97____
17. Signature of Faculty Senate Secretary: ___________________________ Date approved by Senate: ______

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

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

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

1. Department: Art History

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

3. Course will be offered first: May, 1997

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

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

5. Prerequisites (or other restrictions): None

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

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

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

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

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

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

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

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

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

None -- staffing already in place.

(c) Frequency of offering:

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

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

(a) Staff

None

(b) Budget

None -- covered by the Simons endowment

(c) Library

None -- covered by endowment and new program

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

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

13. Signature of Department Chair: ____________________________ Date submitted: 1/23/97

14. Signature of School's Dean: ____________________________ Date: 1/2/97

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

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

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

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

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

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

1. Department: Art History

2. Course number and title: ARTH 350 - Urban Planning  
   No. of credits: 3
   Total hrs/week: 3  
   Lecture: 3  
   Lab:

3. Course will be offered first: Fall, 1996

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

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

5. Prerequisites (or other restrictions):  
   None

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

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

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

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

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
   Yes -- Urban Studies (see attached).

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

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

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

None -- staffing already in place.

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

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

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

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

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

13. Signature of Department Chair: __________ Date submitted: 1/23/97
14. Signature of School's Dean: __________ Date: 1/23/97
15. Signature of Business Affairs Official: __________ Date reviewed: __________
16. Signature of Curriculum Committee Chair: __________ Date approved: 3/19/97
17. Signature of Faculty Senate Secretary: __________ Date approved by Senate: __________

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

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

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

1. Department: Art History

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

3. Course will be offered first: Fall, 1997

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

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

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

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

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

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

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

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

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

(c) Frequency of offering: ___ each Fall, ___ each Spring, ___ every two years, ___ every 3 years, ___ other (Explain ______________________)

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

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

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

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

13. Signature of Department Chair: ____________________________ Date submitted: 4/23/97

14. Signature of School’s Dean: ____________________________ Date: 1/23/97

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

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

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

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

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

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

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

1. Department: Art History

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

3. Course will be offered first: Spring, 1997

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

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

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

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

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

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

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

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

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

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

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

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

None -- staffing already in place.

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

_____ every 3 years _____ other (Explain ____________________ )

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

(a) Staff None

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

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

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

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

13. Signature of Department Chair: __________________________ Date submitted: 1/28/97

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

15. Signature of Business Affairs Official: __________________________ Date viewed: 3/19/97

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

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

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

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

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

1. Department: Art History

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

3. Course will be offered first: Spring, 1997

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

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

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

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

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

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

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

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)  
      Yes -- Urban Studies (see attached).

9. Method of teaching:  
   The studio format will include lectures, student presentations, group projects and occasional site visits.
(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

Yes -- Urban Studies.

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

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

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

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

Preservation and Community Planning major, perhaps shifting to every other semester.

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

   (a) Staff
   None

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

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

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

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

13. Signature of Department Chair:
   [Signature]
   Date submitted: 1/23/97

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

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

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

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

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

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

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

1. Department: Art History

2. Course number and title: ARTH 210 - Introduction to Historic Preservation    No. of credits: 3
   Total hrs/week: 3      Lecture: 3      Lab:

3. Course will be offered first: Spring, 1996

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

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

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

5. Prerequisites (or other restrictions):

   None

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

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

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

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

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

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

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

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

   This course provides illuminating information adjacent to fields such as: Art History, History, Urban Studies and other Projects will involve the development of critical thinking skills and the improvement of written and visual expression.
Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

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

(If an additional diskette for word processing of this form is desired, please send a blank diskette to Chivon Jenkins, Undergraduate Studies. This form last revised April 24, 1994 and replaces all others.)
7. For courses in the major, how does the course enhance the beginning, middle or end of the major?

See above.

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

(b) Are other Departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Letters from participating departments are attached.

9. Method of teaching: Lecture and class discussion

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

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

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

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

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

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

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

13. Signature of Department Chair: ___________________________ Date submitted: 1/23/97

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

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

16. Signature of Curriculum Committee Chair: ___________________________ Date approved: 3/8/97

17. Signature of Faculty Senate Secretary: ___________________________ by Senate: __________
The Faculty Committee on Curriculum and Academic Planning has adopted the Association of American Colleges and Universities' framework for program review. (A copy of the booklet Program Review and Educational Quality in the Major has been provided with this packet) When examining the rationale and justification presented for courses within the major and outside the major (electives/general degree requirements), the Committee's deliberations will be focused by the questions listed 6, 7, 8 and 9. A number of departments at the College have participated in a self-examination known as "reforming the major." Names of department chairs willing to serve as resources may be obtained from the deans of the School of Humanities and Social Sciences and Sciences and Mathematics.

1. Department: Program in Latin American and Caribbean Studies

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

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

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

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

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

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

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

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

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

HISTORY

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

LANGUAGES - SPANISH

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

LITERATURE

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

POLITICAL SCIENCE

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

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

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

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

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

Costs

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

Program Description

LATIN AMERICAN & CARIBBEAN AREA STUDIES COURSES

LATIN AMERICAN AND CARIBBEAN STUDIES

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

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

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

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

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

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

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

4. Program Goals are Linked to Specific Courses.

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

1. Department: Sociology and Anthropology

2. Degree: Bachelor of Science in Anthropology

3. Degree changes will go into effect: Fall 1998

4. Change(s) Desired:

Change in major requirements from:
"... a major is required to take 33 hours, including ANTH 101, 201, 202, 203, 210, and 491"

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

5. Justification for Change(s):

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

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

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

7. Signature of Department Chair: Christine A. Hope

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

1. Department: Sociology and Anthropology

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

3. Change(s) Desired:

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

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

4. Justification for Change(s):

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

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

7. Signature of Department Chair: Christine A. Joyce

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

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

3. Course will be deleted effective: Fall 1997

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

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

6. Signature of Department Chair: [Signature]

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(form last revised August, 1988 and replaces all others)
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[Signature] 3/18/97
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 315 - Peasant and Complex Cultures

3. Course will be deleted effective: Fall 1997

4. Reason for Deleting the Course: Course has not been taught for many years due to inadequate staffing. Peasant societies are an important focus of the Latin America course (ANTH 325) and the Europe course (ANTH 326), courses which remain in the catalog.

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

6. Signature of Department Chair: Christine A. Hope

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

1. Department:  **SOCIOLOGY/ANTHROPOLOGY**

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

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

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

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

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

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

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

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Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department:  SOCIOLOGY/ANTHROPOLOGY

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

3. Course will be deleted effective: Fall 1997

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

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

6. Signature of Department Chair: Christine A. Hope

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

1. Department: SOCIOLOGY/ANTHROPOLOGY
2. Course Number and Title: ANTH 345: Applied Anthropology
3. Course changes will go into effect: Fall, 1997
4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or permission of the instructor."
5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.
6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97
7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

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

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

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

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

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

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

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

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

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

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 356 - Anthropological Perspective on Religion

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

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

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

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

7. Signature of Department Chair: Christine X. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: **SOCIOLGY/ANTHROPOLOGY**

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

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

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

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

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

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

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

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

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

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

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

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

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

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

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

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

6. Date Approved by the Department: 12/15/96 Date Submitted: 7/25/97

7. Signature of Department Chair: Christine A. Rhee

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

3. Course changes will go into effect: Fall 1997

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

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

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

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 314 - Anthropological Perspective on Time

3. Course changes will go into effect: Spring 1998

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

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

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

7. Signature of Department Chair: Christine A. Hope

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
1. Department:  **SOCIOLGY/ANTHROPOLOGY**

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

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

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

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

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

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

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

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

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

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

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

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

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 319 - Special Topics in Anthopological Theory

3. Course changes will go into effect Fall 1997

4. Change(s) Desired: Change title, catalog description, and prerequisites to: "ANTH 319: Special Topics in Anthropology. Occasional courses offered on subjects of interest to students and faculty that are not included in the regular course offerings. May be repeated as subjects vary. Prerequisites: Anth 101 or permission of instructor."

5. Justification for Change(s): The current title and description, including "investigation of some limited problems in anthropological theory-building" is not an accurate description of a number of courses offered recently under this number. The change in title and description do not preclude a course focusing primarily on "theory-building." The change in prerequisite, deleting "and any 200-level course" will make course more accessible to nonmajors with an interest in the topic being taught

6. Date Approved by the Department: 12/15/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department:  SOCIOLGY/ANTHROPOLOGY

2. Course Number and Title:  ANTH 320 - Peoples and Cultures of North America

3. Course changes will go into effect:  Fall, 1997

4. Change(s) Desired:  Change in prerequisite from:  "ANTH 101 and any 200-level course or permission of instructor" to:  "ANTH 101 or permission of the instructor."

5. Justification for Change(s):  Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department:  12/5/97  Date Submitted:  2/25/97

7. Signature of Department Chair:  Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department:  SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title:  ANTH 322 - Peoples and Cultures of Africa

3. Course changes will go into effect:  Fall, 1997

4. Change(s) Desired:  Change in prerequisite from:  "ANTH 101 and any 200-level course or permission of instructor" to:  "ANTH 101 or SOCY 101 or permission of the instructor."

5. Justification for Change(s):  Dropping the 200-level prerequisite will make the course more accessible to African Studies minors and other nonmajors. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite. SOCY 101 was added as an alternate prerequisite because this course is sometimes taught by a sociologist.

6. Date Approved by the Department:  12/5/96  Date Submitted:  2/25/97

7. Signature of Department Chair:  Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 323: African American Society and Culture

3. Course changes will go into effect: Spring, 1998

4. Change(s) Desired: Change in prerequisite from: "Anth 101 and any 200-level course or permission of instructor" to: "Anth 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: **SOCIOLGY/ANTHROPOLOGY**

2. Course Number and Title: **ANTH 325: Peoples and Cultures of Latin America**

3. Course changes will go into effect: **Spring, 1998**

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to Latin American Studies minors and other nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: **12/5/96** Date Submitted: **2/25/97**

7. Signature of Department Chair: **Christine A. Hope**

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 326 - Peoples and Cultures of Europe

3. Course changes will go into effect: Spring, 1998

4. Chang(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor"

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:\newcours\coursdel.frm
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: SOCIOLOGY/ANTHROPOLOGY

2. Course Number and Title: ANTH 327: Peoples and Cultures of the Caribbean

3. Course changes will go into effect: Spring, 1998

4. Change(s) Desired: Change in prerequisite from: "ANTH 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course more accessible to interdisciplinary minors and other nonmajors interested in the topic. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department: 12/5/96 Date Submitted: 2/25/97

7. Signature of Department Chair: Christine A. Hope

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department:  **SOCIOLOGY/ANTHROPOLOGY**

2. Course Number and Title: **ANTH 329 - Special Topics: Geographic Areas**

3. Course changes will go into effect:  **Spring 1998**

4. Change(s) Desired: Change in prerequisite from: "Anth 101 and any 200-level course or permission of instructor" to: "ANTH 101 or permission of the instructor."

5. Justification for Change(s): Dropping the 200-level prerequisite will make the course accessible to nonmajors interested in the topic being offered. The 200-level prerequisite is not specific enough to insure a common background for students entering the course. ANTH 101 is a general anthropology course that provides an adequate prerequisite.

6. Date Approved by the Department:  **12/5/96**  Date Submitted:  **2/25/97**

7. Signature of Department Chair:  **Christine A. Hope**

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH (form last revised August, 1988 and replaces all others)

c:\newcours\coursdel.frm
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. No shift in enrollment patterns anticipated; simply another elective offering.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. No staffing changes; the former Special Topics course will become one of the instructor's regular upper level offerings every other year. This will not affect his teaching of HIST 101 and 102 each semester.

(c) Frequency of offering:
   - each Fall
   - each Spring
   - every two years
   - every 3 years

11. Requirements for additional resources made necessary by this course:
   (a) Staff  None; no adjunct support will be necessary
   (b) Budget  None
   (c) Library  None

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). ST syllabus is appended.

13. Signature of Department Chair: George W. Hopkins
   Date submitted: 3-6-97

14. Signature of School's Dean: Date: 3/4/97

15. Signature of Business Affairs Official: Date reviewed: __________

16. Signature of Curriculum Committee Chair: Date approved: 3/18/97

17. Signature of Faculty Senate Secretary: Date approved by Senate: __________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)

a:\newcours\newcours.frm
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: History

2. Course number and title: HIST 315. American Jazz Culture, 1890s to 1940s. Number of credits: 3
   Total hrs/week: 3 Lecture: X Lab:

3. Course will be offered first: Spring 1998

4. Catalog description (please limit to 50 words): A socio-cultural history of the United States focusing on the role of jazz music as a major element in American urbanization, changes in popular and artistic tastes, and its economic and technological aspects.

   Check if appropriate: X Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): HIST 101 and 102. Examinations receive general
   JAZZ not both. restored by American

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To explain the transformation of early 20th-century American society from an agricultural to an urban culture as reflected by jazz music and musicians as well as clienteles, especially the interaction of blacks and whites.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? It examines the social and artistic elements of a key aspect of life in the United States, the history of which is one of four concentrations in the major.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? As an intermediate level course, it enhances historical understanding, research, and writing skills while covering a specific chronological and national area.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It demonstrates the interrelationships between the arts -- mostly music, but also painting, dance, and film -- and modern history, mostly in the United States.
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Music

9. Method of teaching: Lecture, readings; discussion; recordings, films

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
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little reason to require all majors to specialize at this stage of their studies. We do, however, think that some background in an area is necessary for a major to be prepared to take a seminar, senior paper, or Bachelor's Essay. Thus, we will require at least two courses in an area before undertaking advanced research projects.

3) The department has voted to change current regulations and wording in the catalog from "History 101 and 102, their equivalents, or permission of the instructor are prerequisites for all history courses at the 200-level and above" to "History 101 and 102, their equivalents, or permission of the instructor are prerequisites for all history courses at the 200-level and above unless otherwise noted." The department also approved a related policy that "A tenure-track member may petition the department to waive the 101-102 prerequisite for a specific 200-level course."

Rationale: This would allow faculty who are teaching courses in areas where the subject matter of History 101-102 does not provide significant background for an upper-level course to offer that course to students who have not yet taken History 101 and/or 102. This will be especially useful to students who want to take a special topics course which may not be repeated in the near future. This also allows students with Advanced Placement credit in non-European history areas and transfer students with non-European credit in history to take upper level courses. Again, this change, as with the others, gives the student more choice and flexibility in taking courses in history.

Approved. 3/7/97

George W. Hopkins

Curriculum committee 3/18/97
March 7, 1997

To: Faculty Curriculum Committee

From: George Hopkins and Sam Hines

Re: Changes in the Major in History

The Department of History presents the following changes in the major in History for your consideration:

1) The department has voted to change the distribution requirements from our present system [at least one course from each of the following divisions: Western Civilization Before 1715; Europe since 1715; Asia, Africa, and Latin America; United States] to the following: At least one course from the following divisions: Pre-Modern [any area before 1500]; Modern Europe [since 1500]; Modern Asia, Africa, and Latin America; United States.

Rationale: The new system requires students to expand their course of studies geographically and chronologically, as does the present system. However, the new system is less Eurocentric than the present one; only one European course is required [majors will also have had History 101-102, the European survey]. Every major must take at least one course on some aspect of history before 1500 and every student must take at least one non-Western course as well as one course in U.S. history and one course in European since 1715. The new system continues our policy of requiring minimal distribution requirements to allow students significant freedom of choice in their major. The new system also better reflects our ability to staff enough courses in each area with the current composition of our faculty.

2) The department has voted to replace the current requirement that majors must have "a minimum of 15 hours in one of four concentrations" with the requirement that "All majors must have taken at least two related history courses before seeking permission to take a seminar, senior paper, or Bachelor's Essay."

Rationale: This change allows majors more freedom of choice and flexibility in developing their own plan of studies. Those who desire to concentrate in an area may do so; those who intend to go to graduate school will be encouraged to do so. However, there is
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: URBAN STUDIES
2. Course Number and Title: URST 350: Environmental Policy
3. Course will be deleted effective: Immediately
4. Reason for Deleting the Course:

The course has not been offered regularly under the URST designation. The department of Political Science is proposing a course POLS 307: Environmental Policy that would be offered on a regular basis and would serve Urban Studies Majors.

5. Date Approved by the Department: [Signature] Date Submitted: 5/26/97
6. Signature of Department Chair: [Signature] 2/25/97

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

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Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: English and Communication
2. Course Number and Title: English 344: 19th-Century American Literature II
3. Course will be deleted effective: Fall 1998
4. Reason for Deleting the Course: This deletion is part of a reconfiguration of the American Literature Curriculum. The material that had been covered in this course will now be covered in three other 300-level courses: American Renaissance, 1830-1870 (English 343), The American Short Story (English 355), and The American Novel to 1900 (English 349).

5. Date Approved by the Department: 11-15-96 Date Submitted: 2-5-97
6. Signature of Department Chair: [Signature]

3/18/97
Committee on Curriculum and Academic Planning
Proposal to Delete a Course

1. Department: English and Communication
2. Course Number and Title: English 205, Survey of American Literature to 1865, AND English 206, Survey of American Literature from 1865 to the Present
3. Course will be deleted effective: Fall 1998
4. Reason for Deleting the Course: These two courses will be condensed and replaced by a one-semester survey of American literature, English 207. English 207 will be required of all English majors.

5. Date Approved by the Department: 11-15-96 Date Submitted: 1-24-97
6. Signature of Department Chair: 

[Signature]

3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 351 and English 390
3. Course changes will go into effect: As soon as possible
4. Change(s) Desired: Engl 351--Delete from description: (Credits for this course may be applied to the film minor but not the English Major.

Enl 390--Delete from Description: (Credits for this course may be applied to the film minor but not the English Major.

5. Justification for Change(s): There is no historical justification for excluding these courses from the English major. Exams and research assignments meet the general requirements for courses in English.

6. Date Approved by the Department: 1-17-97 Date Submitted: 2/18/97

7. Signature of Department Chair: ___________________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 345: American Novel, 1900-1965
3. Course changes will go into effect: Fall 1998
4. Change(s) Desired: This course was formerly titled "Twentieth-Century American Literature." It will now concentrate exclusively on the novel of the same period.
Catalog description: A study of modern American novelists, such as Dreiser, Wharton, Cather, Anderson, Lewis, Fitzgerald, Hemingway, Dos Passos, Wright, Faulkner, Wolfe, Steinbeck, Ellison, Welty, and others.

5. Justification for Change(s): This change will eliminate the duplication of material that presently exists. American drama of this period is being covered in English 338, Modern Drama, and American poetry is covered in English 335, Modern Poetry. A new course, The American Short Story (English 355), will cover short fiction of this period.

Date Approved by the Department: 11-15-96 Date Submitted: 1-24-97

7. Signature of Department Chair: [Signature] 3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 343: American Renaissance, 1830-1870
3. Course changes will go into effect: Summer 1998
4. Change(s) Desired: This course was formerly titled "19th-Century American Literature I" and covered American literature of all genres from the first half of the 19th century. The novel is being dropped from this course and the time period it covers is being expanded.

   Catalog description: A study of American prose and poetry from the beginnings of the Romantic Era to the beginnings of the Age of Realism. The course will cover such writers as Poe, Emerson, Thoreau, Fuller, Melville, Hawthorne, Douglass, Longfellow, Whittier, Whitman, and Dickinson.

5. Justification for Change(s): This change is part of a reconfiguration of all pre-1900 American Literature courses. It adds Whitman and Dickinson because English 344 (which covered these major writers) will be deleted. This course will no longer cover novels because a new course, English 349, will now cover the American novel up to 1900.

6. Date Approved by the Department: 11-15-96 Date Submitted: 2-5-97
7. Signature of Department Chair: [Signature]

[Signature] 3/18/97
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication
2. Course Number and Title: English 342; Colonial and Revolutionary American Literature
3. Course changes will go into effect: Fall 1998
4. Change(s) Desired: This course will encompass the same time period and topics that it has up to now, but will exclude the novel.

Catalog description: A study of prose, poetry, and drama of 17th- and 18th-century America. Course will cover writers such as Bradford, Winthrop, Bradstreet, Taylor, Wigglesworth, Rowlandson, Edwards, Crevecoeur, Franklin, Cooke, Freneau, Paine, Jefferson, Tyler, Wheatley, Trumbull, Dwight, Barlow, and Irving.

5. Justification for Change(s): This change is part of a reconfiguration of all pre-1900 American Literature courses. In this reconfiguration, the novel from this time period will be taught in English 344 and will thus be dropped from English 342.
6. Date Approved by the Department: 11-15-96 Date Submitted: 1-24-97
7. Signature of Department Chair: [Signature]

[Signature] 3/18/97
course in a related discipline to satisfy requirements in each. Impact on other departments will be negligible, since the number of students choosing these options will be small, and most of them would probably take the courses anyway.

Approvals

Department: [Signature] Date: 2/5/97
Dean: [Signature] Date: 2/10/97
Curriculum Committee: [Signature] Date: 3/10/97
Faculty Senate: [Signature] Date: 

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The Department of Philosophy and Religious Studies proposes revisions in the requirements for the major and minor in Religious Studies, as published in the College of Charleston Undergraduate Catalog 1996-1997, p. 156. Changes are indicated in bold.

Major Requirements
A minimum of thirty (30) semester hours in religious studies, which must include the following:
1. One introductory course (101, 102, 115/105, 110 115);
2. Two religious traditions courses, one from group A and one from Group B:
   Group A: 225, 230, 235, 250
   Group B: 240, 245, 248, 260
3. One sacred text course (201, 202, or 310);
4. Two additional courses at the 200-level or above;
5. Two additional courses at the 300-level or above;
6. 401;
7. One additional course in religious studies. With the approval of the Director of Religious Studies, one course (200-level or above) in a related discipline may be substituted for this religious studies course.

Minor Requirements
A minimum of eighteen (18) semester hours in religious studies, which must include the following:
1. 102/105
2. Any one of the following: 225, 230, 235, 240, 245, 248, 250, 260;
3. Any one of the following: 201, 202, 310;
4. One course in religious studies at or above the 300-level;
5. Two additional courses in religious studies. With the approval of the Director of Religious Studies, one course (200-level or above) in a related discipline may be substituted for one of these religious studies courses.

Rationale
The major in Religious Studies was established in 1995 as a disciplinary major; no courses outside of Religious Studies were allowed to count toward satisfaction of major requirements. Last year the minor in Religious Studies was revised, bringing it into conformity with the major as a disciplinary program. Although that change was approved by the Faculty Senate, discussion both within the Department and at the Senate pointed out losses in moving from an interdisciplinary program to a disciplinary one. Religious Studies does have strong connections with other fields, such as History, Anthropology, Classics, Psychology, and Philosophy. After further discussion in the Department, we propose modest interdisciplinary components in the major and minor programs in Religious Studies. The revisions will allow students to use one
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Philosophy and Religious Studies

2. Course Number and Title: RELS 102 World Religions

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired:

   The course number will be changed from RELS 102 to RELS 105 as part of a new sequencing of the 100 level courses in Religious Studies.

5. Justification for Change(s):

   RELS 105 will be the new initial course in a new sequence of 100 level courses, as such it will be the introductory survey course in the discipline. Also the Religious Studies Minor student is required to take the course on World Religions. In order to meet both of these expectations, the present RELS 101 (Approaches to Religions, a thematic course) is being renumbered RELS 110 and the World Religions course as the primary introductory course would be numbered RELS 105 so as not to reduplicate the old RELS 101 number. We are not using RELS 101 in order to avoid administrative confusion with the old numbering sequence.

6. Date Approved by the Department: 2/5/97     Date Submitted: 2/10/97

7. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Philosophy and Religious Studies
2. Course Number and Title: RELS 101 Approaches to Religion
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:
We are reordering the 100 level courses into a new sequence. RELS 101 will become RELS 110.

5. Justification for Change(s):
The new sequence in the 100 level courses reflects a shift to a sequence that begins with a World Religions survey as the new RELS 101 and the Approaches to Religion as RELS 110. The Approaches to Religion course covers fewer traditions and takes a thematic approach (studying a particular theme as it cuts across several traditions) rather than giving a brief survey of basic belief systems.

6. Date Approved by the Department: 2/5/97 Date Submitted: 2/10/97
7. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Bill, Trish's committee address item 6a on the Acct 431 New Course Approval. Currently, we have on the books literally Acct 430. This was the course whose content we plan to modify and structure it about one half advanced accounting and one half governmental accounting. We were told that we would have to have a new course so we filed a new one for Acct 431 which did what we had proposed in the Acct 430. Evidently, this course has not been approved by the faculty senate. We need to delete the Acct 430 course and replace it with the Acct 431. Trish has also suggested we eliminate Acct 440 because the course has not been taught in three years. In regards to the Acct 431, we have formed the course to make it a survey of Acct 430 and Acct 440 which now should be deleted. We would require the Acct 431 but have deleted another requirement--Badm 300 from the major. Our overall hours have not changed. This should clarify the 6a question. What do we now need to do? Thanks.

Cherish yesterday
Dream tomorrow
Live today
(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: \\
   Date submitted: 3/24/96

14. Signature of School's Dean: \\
   Date: 3/26/96

15. Signature of Business Affairs Official: Date reviewed: 3/30/96

16. Signature of Curriculum Committee Chair: Date approved: 3/10/97

17. Signature of Faculty Senate Secretary: Date approved by Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)

2a:\newcours\newcours.frm
entry into the accounting profession.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
The proposed course was originally proposed as a modification of the existing ACCT 430, Advanced Accounting. The designation of ACCT 431 as a senior level course reflects the faculty's awareness of the need to offer the course to seniors who have at least taken ACCT 316, Intermediate Accounting I, and are presently taking ACCT 317, Intermediate Accounting II.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?

Because of the technical aspects of the course, the course would be restricted to the major.

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

Other departments are not affected with this course.

9. Method of teaching: Lecture

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. There will be the need to offer the course once a year during the academic year and once during the summer. Projected enrollment for the calendar year would not exceed fifty. No additional resources are needed.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

There would be the need to provide one additional section of our accounting offerings. One faculty member will teach this course in lieu of a principles section—either ACCT 203 or ACCT 204.

(c) Frequency of offering:

_____ Each Fall
_____ Each Spring
_____ Other (Explain: Either in the fall or spring, not both. Most likely in the fall.)

11. Requirements for additional resources made necessary by this course:

(a) Staff None
(b) Budget None
(c) Library None
1. Department: Accounting and Legal Studies

2. Course number and title: Accounting 431 Advanced and Governmental Accounting

Number of credits: 3 semester hours

Total hrs/week: 3 hours/week
Lecture: 3 hours

3. Course will be offered first: Second session of 1996 summer school

4. Catalog description (please limit to 50 words): The course is designed to provide an exposure to the accounting for consolidations, foreign currency translations, partnerships and not-for-profit entities.

Check if appropriate: _____ Humanities _____ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Accounting 317, Intermediate Accounting II, co-requisite

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course?

This course is a survey of two accounting courses which are currently in the Catalog. The faculty has concluded that the accounting major must have exposure to consolidation accounting, foreign currency translations accounting, partnership accounting, and not-for-profit accounting to be adequately prepared for entry into the profession. A survey of these topics in one course will provide the accounting major with adequate preparation. This course will be a required one for the Accounting major, but the overall number of hours within the major will not change because the BADM 300, Management Information Systems, course has been deleted as a requirement.

6. (b) How does the course support the mission statement of the department and the organizing principles of the major?

The course makes the accounting curriculum a more complete one. A survey of these topics is essential for the mission of the major which is to adequately prepare the major for successful
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: March 18, 1997

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the fourth Senate meeting for Spring 1997.

Accounting and Legal Studies
New Course Proposal
ACCT 431

Philosophy and Religious Studies
Course Change Proposal
RELS 101
Course Change Proposal
RELS 102
Minor and Major Change Proposal

English
5 Course Change Proposals
ENGL 342, 343, 345, 351, 390
3 Course Deletion Proposals
ENGL 205, 206, 344

Urban Studies
Course Deletion Proposal
URST 350

History
Major Change Proposal
New Course Proposal
HIST315

Anthropology
19 Course Change Proposals
ANTH 315, 317, 321
3 Course Deletion Proposal
2 Major Change Proposals

Latin American and Caribbean Studies
Minor Proposal
New Course Proposal
LACS 101

Historic Preservation
7 New Course Proposals
Major Proposal
ARTH 230, 315, 318, 319, 330, 333, 338
ADDRESS LIST
GRADUATE STUDENT CANDIDATES FOR GRADUATION--SPRING 1997
MAY 10, 1997

<table>
<thead>
<tr>
<th>NAME (FOR DIPLOMA)</th>
<th>SSN</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leigh Tyler Hudgins</td>
<td>230-25-2612</td>
<td>2225 Greenwich Way; Tallahassee, FL 32308</td>
</tr>
<tr>
<td>Erin Eldora Kaasa</td>
<td>429-49-9978</td>
<td>997 Johnnie Dodds Blvd. #211; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Jenee Louise Knight</td>
<td>249-37-4533</td>
<td>100 Swift Blvd. Apt. G1; Goose Creek, SC 29445</td>
</tr>
<tr>
<td>Patricia Suzanne Ory</td>
<td>247-33-1336</td>
<td>2914 Ashley River Rd.; Charleston, SC 29414</td>
</tr>
<tr>
<td>Sharon Stein Williams</td>
<td>551-80-0837</td>
<td>638 Beauregard St.; Charleston, SC 29412</td>
</tr>
<tr>
<td>Amy S. DeCola</td>
<td>074-50-2125</td>
<td>1845 Falling Creek Circle; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Barbara Bachus Ferson</td>
<td>367-70-3791</td>
<td>451 Springfield Rd.; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Mary Patricia Nicholson</td>
<td>247-35-0241</td>
<td>419 Whilden St. Apt A; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Elizabeth Hull Peters</td>
<td>247-41-2675</td>
<td>1043-D Provincial Circle; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Richard Stockton Blanchard, Jr.</td>
<td>248-33-3592</td>
<td>4309 Trevor St.; N. Charleston, SC 29420</td>
</tr>
<tr>
<td>Michelle Tillson Comen</td>
<td>249-13-3411</td>
<td>47 Wedgepark Rd.; Charleston, SC 29407</td>
</tr>
<tr>
<td>Timothy Brian Hendershott</td>
<td>381-72-8414</td>
<td>711 Center St.; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Rhonwyn Valdes Huff</td>
<td>253-96-4993</td>
<td>PO Box 147; Wadmalaw Island, SC 29487</td>
</tr>
<tr>
<td>Celeste L. Huggins</td>
<td>247-39-2870</td>
<td>725 Trent St.; Charleston, SC 29414</td>
</tr>
<tr>
<td>Mary Gwen Manning</td>
<td>242-33-3321</td>
<td>12 George St. Apt. 7A; Charleston, SC 29401</td>
</tr>
<tr>
<td>Cheryl Ann Moniz</td>
<td>250-84-3680</td>
<td>222 Basswood Ave.; Summerville, SC 29483</td>
</tr>
<tr>
<td>Tina Marie Morgan</td>
<td>385-90-6821</td>
<td>8406 Gracefield Ct.; Charleston, SC 29420</td>
</tr>
<tr>
<td>William Charles Price</td>
<td>247-59-4934</td>
<td>624 Adluh St.; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Kristen A. Siefers</td>
<td>167-48-9102</td>
<td>1061 Johnnie Dodds Blvd. #Q5; Mt. Pleasant, SC 29464</td>
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<tr>
<td>Mary Jane Thomson</td>
<td>248-29-9917</td>
<td>252 Howle Ave. Apt. A3; Charleston, SC 29412</td>
</tr>
<tr>
<td>Amanda Stevens Fulton</td>
<td>247-72-0329</td>
<td>221 Jefferson Davis Rd.; Walterboro, SC 29488</td>
</tr>
<tr>
<td>Philip N. Gahring II</td>
<td>188-58-4373</td>
<td>1104-F Old Georgetown Rd.; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Lynn nicole Heasley</td>
<td>248-61-5782</td>
<td>500 Buffalo Ct.; Summerville, SC 29483</td>
</tr>
<tr>
<td>Robert Andrew Siudzinski</td>
<td>590-20-3618</td>
<td>42 Vanderhorst St.; Charleston, SC 29403</td>
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### M.E.D. EARLY CHILDHOOD EDUCATION

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<tr>
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<tbody>
<tr>
<td>Gretchen Ann Deibler</td>
<td>173-70-0887</td>
<td>442 Woodland Shores Rd.; Charleston, SC 29412</td>
</tr>
<tr>
<td>Leslie Carol Oppenheimer</td>
<td>042-56-2600</td>
<td>1852-C Montclair Dr.; Mt. Pleasant, SC 29464</td>
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### M.E.D. ELEMENTARY EDUCATION

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<tbody>
<tr>
<td>Tracey Lee Good Brakke</td>
<td>212-04-4283</td>
<td>1491 Greenshade Way; Mt. Pleasant, SC 29464</td>
</tr>
<tr>
<td>Stacey Haney Hamrick</td>
<td>248-17-7712</td>
<td>44 Yeadon Ave.; Charleston, SC 29407</td>
</tr>
<tr>
<td>Vicki Hickman McEwan</td>
<td>248-96-4573</td>
<td>1998 Elaine St.; Johns Island, SC 29455</td>
</tr>
<tr>
<td>Susan Cox Prescott</td>
<td>237-92-1945</td>
<td>952 White Point Blvd.; Charleston, SC 29412</td>
</tr>
<tr>
<td>Susan Elizabeth Speakman</td>
<td>410-47-7408</td>
<td>169 1/2 Tradd St.; Charleston, SC 29401</td>
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### M.E.D. SPECIAL EDUCATION

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<tr>
<td>Lisa McMahan Hamer</td>
<td>250-94-4232</td>
<td>624 Altman St.; Moncks Corner, SC 29461</td>
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<tr>
<td>Evetta Dianne Johnson</td>
<td>255-13-6509</td>
<td>1641 A Yongue Ave.; Charleston, SC 29404</td>
</tr>
<tr>
<td>Martha Robinson McRae</td>
<td>255-11-5976</td>
<td>3 Lindendale Ave.; Charleston, SC 29407</td>
</tr>
<tr>
<td>Elizabeth Irby Newton</td>
<td>247-06-4192</td>
<td>1228 Myrick Rd.; Mt. Pleasant, SC 29464</td>
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<tr>
<td>Quinn, Margaret Elizabeth</td>
<td>249-63-8480</td>
<td>139 Foxchase Dr.; Goose Creek, SC 29455</td>
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<tr>
<td>Tieshka Nne Seabrook</td>
<td>251-49-4382</td>
<td>259-A Coming St.; Charleston, SC 29403</td>
</tr>
<tr>
<td>Veronica Delceita Singleton</td>
<td>075-62-5613</td>
<td>215 Old Dominion Dr.; Charleston, SC 29418</td>
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### MASTER OF ARTS-ENGLISH

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<td>Rhonda Lynn Cotton</td>
<td>512-72-9643</td>
<td>2363 Treescape Dr.; Charleston, SC 29414</td>
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<tr>
<td>Delacey Ann Griffin</td>
<td>249-27-6761</td>
<td>405 H North Lamb Blvd.; Las Vegas, NV 89110</td>
</tr>
<tr>
<td>Julie Diane Hutchcroft</td>
<td>594-26-4575</td>
<td>320 E. Cooper Ave.; Folly Beach, SC 29439</td>
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### MASTER OF SCIENCE-ENVIRONMENTAL STUDIES

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<tr>
<td>Carol Myriam Aubin</td>
<td>580-21-2011</td>
<td>99 St. Philip St. #101; Charleston, SC 29403</td>
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<tr>
<td>Brian Scott Helmlinger</td>
<td>592-34-2384</td>
<td>2061 Maybank Hwy.; Charleston, SC 29412</td>
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<tr>
<td>John Asher Howell</td>
<td>249-47-2060</td>
<td>1284 Cornwallis Rd.; James Island, SC 29412</td>
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<tr>
<td>William Brownlee Lowry Junior</td>
<td>247-35-7507</td>
<td>7 Montagu St.; Charleston, SC 29401</td>
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<tr>
<td>Lee Harwood Marshall</td>
<td>249-21-0193</td>
<td>15 Bull St. Apt B; Charleston, SC 29401</td>
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<tr>
<td>Richard Blaine McCleskey</td>
<td>585-57-3013</td>
<td>1481 Center St. Ext. #1403; Mt. Pleasant, SC 29464</td>
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<tr>
<td>Judy Benson Moore</td>
<td>223-84-8512</td>
<td>132 Harvey Ave.; Goose Creek, SC 29445</td>
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<tr>
<td>James Norman Pease, IV</td>
<td>254-13-3073</td>
<td>1 King St #707; Charleston, SC 29401</td>
</tr>
<tr>
<td>Brad Eugene Shaver</td>
<td>243-04-5367</td>
<td>323 Harbor Pointe Dr. Apt #5; Mt. Pleasant, SC 29464</td>
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<tr>
<td>Richard Martin Thomas</td>
<td>249-90-7844</td>
<td>518 Upland Pl; Mt. Pleasant, SC 29464</td>
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<tr>
<td>Amy Marie Weaver</td>
<td>249-67-5680</td>
<td>23A Coming St.; Charleston, SC 29401</td>
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<tr>
<td>James Alexander Vaughan</td>
<td>248-53-1830</td>
<td>52 Avondale Ave.; Charleston, SC 29407</td>
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</table>
MASTER OF ARTS-HISTORY

Joseph Jay Colella 058-60-5733 804-D Runaway Bay Dr.; Mt. Pleasant, SC 29464
Clint Wesley Dempsey 251-23-2658 106 St. Philip St. #101; Charleston, SC 29403
Michael William Kell 153-42-7352 8926 Selah St.; N. Charleston, SC 29406
Kelly Lynn Obernuefemann 349-74-8561 302 Harbor Pointe Dr. #7; Mt. Pleasant, SC 29464
Donna Ann Tipton 243-27-0436 PO Box 1146; Robbinsville, NC 28771

MASTER OF SCIENCE-MARINE BIOLOGY

Deborah Kay Comstock 362-50-2629 997 Johnnie Dodds Blvd. #321; Mt. Pleasant, SC 29464
Charles John Keppler 181-66-9718 205 Fort Johnson Rd.; Charleston, SC 29412
Scott Bedford Lerberg 179-66-2402 205 Fort Johnson Rd.; Charleston, SC 29412
David Lawrence White 541-08-0537 1150 Schley St. NE; Orangeburg, SC 29115
Libby L. Willson 399-64-4048 205 Fort Johnson Rd.; Charleston, SC 29412
Lynn Elyn Zimmerman 279-80-5175 205 Fort Johnson Rd.; Charleston, SC 29412

MASTER OF SCIENCE-MATHEMATICS

Chris Paragamian 175-54-9151 3225 Ayr Lane; Dresher, PA 19025
Bac Tran 250-87-3035 2491 Salt Meadow Lane; Myrtle Beach, SC 29577

MASTER OF PUBLIC ADMINISTRATION

Russell Irving Byrd 250-29-0253 1123 Island View Dr.;Mt. Pleasant, SC 29464
William M. Cieminski 473-86-0787 4766 Yardley Dr.; Charleston, SC 29405
Trisse Danae Hollis 249-37-7160 10 Jamaica Dr.; Charleston, SC 29407
Danya Maxine Jordan 248-63-6006 1103 Westchase Dr.; Charleston, SC 29407-8809
Kerri Jo Laryea 521-35-8842 2534 Flamingo Dr.; Charleston, SC 29414
Rebecca Lynn Lee 175-64-2800 1422 Goblet Ave.; Mt. Pleasant, SC 29464
Jan Lauren Lindley 250-37-6716 119 Wedgewood Circle; Goose Creek, SC 29445
Laura Grier O’Neill 251-73-0069 33 Barre St.; Charleston, SC 29401
James Parlor 250-64-3497 3 East Wantoot Blvd.; Charleston, SC 29407
James David Scarborough 462-51-6322 2027 Harrietta Ct.; Mt. Pleasant, SC 29464
Daniel Andrew Wagner 247-25-1473 1742 Sam Rittenberg Blvd. #19-D; Charleston, SC 29407
NUMBER OF GRADUATING MASTERS LEVEL STUDENTS BY PROGRAM
MAY 10, 1997
(As of March 17, 1997)

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<th>Program</th>
<th>Number Graduating</th>
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Total Graduating 76
Total Participating 67 (See notes below)

1. Includes a M.Ed. Elementary student who graduated Fall, 1996 but will participate in the May 1997 commencement.

2. Includes a M.Ed. Special Ed student who graduated Fall, 1996 but will participate in the May 1997 commencement.
3. Includes a M.P.A. student who graduated Spring, 1996 but will participate in the May 1997 commencement.

4. Includes a M.E.S. student who graduated Fall, 1996 but will participate in May 1997 commencement.

As of March 17, 1997-Addie
University of Charleston, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Elementary and Early Childhood Education

2. Course number and title: EDEE 604: Teacher as Researcher in Early Childhood Education
   Number of Credits: 6
   Total hrs/week: 3
   Lectures: 3
   Lab: __________

3. Course will be offered first: Summer Evening, 1997

4. Catalog description (please limit to 50 words): Please see attached syllabus

5. Prerequisites (or other restrictions): None

6. Rationale/Justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form.)
   (a) What are the goals and objectives of the course? To provide a strong foundation in the standards which guide the early childhood profession and an opportunity for students to engage in scholarly research.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Students will demonstrate synthesis of concepts through oral and written presentations and completion of a final comprehensive paper.

7. Are other Departments affected by this course? No. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

8. Is this course part of joint program? Yes X No
   If "Yes", what institution?
   Will the other institutions use the same course number and title? Yes____ No. If "No" what will be the course number and title at the other school?

9. Method of teaching: Lecture, discussion, cooperative work groups, simulations, field experiences in the schools.
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: This is an additional requirement for Early Childhood Education Master of Education students.

(b) Address potential shifts in staffing of the departments as it relates to the offering in this course. (Note: If more space is needed, attach additional sheets to this form.) The course will only be offered once a year, initially during Summer Evening. When the department chair resumes a full teaching load, it will be offered only fall semester.

11. Requirements for additional resources made necessary by this course:

(a) Staff: None

(b) Budget: Monies from summer school operation will be needed initially.

(c) Library: None

(Note: Course requiring additional resources will need special justification.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: [Signature] Date submitted: 5/11/97

14. Signature of Department Chair: [Signature] Date approved: 3/12/97

15. Signature of Schools Dean: [Signature] Date approved: 3/12/97

16. Signature of Budget Director, Business Affairs Office: [Signature] Date reviewed: 3/12/97

PROPOSAL IS SENT TO THE GRADUATE SCHOOL OFFICE AT THIS JUNCTURE

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: [Signature] Date approved: ______

18. Signature of Chair of Graduate Council: [Signature] Date approved: ______

19. Signature of Faculty Senate Secretary: [Signature] Date approved: ______

Completed forms should be sent by the Graduate School Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised February, 1997 and replaces all others.
Course Description

This 6 credit hour, two phase course entails intensive study of the standards which guide the early childhood education profession. Students will refine their ability to integrate appropriate research into their own classroom practice. The course examines the multi-dimensional population of children and the professionals involved in the education process. Students will undertake an individual program-of study in which they identify a process for achieving the course objectives. Phase I, for beginning students beginning the M.Ed. Early Childhood Program, includes a series of advanced seminars designed to study the development and processes of challenges facing early childhood educators in the present and in the future. Phase II, the capstone seminar, is designed to function as an integrative mechanism for early childhood students to be taken at the end of their academic program. The capstone seminar provides an opportunity for students to synthesize concepts related to the standards of early childhood programs. Phase I students will define an individualized, program-long project which culminates in Phase II with an in oral and written presentation, as well as the completion of a final comprehensive paper.

Course Objectives

Upon successful completion of the course student is expected to:

1. demonstrate knowledge and understanding of the dominant theories of human and socio-cultural development and learning through the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context.

2. exhibit knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.

3. define alternative perspectives regarding central issues in the field of child development, programs for young children and their families, or implications for teacher education and staff development.

4. demonstrate the knowledge and ability to use and develop a variety of procedures for
assessment of child development and learning, child care and early education environments, and early childhood education curricula; and understanding of types, purposes and appropriateness of various assessment procedures and instruments.

5. evaluate programs for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at-risk for developmental delays, and children with special abilities.

6. apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, philosophy, and anthropology to practice in early childhood education.

7. discuss the concept of reflective inquiry and demonstrate professional self-knowledge relating to one's own practice and articulating a personal code of professional ethics.

8. demonstrate the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families.

9. articulate, through oral presentation and written documentation the knowledge and skills to serve as a mentor to others and a model of professional behavior for volunteers and other staff members.

**Required Readings**

Students will review the literature that addresses the nine course objectives. Suggested journals include, but are not limited to: *The APA Monitor; Parents; Young Children; Child Development; Early Childhood Research Quarterly; The Journal of Exceptional Children; The Reading Teacher; The Journal of Creative Behavior; Theory into Practice; Journal of Social Issues; American Psychologists; Elementary School Guidance and Counseling; Childhood Education; Child Welfare; Phi Delta Kappan; Child Abuse and Neglect; American School Board Journal; School Psychology Review; Family Law Quarterly; Journal of Education; Journal of School Health, and Journal of Early Childhood Teacher Education.*

**Course Requirements**

1. Phase I students will undertake an individual program of study in which they identify a process for achieving the course objectives. Students will conduct individual research into the scholarly issues identified in the course objectives. The progress and methods will be shared with the class by presentation and discussion and will lead to the preparation of a comprehensive, long-term program involvement project.

Upon successful completion of the full-semester Phase I component of the course, students will continue to meet with the early childhood faculty once a semester throughout
the time they are classified as students. These meetings are designed to give the student an opportunity to discuss the nature and scope of their progress toward meeting the requirements to enroll in the capstone experience or Phase II of the course.

Students enrolled in EDEE 604, Phase I will receive a grade of IP (In Progress) at the end of the first semester. This grade will remain on record until the final semester of study when the student completes Phase II of the course.

2. Phase II students will present reports relating to the process, methods, and results of their individualized study through class presentations and the formal presentation of a single comprehensive paper. The paper, submitted as an in-depth study of the teacher as researcher in early childhood education, will be submitted as an individual paper for review by the early childhood graduate faculty. Upon successful completion of the presentation and submission of the final paper which culminates, both in oral and written presentation, students will be awarded a final grade for the course.

Prerequisites: Students enrolling in Phase I of EDEE 604 must have completed all requirements for admission to the M.Ed. Program in Early Childhood Education and be accepted as regular degree students. Applicants seeking acceptance in non-degree status are not eligible for admission into the course. Students continuing in Phase II of EDEE 604 must have completed all early childhood education courses or at least 30 semester hours and permission of the early childhood graduate faculty. The course is graded on a satisfactory/unsatisfactory basis.

Assignments

1. Under the direction of the early childhood graduate faculty, students are expected to engage in reflective and practical inquiry of the course objectives through an examination of their own professional lives in relation to the early childhood standards and course objectives, responding to readings, and inquiring into their own classroom practice as a form of study.

2. Activities which are appropriate during class times are those which are respectful of the group process and enhance the learning of the individual and members of the class. These include discussing, listening, questioning, observing, reflecting, writing, planning, organizing, and interaction as well as seeking out new resources. The classroom experience is intended to be part of the course content and students are expected to take responsibility for their own learning and contribute to that of classmates.

3. In the presentation of progress toward meeting the course objectives, students are expected to:
   • share their understanding of the meaning and purpose of the early childhood standards and the nine course objectives;
provide a personal response to key issues addressed in the standards and course objectives;

search for experiences in their own professional lives which pertain to the standards and course objectives;

relate key ideas to current and previous class discussions.

4. Develop a framework for studying the early childhood standards and course objectives, critically examine and describe the components of each standard and course objective and make sure that the framework of study includes a detailed plan to address any sub-topics that may emerge as a result of the study.

5. For each of the nine course objectives, write a summary of the findings which can be discussed and distributed to the class.

Criteria for Evaluation

1. Completion of all course requirements.

2. Class participation and evidence of scholarly dialogue, listening skills, questioning techniques, reflective inquiry, writing, planning, organizing and interaction with colleagues.

3. Evidence of research/conclusions in a self-reflective manner.

4. Successful completion of capstone presentation to the class.

5. Approval of comprehensive paper by the early childhood faculty.

Grading System

1. All students enrolled in EDEE 604, Phase I will receive a grade of IP (in progress). This grade will remain in effect until the student has completed all requirements for Phase II of the course.

2. Upon successful completion of Phase II of the course, students will be awarded a letter based on the above Criteria for Evaluation.
University of Charleston, S.C.  
Faculty Committee on Graduate and Continuing Education  
New Graduate Course Proposal

1. Department: Elementary and Early Childhood Education

2. Course number and title: EDEE 510: Introduction to Early Childhood Education  
Number of Credits: 3  
Total hrs/week: 3  
Lectures: 3  
Lab: 

3. Course will be offered first: Summer Evening 1997

4. Catalog description (please limit to 50 words): Please see attached syllabus

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form.)
   
   (a) What are the goals and objectives of the course? To provide a thorough introduction of the field of early childhood education, developmentally appropriate practice and an up to date comprehensive overview of programs and practices.

   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Course content will improve the quality of our students and better prepare them for a career in early childhood education. The course supports the mission statement of the department by encouraging career long learning.

7. Are other Departments affected by this course? No. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

8. Is this course part of joint program? Yes X No  
If "Yes", what institution? Will the other institutions use the same course number and title? Yes X No. If "No" what will be the course number and title at the other school?

9. Method of teaching: Lecture, discussion, small group simulations and a practicum in the schools
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: This is an additional requirement for Early Childhood Education Master of Arts in Teaching students.

(b) Address potential shifts in staffing of the departments as it relates to the offering in this course. (Note: If more space is needed, attach additional sheets to this form.) The course will only be offered once a year, initially during Summer Evening, when it will be taught by a clinical faculty member. The course will be taught by a roster faculty member when the department chair resumes a full teaching load.

11. Requirements for additional resources made necessary by this course:
(a) Staff Clinical faculty member in Early Childhood Education
(b) Budget Monies from summer school budget will be needed initially.
(c) Library None

(Note: Course requiring additional resources will need special justification.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: Date submitted: 3/11/97
14. Signature of Department Chair: Date approved: 3/12/97
15. Signature of Schools Dean: Date approved: 3/12/97
16. Signature of Budget Director: Business Affairs Office: Date reviewed: 3/12/97

PROPOSAL IS SENT TO THE GRADUATE SCHOOL OFFICE AT THIS JUNCTURE

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: Date approved: 
18. Signature of Chair of Graduate Council: Date approved: 
19. Signature of Faculty Senate Secretary: Date approved: 

Completed forms should be sent by the Graduate School Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised February, 1997 and replaces all others.
COURSE DESCRIPTION

The course offers a thorough introduction to the field of early childhood education and developmentally appropriate practice. It provides an up-to-date, comprehensive overview of programs and practices, historic foundations, and the latest ideas and practices in the field. A primary activity of this course will be field-based activities in early childhood settings. Students will spend thirty hours in the schools in play, tutorial, and other activities with young children. A variety of settings will be used to insure multicultural exposure.

COURSE OBJECTIVES

1. Identify models and programs in early childhood education and describe how these models are reflected within the social, historical, and philosophical foundations of general education.

2. Describe and differentiate between different learning theories and how children learn.

3. Compile data on how children between the ages of birth and eight years old develop physically, intellectually, linguistically, and psychosocially.

4. Demonstrate knowledge of developmentally appropriate programs for children between the ages of birth and eight years old.

5. Discuss how the early childhood professional incorporates multiculturalism in quality programs for young children.

6. Analyze the Division for Early Childhood (DEC) of the Council for Exceptional Children's position statement on inclusion and analyze its implications for establishing an inclusive early childhood environment.

7. Identify and describe conditions that affect children's development and learning including risk factors, developmental variations and specific disabilities.

8. Demonstrate and understanding of family system theory, effective parenting, family, school and community partnerships.
10. Describe and discuss ethical standards/code of ethics for early childhood professionals.

11. Analyze the current literature relating to learning styles, sexism and sex-role stereotyping, bilingual education, and an antibias curriculum.

12. Demonstrate awareness and sensitivity to differences in family structures, and social and cultural backgrounds.

13. Design a plan to development an integrated curriculum that takes into account children from various cultures.

TEXTBOOKS


ASSIGNMENTS

1. Develop a personal and meaningful philosophy of early childhood education and include: methods for self-assessment, evaluation of your professional decisions and choices. How will you use this philosophy as a framework for planning and modifying programs? How does your plan incorporate a code of ethics for early childhood professionals?

2. Class Reports: With a partner prepare and present a report for the class on one of the following assigned topics:

   a. Describe the history of early childhood education and identify basic concepts essential to high-quality early childhood programs. important?
   b. What are learning theories (include samples of the works of Piaget, Montessori, Vygotsky, Gardner, and Skinner) and how do they describe how children learn?
   c. What is the High/Scope educational approach, the Montessori Program, the Bank Street Model, Head Start, and Reggio Emilio?
   d. How can early childhood professionals meet the needs of children, parents, and families?
   e. How can early childhood professionals prepare children for living in a diverse society?
   f. How would you plan an integrated curriculum that acknowledges childrens' culture and home experiences?
   g. How does play and play activity facilitate the development of physical, cognitive, affective and social development?

Reports should be limited to 20 minutes and may involve audio-visuals, charts.
transparencies, or other presentation materials. The report should conclude with a question and answer period to encourage interaction with your peers.

3. Practicum Requirement

You will spend a total of 16 weeks, 2 hours a week, working with children ages two, three, four and five, with a minimum of four weeks with each age level at The Early Childhood Development Center. It is expected that you engage children in projects, learning centers, and playful activities that reflect the current interests of the children. It is also expected that you take as active a role as possible so children can learn through active involvement with each other, with adults, with materials, and other children. Guidelines for developing developmentally appropriate activities for children will be discussed and developed in class.

4. Analysis Paper

Write a comprehensive paper (double-spaced) analyzing two or three significant episodes that occurred during your practicum experience and include a description of why they were significant to you and the children. Analyze what was accomplished, identify problems that emerged and distill from the episodes what you learned. This last point is the most important. You may have learned what works in a specific learning situation and what does not. Describe what you conclude, including as well what you have learned about your philosophy of teaching (your perspective.) Note any questions that may have arisen during your field experiences which you want to discuss with your peers and professor during class time.

5. Annotated Bibliographies

Prepare an annotated bibliography on authentic assessment in early childhood education according to the directions provided in class. Bibliographies will include an overview, abstracts of at least five current journal articles, three books or position papers, and a summary.

6. Review the Division for Early Childhood of the Council for Exceptional Children's position statement on inclusion. Write a narrative in which you describe or explain the nature of the position statement and the implications it has for early childhood professionals.

EVALUATION

1. Participation in all class activities.

2. Weekly quizzes based on textbook chapters, lectures, and class discussions.
3. Mid-term and final examinations.

4. Successful completion of all assignments and/or requirements. The practicum assignment will be graded Satisfactory/Unsatisfactory. All other assignments will earn a letter grade. The earned grade will be based on thoroughness, clarity of writing, evidence of knowledge, and mechanics/grammar.

TOPICS

- Becoming an Early Childhood Professional: Possibilities and Responsibilities
- The Field of Early Childhood Today: Changes and Challenges
- The Past: Prologue to the Present
- Learning Theories: How Do Children Learn?
- Early Childhood Programs: Curriculum for Learning
- Child Care: Meeting the Needs of Children, Parents, and Families
- Infants and Toddlers: Development, Care, and Education
- The Preschool Years
- The Primary Years
- Multiculturalism: Preparing for Living in a Diverse Society
- Guiding Children: Developing Prosocial Behavior
- Parent, Family, and Community Partnerships
- Keys to The Future: Establishing Successful Programs
Each student in EDEE 510 will participate in a practicum experience. Students will be asked to complete several course assignments during this time. Proper credit depends on your ability to carry out all assignments. A minimum of 25 hours will be needed to meet this requirement. Students must attend the practicum each week and hand in all assignments related with it. Failure to complete the practicum will result in failure of the course.

Assignments:

1. **Observation**

   Observe the children in your placement site and take note of the ages, differences in developmental levels, interest, and general routine of the children. Observe the teacher and take notes regarding activities and teaching procedures, themes and content presented, the handling of materials, relationships between the teacher and the children, the physical environment, learning centers, and how children interact with each other in the playful environment.

2. **Active Participation**

   **Projects:** In cooperation with the classroom teacher, plan for and implement 2 projects based on the current theme being explored in the classroom or one that is based on the interest of the children. Then structure follow-up activities you can leave for the children to use when you are not in the classroom.

   **Learning Centers:** Design 2 learning centers that are child-directed and child-centered. Equip the centers with all the materials, toys, manipulatives, or other items the children may need. Observe and record the children's approach to the centers and how the center is utilized by children.

   **Play Activities:** Engage in daily play activities with the children using materials that children can manipulate and experiment with such as blocks, games, arts and crafts materials, scientific equipment or other learning materials that are available to children.

3. **A Writing Log (Journal)** Daily notes will be made in the writing job. You will use the log as a way of recording your experiences and feelings about teaching and your reflections upon your interactions with young children.

4. **Teacher's Evaluation:** Attached to the requirements, there is an evaluation form for the teacher to complete at mid-term and the end of the semester. This evaluation contributes to your overall grade.
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Geology/Environmental Studies Program
2. Course Number and Title: EVSS643 Aqueous Geochemistry
3. Course changes will go into effect: Fall 97
4. Change(s) Desired: This is a 3-credit hour course that meets for 3 hours of lecture per week. I would like to change this to a 4-credit hour course with a lab, which will meet for 3 lecture hours and 3 lab hours (6 contact hours) per week.

Justification for Change(s): All instruments that comprise the Water Quality Lab in the Department of Geology are functional and yielding data. These instruments include an ICP-AES (Inductively coupled plasma atomic emission spectrometer) for the analysis of metals in aqueous samples, a CE system (Capillary Electrophoresis) for the analysis of anions in aqueous samples, a DOC (dissolved organic carbon) analyzer, and field and laboratory equipment for the determination of alkalinity, pH, specific conductance, and chloride. I want to add a lab component to EVSS643 to take advantage of these laboratory and field resources. Attached sheets describe the following aspects of this upgrade: 1). existing lecture syllabus, 2). proposed lab syllabus, 3). explanatory statement describing the relationship of this course to other geochemistry courses in the Geology Department curriculum.

5. Date Approved by the Department: 1/31/97
6. Signature of Department Chair: 

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

7. Signature of Chair of the Faculty Committee on Graduate and Continuing Education

8. Signature of Chair of Graduate Council

9. Signature of Speaker of the Faculty

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
RELATIONSHIP OF EVSS641 AQUEOUS GEOCHEMISTRY TO OTHER COURSES IN THE GEOLOGY DEPARTMENT CURRICULUM

Two geochemistry courses are offered at the graduate level in the Department of Geology in support of the Masters of Environmental Studies program: EVSS641 Aqueous Geochemistry and EVSS643 Environmental Geochemistry. The focus of EVSS641 is the theory and application of inorganic geochemical speciation and reactions that occur in aqueous solution. Inorganic geochemical reactions are examined using an equilibrium (instead of kinetic) approach. Natural and contaminated ground water and surface water environments are the dominant environments considered during the course. The focus of EVSS643 Environmental Geochemistry differs from EVSS641 in the following manner: 1). Coverage includes geochemistry of organic compounds and stable C, N, and O isotopes, in addition to inorganic species (primarily metals), 2). in EVSS643, transport and fate of inorganic, organic and isotope species are considered. As such, greater emphasis is placed on transfer of compounds between aqueous and sedimentary environments. The EVSS643 (4 credit hours, 6 contact hours) already has a lab component.

The Department of Chemistry also offers a course at the advanced undergraduate/graduate (500-) level, entitled EVSS670, Environmental Chemistry with (4-credits) and EVSS674 Environmental Analytical Chemistry. Both graduate-level geology courses complement the Dept. of Chemistry offerings. Because the instrumental capability in Chemistry differs from that in Geology, students taking both courses gain experience on a wider variety of instrumentation. Also, aspects of atmospheric chemistry are covered in the Chemistry courses, and these topics are not duplicated in the Geology courses.
The following represents a list of lab exercises and a class project that would complement the existing lecture sequence shown in the Spring 1996 syllabus for the course. Students will learn to sample shallow wells, perform field analyses and laboratory analyses each week. The final quarter of this course will focus on individual projects, which culminate in a poster presentation at the School of Sciences and Math poster session in April.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>PROPOSED LAB EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Acids and Bases, Carbonate Geochemistry part I</td>
<td>Alkalinity versus Organic Carbon. Carbonate Alkalinity versus DOC analyses in Lab</td>
</tr>
<tr>
<td>4</td>
<td>Carbonate Geochemistry</td>
<td>Inorganic versus Organic Carbon. Carbonate Alkalinity versus DOC analyses in Lab</td>
</tr>
<tr>
<td>5</td>
<td>Mineral Solubility</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>6</td>
<td>Silicate Geochemistry</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>7</td>
<td>Oxidation-Reduction concepts</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>8</td>
<td>Oxidation-Reduction concepts</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>9</td>
<td>Geochemical Modeling</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>10</td>
<td>Metal Ion speciation</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>11</td>
<td>Surface chemistry, and Ion exchange reactions</td>
<td>Problem set review and exam</td>
</tr>
<tr>
<td>12</td>
<td>Surface chemistry, and Ion exchange reactions</td>
<td>Problem set review and preparation for the final</td>
</tr>
</tbody>
</table>
EVSS 641: Aqueous Geochemistry Syllabus, Spring 1996

Dr. June Mirecki, Science Center Room 343, Department of Geology, University of Charleston
Phone 953-8278 (office). E-mail mireckij@cofc.edu
Class meeting time 5:30 to 7:00 Monday and Wednesday
Office hours immediately after class, 5:00 - 5:30 before class, or by appointment. Conflicts with exams must be reconciled BEFORE the exam, not AFTER a missed exam.

additional readings will be assigned from pertinent journals

GRADING: Exams 3 exams at 15% each
Problem sets and geochemical modeling exercises 35% of final grade
Poster presentation 20% of final grade

GRADING SCALE
A ≥ 90%, B+ ≤ 87.5-90, B 80 - 87.4, C+ ≥ 77.5 - 80, C 70 - 77.4, F ≤ 69.

FOCUS: Course will focus on a quantitative examination of reactions between naturally occurring solids and aqueous solutions, principally ground water and surface water.

SCHEDULE Week of:

Reading
January 15 Principles of chemical equilibrium. Law of mass action. Chap. 1, 2
Phase rule.
Ionic strength. Electrolytes
Problem set on Activities and Ionic strength
February 5 Carbonate geochemistry: principles and applications
Carbonate problem set.
February 12 Exam Review.
Exam on Wednesday February 14th
February 19 Solubility constraints. Ksp, IAP. Review Chap 2
Silicate dissolution WATEQ geochemical modeling ex. Chap 6
February 26 Carbonate and Dolomite dissolution constraints. Review Chap 4
Chap 7
March 4 - 8 SPRING BREAK
March 11 Oxidation-Reduction chemistry of iron and sulfur Chap 13
Eh (and pE) versus pH relationships
March 18 Iron and sulfur mineral stabilities; Acid mine drainage Chap 14
Eh-pH problem set
March 25 Exam Review.
Exam on Wednesday March 27
April 1 Geochemical modeling of ground water lecture and problem set
April 8 Metal ions in solution. Speciation, coordination Chap 15
April 15 Surface chemistry of clays and colloidal material Chap 5
Ion exchange reactions.
April 22 Poster presentations, review for final.

FINAL EXAM ON WEDNESDAY MAY 1ST, 4:00 TO 7:00 PM RM 345
INDIVIDUAL PROJECT: DEVELOPING A POSTER PRESENTATION BASED ON YOUR GEOCHEMICAL INTERPRETATIONS

One of the best ways to learn about the methods of science is to test hypotheses with data, ultimately rejecting or supporting that hypothesis. In this semester-long exercise, you will test a hypothesis using a geochemical data set. Examples of possible hypotheses/data sets are listed below. You will interpret these data, and present your conclusions in poster form.

You will learn to use several of the interpretive tools throughout the semester. Depending on the project, these tools include statistical analyses, geochemical modeling, interpretation of reaction mechanisms, composition characterization, or developing an understanding of a process using geochemical data. All data sets are composed primarily of dissolved inorganic constituent concentration data.

If you have a dataset that you would prefer to work on, that project can be arranged. Examples of data set you could interpret include:

<table>
<thead>
<tr>
<th>HYPOTHESIS</th>
<th>DATA SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does rock composition affect spring water composition?</td>
<td>Dissolved trace element data from several springs in Death Valley</td>
</tr>
<tr>
<td>2. What geochemical reactions determine landfill leachate composition?</td>
<td>Ground water samples collected down-gradient of a landfill</td>
</tr>
<tr>
<td>3. Do ground waters from different aquifers beneath Charleston differ in</td>
<td>Ground water compositions from deep wells in Charleston</td>
</tr>
<tr>
<td>composition?</td>
<td></td>
</tr>
<tr>
<td>4. What reactions occur when you inject tap water into limestone at depth</td>
<td>Ground-water compositions from deep wells in Charleston</td>
</tr>
<tr>
<td>5. Can you distinguish a contaminated well from a pristine well using</td>
<td>Ground-water compositions from deep wells</td>
</tr>
<tr>
<td>dissolved inorganic constituents</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Drs. Jones, Dukes, Pothering, Auerbach, Caveny, Deaver

FROM: Michael P. Katuna, Chairman, Department of Geology

SUBJECT: Curriculum Changes

February 6, 1997

I have enclosed a copy of a curriculum proposal to change EVSS 641 - Aqueous Chemistry from a 3 credit course to a 4 credit course which includes a three hour lab component. If you have any concerns with regard to this proposal please bring them to my attention. This proposal has already been reviewed by the Chemistry Department.

jen

Enclosure
1. Department: Department of Geology

2. Course number and title: EVSS 642: Geological Applications of Remote Sensing  
   Number of Credits: 4
   EVSS 642L: Geological Applications of Remote Sensing Lab
   Total hrs/week: 6  
   Lectures: 3  
   Lab: 3

3. Course will be offered first: Fall 1997

4. Catalog description (please limit to 50 words): Course will cover the fundamentals and applications of remote sensing. Topics include: remote sensing theory, data collection, reduction and application, computer software tools, data acquisition and ties to geographic information systems (GIS). The course emphasis is on environmental problems. This course will be one of several courses offered in the Geology track.

5. Prerequisites (or other restrictions): Background or experience in remote sensing or, GEOL 314, or permission of instructor. Some computer experience desirable.

6. Rationale/Justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?
      1. To provide the student with a working knowledge of the fundamentals of remote sensing and its application to environmental problems.
      2. To develop an understanding of the different sensor systems/platforms.
      3. To become familiar with the use and application of multiple remote sensing data sets and how to acquire desired data.
      4. To provide students with hands-on exposure to field(s) of remote sensing and current computer software and data.
      5. To provide students with a working knowledge of remote sensing application(s) to environmental issues.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? Provides a broader understanding of geology and environmental science through the use of remote sensing and GIS tools.

7. Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
   No other departments will be affected.

8. Is this course part of a joint program?  X Yes  ___ No  If "Yes", what institution? MUSC
   Will the other institution use the same course number and title?  X Yes  ___ No  If "No" what will be the course number and title at the other school?

9. Method of teaching: Classroom lectures, student participation, interactive discussion, computer laboratory exercises, text and outside reading materials, guest speakers.

1/23/97
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course:

Depending on course enrollment, it is anticipated that the course would be offered on an annual basis.

(b) Address potential shifts in staffing of the departments as it relates to the offering if this course.

It will require funding to pay for an adjunct to pick up undergraduate course release.

11. Requirements for additional resources made necessary by this course:

(a) Staff  See "10-B" above.

(b) Budget  None

(c) Library  None.

(Note: Course requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director:  Date submitted: 2/7/97

14. Signature of Department Chair:  Date approved 1/29/97

15. Signature of School's Dean:  Date approved 1/31/97

16. Signature of Budget Director, Business Affairs Office:  Date reviewed: 2/27/97

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education:  Date approved: 2/28/97

18. Signature of Chair of Graduate Council  Date approved: 

19. Signature of Faculty Senate Secretary:  Date approved: 

Completed forms should be sent by the Faculty Senate to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November, 16 1994 and replaces all others.)

1/23/97
EVSS 642
Geological Applications of Remote Sensing

4 semester hours credit: 3 lecture hours, 3 laboratory hours

PREREQUISITES:
Background in geology or environmental science. Graduate standing. Computer experience helpful.

I. COURSE DESCRIPTION
This course will cover the fundamentals and applications of remote sensing. Topics include: remote sensing theory, data collection, reduction and application, computer software tools, data acquisition and ties to geographic information systems (GIS). The course emphasis is on environmental problems. This course will be one of several courses offered in the Geology track.

II. OBJECTIVES
1. To provide the student with a working knowledge of the fundamentals of remote sensing and its application(s) to environmental issues.
2. To develop an understanding of the different sensor systems/platforms.
3. To become familiar with the use and application of multiple remote sensing data sets and how to acquire desired data.
4. To provide students with hands-on exposure to field(s) of remote sensing and current computer software and data.

III. COURSE CONTENT
A. Lecture and Hands-On Exercise Topics
   Introduction to remote sensing; Fundamental theory of remote sensing and geographic information systems; Photographic systems - filters, cameras and other data sets; Application and interpretation of airphotos and satellite imagery; Image processing; Beginning construction and use of geographic information system database.

   Exercises will include air photo interpretation, determination of resolution/scale; air photo reconnaissance and mapping of environmental targets; computer exercises using multiple data sets (multispectral, hyperspectral, Landsat, SPOT, radar and planetary mission); generation of a GIS.

B. Seminars
   Classroom lectures and discussion will be augmented with brief student seminars on emerging technology(ies) and the domestic and/or commercial application of remote sensing.

C. Reading/Writing
   Students will be assigned reading and writing assignments in addition to their normal text reading requirements. These topical assignments will supplement the text and classroom discussions and require a critical assessment/review of current research and/or applications in remote sensing.

D. Semester Project

12/3/96
Based on knowledge gained throughout the semester, the student will prepare and present a research project of their choosing. Project will include writing a proposal and generating a geographic information system on a topic of their choice.

IV. INSTRUCTIONAL MATERIALS
1. Departmental/Private demonstration materials
2. Departmental/Private data collection
3. Departmental remote sensing computer facility
4. College library facilities
5. Private resource - reading materials
6. Private & departmental slide/photo collection
7. Guest lectures

V. TEXTBOOKS & REFERENCE MATERIAL


Additional Reading

& additional journal materials provided as 'Reserved Readings'.

VI. EXAMS & GRADING
Semester grades will be based on in class participation and seminars (10%), writing assignments (10%), exercises (10%), 2 exams (40%), and a semester project (30%).
Memorandum:

To: Chip Biernbaum, Chair, Graduate Curriculum Committee
From: Robert J. Dukes, Jr., Chair, Physics and Astronomy
Date: 1/23/97
Subject: Letter of Support for Geology 442/642

The Physics and Astronomy Department has considered carefully the proposed undergraduate/graduate "Geological Applications of Remote Sensing" courses and are happy to support these. We feel that a number of our physics undergraduates as well as MES graduate students in the physics concentration may enroll in these courses. We see relatively little overlap between either of these courses and our undergraduate offerings in meteorology/atmospheric physics or our graduate offerings in atmospheric physics, satellite meteorology, and short term climate change.
MEMORANDUM

TO:        Michael Katuna, Chair, Department of Geology
FROM:      Mike Auerbach, Chair
DATE:      8 January 1997
RE:        New Geology Courses

The Biology Department is pleased to endorse the development of the following new courses:

GEOL 442 & 442L/EVSS 642 & 642L: Geological Applications of Remote Sensing
(with lab)

GEOL 449 & 449L/EVSS 649 & 649L: Geographic Information Systems (with lab)

These courses will greatly increase student access to important new technologies. We expect that
the courses will appeal to some of our undergraduate majors, as well as marine biology and
environmental studies graduate students. The Biology Department notes that establishment of
GEOL 449/EVSS 649 does not preclude members of the department from offering courses in
specialized applications of GIS in biological research in the future.
UNIVERSITY OF CHARLESTON
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Department of Geology

2. Course number and title: EVSS 649: Geographic Information Systems
   EVSS 649L: Geographic Information Systems Lab
   Total hrs/week: 6
   Lectures: 3
   Lab: 3

3. Course will be offered first: Spring 1998

4. Catalog description (please limit to 50 words): This course will cover spatial data types and quality, data input operations, database management, data analysis, and software design concerns. We will also examine institutional and political concerns for using GIS. Computer-based GIS software (Unix, PC and Mac) will be used throughout the course.

5. Prerequisites (or other restrictions): Some computer experience necessary.

6. Rationale/justification for course (consider the following issues):
(a) What are the goals and objectives of the course?

   1. To provide the student with a working knowledge of geographic information systems (GIS).
   2. To develop an understanding of the structure of geographic information systems.
   3. To become familiar with the use and application of geographic information systems.
   4. To provide students with hands-on exposure to field(s) of GIS/remote sensing and current computer software and data.
   5. To provide students with a working knowledge of GIS/remote sensing application(s) to environmental issues.

(b) How does the course support the mission statement of the department and the organizing principles of the major? Provides a broader understanding of geology and environmental science through the use of GIS and remote sensing tools.

7. Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
   Physics, Biology.

8. Is this course part of a joint program?  X Yes  ____ No  If “Yes”, what institution? MUSC
   Will the other institution use the same course number and title?  X Yes  ____ No  If “No” what will be the course number and title at the other school?

9. Method of teaching: Classroom lectures, student participation, interactive discussion, computer laboratory exercises, text and outside reading materials, guest speakers.

10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course:

1/23/97
Depending on course enrollment, it is anticipated that the course would be offered on an annual basis.

(b) Address potential shifts in staffing of the departments as it relates to the offering if this course. In the short run it will require funding to pay for an adjunct instructor for an undergraduate course release. However, a roster faculty member is included in the approved Geology staffing plan.

11. Requirements for additional resources made necessary by this course:

(a) Staff See "10-B" above.

(b) Budget Minor request for data/software purchase.

(c) Library Minor requests to update library holdings.

(Note: Course requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: [Signature] Date submitted: 2/7/97

14. Signature of Department Chair: [Signature] Date approved: 1/29/97

15. Signature of School's Dean: [Signature] Date approved: 1/31/97

16. Signature of Budget Director, Business Affairs Office: [Signature] Date reviewed: 2/27/97

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: [Signature] Date approved: 2/28/97

18. Signature of Chair of Graduate Council ____________________________ Date approved: 

19. Signature of Faculty Senate Secretary: ____________________________ Date approved: 

Completed forms should be sent by the Faculty Senate to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November, 16 1994 and replaces all others.)
EVSS 649
Geographic Information Systems

4 semester hours credit: 3 lecture hours, 3 laboratory hours

PREREQUISITES:
Background in geology or environmental science. Graduate standing.
Computer experience needed.

I. COURSE DESCRIPTION

This course is an introduction to geographic information systems. It will cover spatial data types and quality, data input operations, database management, data analysis, and software design concerns. We will also examine institutional and political concerns for using GIS. Computer-based GIS software (Unix, PC and Mac) will be used throughout the course. Course activities will include hands-on experience with GIS and its applications.

II. OBJECTIVES

1. To provide the student with a working knowledge of geographic information systems (GIS).
2. To develop an understanding of the structure of geographic information systems.
3. To become familiar with the use and application of geographic information systems.
4. To provide students with hands-on exposure to field(s) of GIS/remote sensing and current computer software and data.
5. To provide students with a working knowledge of GIS/remote sensing application(s) to environmental issues.

III. COURSE CONTENT

A. Lecture Topics
Introduction to geographic information systems
Basics of spatial data
Maps, cartography and cartographic license
Capabilities and uses of GIS
Raster data: data structures, coding issues, indexing schemes
Vector data: data structures, spaghetti, topology, attaching attributes
Object oriented data
Digital terrain data: contours, DEMs and TINs
Data acquisition: Overview of options, sources and concerns
Digitizers and digitizing, Scanning
Global positioning system (GPS), Field data, Ground-truthing
Data examples: DEM, DLG, GNIS, GBF-DIME, TIGER, DCW
Data quality
Overview of database management systems
DBMS: Simple retrieval, Boolean logic, spatial primitives and extended SQL
Address matching
Spatial interpolation
Point in polygon determination
Line intersection, Map overlay
Networks, Network analysis and search
GIS and society: Political, organizational and legal considerations with information
Laboratory Exercises
Laboratory exercises will include computer-based problems and exercises to complement weekly lectures and to familiarize the student with the various techniques and software tools used to generate a GIS. Software to be used will include ARClInfo, ARCVieW, IDRIS!, and Dimple.

B. Semester Project
Based on knowledge gained throughout the semester, the student will work in small team to prepare and present a research project of their choosing. Project will include writing a proposal, project design, and the generation of a geographic information system on a topic of their choice. Final project will be presented and demonstrated in class.

C. Reading/Writing
Students will be assigned reading and writing assignments in addition to their normal text reading requirements. These topical assignments will supplement the text and classroom discussions and require a critical assessment/review of current research and/or applications in remote sensing.

D. Seminars
Classroom lectures and discussion will be augmented throughout the semester with brief student seminars on emerging technology(ies) and the domestic and/or commercial application of GIS.

IV. INSTRUCTIONAL MATERIALS
1. Departmental/Private demonstration materials
2. Departmental/Private data collection
3. School remote sensing/GIS computer facility
4. College library facilities
5. Private resource - reading materials
6. Private & departmental slide/photo collection
7. Guest lectures

V. TEXTBOOKS & REFERENCE MATERIAL


Additional Reading


VI. EXAMS & GRADING
Semester grades will be based on in class participation and seminars (10%), writing assignments (10%), exercises (10%), 2 exams (40%), and a semester project (30%).

A (>90%)  B+ (85 - 90%)  B (80 - 84%)  C+ (75 - 79%)  C (70 - 74%)  F (<70%)
Memorandum:

To: Chip Biembaum, Chair, Graduate Curriculum Committee  
From: Robert J. Dukes, Jr., Chair, Physics and Astronomy  
Date: 1/23/97  
Subject: Letter of Support for Geology 449/649

The Physics and Astronomy Department has considered carefully the proposed undergraduate/graduate "Geographic Information Systems" courses and are happy to support these. We feel that a number of our physics undergraduates as well as MES graduate students in the physics concentration may enroll in these courses. We see relatively little overlap between either of these courses our undergraduate or graduate offerings in meteorology/atmospheric physics.
MEMORANDUM

TO: Michael Katuna, Chair, Department of Geology

FROM: Mike Auerbach, Chair

DATE: 8 January 1997

RE: New Geology Courses

The Biology Department is pleased to endorse the development of the following new courses:

GEOL 442 & 442L/EVSS 642 & 642L: Geological Applications of Remote Sensing (with lab)

GEOL 449 & 449L/EVSS 649 & 649L: Geographic Information Systems (with lab)

These courses will greatly increase student access to important new technologies. We expect that the courses will appeal to some of our undergraduate majors, as well as marine biology and environmental studies graduate students. The Biology Department notes that establishment of GEOL 449/EVSS 649 does not preclude members of the department from offering courses in specialized applications of GIS in biological research in the future.
UNIVERSITY OF CHARLESTON, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Environmental Studies
2. Course number and title: 657 Satellite Meteorology  Number of credits: 3
   Total hrs/week: 3  Lecture: 3  Lab: 0
3. Course will be offered first: Spring 1998
4. Catalog description (please limit to 50 words): Satellite meteorology is the measurement of weather by sensors aboard Earth-orbiting satellites. Topics include satellite orbits and navigation; electromagnetic radiation; instrumentation; image interpretation; atmospheric temperature, winds, clouds, precipitation, and radiation. Lectures three hours per week.
5. Prerequisites: None. Introductory courses in physics, calculus and meteorology are helpful, but not necessary and not required.
6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To understand the principles and techniques involved in satellite meteorology. Course prepares students for jobs in applied meteorology or related field. Course provides a bridge to the courses in other departments which show applications of remote sensing and GIS in their fields.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Strengthens the physics track in the MES program, and demonstrates the application of the principles of physics.
7. Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Geology
8. Is this course part of a joint program? X Yes ___ No If “Yes”, what institution? MUSC Will the other institution use the same course number and title? X Yes ___ No If “No”, what will be the course number and title at the other school?
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course. None.
    (b) Address potential shifts in staffing of the departments as it relates to the offering of this course. None, as meteorology is the prime focus of the physics track in the MES program. This course will alternate with other existing meteorology-oriented courses (e.g., EVSS655 and EVSS658).
    (c) Frequency of offering: ___ each Fall  X every two years  ___ each Spring ___ every 3 years ___ other (Explain )
11. Requirements for additional resources made necessary by this course:
    (a) Staff: None; see 10b.
    (b) Budget: None.
    (c) Library: Currently adequate due to collection of meteorology materials over the past 15 years.
    (NOTE: Courses requiring additional resources will need special justification.)
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus attached.

REVIEW/APPROVAL PROCESS
13. Signature of Graduate Program Director: Date submitted: 2/7/97
    14. Signature of Department Chair: Date approved: 2/4/97
    15. Signature of School's Dean: Date approved: 2/13/97
    16. Signature of Business Affairs Official: Date reviewed: 2/27/97
    17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: Date approved: 2/28/97
    18. Signature of Chair of Graduate Council: Date approved: 
    19. Signature of Faculty Senate Secretary: Date approved by Senate: 

Completed form should be sent by the Graduate Studies Office to the following: 1. Registrar (for entering course in SIS course inventory); 2. Department chair; 3. Graduate Program Director; 4. Business Affairs Office (for establishing course fee structure in SIS); 5. Academic Affairs Office (This form last revised Nov. 16, 1994 and replaces all others.)
EVSS 657  SATELLITE METEOROLOGY  SPRING 1998

WHEN/WHERE:  TBA

INSTRUCTOR:  Prof. B. Lee Lindner
OFFICE:  Room 143, Science Center
PHONE:  953-8288(Office)
EMAIL:  Lindnerb@cofc.edu
OFFICE HOURS:  TBA

GRADING POLICY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Hour Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Paper and Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Note that the final exam is cumulative.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY: Students are expected to attend class. Attendance is not required except at exams, but is highly recommended. Students are responsible for all information disseminated in the course, which will differ slightly from the textbook. NOTE: I will present many viewgraphs and short movies to demonstrate concepts, and it is highly suggested you take notes during these presentations.

CATALOG DESCRIPTION: Satellite meteorology is the measurement of weather by sensors aboard Earth-orbiting satellites. Topics include satellite orbits and navigation; electromagnetic radiation; instrumentation; image interpretation; atmospheric temperature, winds, clouds, precipitation, and radiation.

PREREQUISITES: None. Introductory courses in physics, calculus and meteorology are helpful, but not necessary and not required.

COURSE FORMAT: Lectures, films, discussion and demonstration. Student participation is highly encouraged.

APPROXIMATE TIMELINE AND TOPICS COVERED:

- Week 1 & 2: Course introduction and review of the science of meteorology
- Week 3: Orbits and Navigation
- Week 4: Radiative Transfer
- Week 5 & 6: Meteorological Satellite Instrumentation
- Week 7: Image Interpretation
- Week 8: Temperature and Trace Gases
- Week 9: Winds
- Week 10: Clouds and Aerosols
- Week 11: Precipitation
- Week 12: Earth Radiation Budget
- Week 13: Presentations by students
- Week 14: Exams

GOALS/OBJECTIVES:

1. Acquaint students with many disciplines and topics in Satellite Meteorology.
2. Enable students in the scientific method.
3. Enhance student’s problem solving ability.
4. Familiarize students with technical journals and enhance ability to conduct library research.
5. Improve writing skills.
6. Improve presentation skills.
7. Encourage critical thinking and participation.
8. Demonstrate the interdisciplinary nature of meteorology.
MEMORANDUM

TO: Robert Dukes, Chairman, Physics & Astronomy
FROM: Michael P. Katuna, Chairman, Department of Geology
SUBJECT: Letter of support

The Geology Department supports the adoption of EVSS 657 - Satellite Meteorology which is being proposed by the Physics Department for inclusion into the MES Program. We believe that this course will not only fulfill the needs of students in the Physics tract, but will be an excellent elective course for students who are interested in developing a program of study in remote sensing. We see no apparent overlap or duplication with courses currently offered in the Geology program.

jen
UNIVERSITY OF CHARLESTON, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Mathematics

2. Course number and title: Math 651: Design of Experiments Number of Credits 3
   Total hrs/week: 3 Lectures: 3 Lab: 0

3. Course will be offered first: May Evening 1999, then offered every other summer.

4. Catalog description (please limit to 50 words): This course is an introduction to how and why scientific experiments should be designed. The most commonly used designs and their variations along with resulting analyses will be covered.

5. Prerequisites (or other restrictions): Math 350, or equivalent, or permission of instructor.

6. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form.)
   (a) What are the goals and objectives of the course? To enable students to apply basic experimental designs and to interpret the information conveyed in the data obtained when the designs have been applied.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? Design of Experiments is used in local industries to decide the best mix of ingredients/variables to produce a quality product. This statistics course will help attract students from industry into the program's courses.

7. Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No

8. Is this course part of joint program? Yes No If "Yes", what institution? Will the other institution use the same course number and title? Yes No If "No" what will be the course number and title at the other school?

9. Method of teaching: Lecture. Students would be expected to use one of the university's computer labs occasionally.

OVER
10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: This course would replace one of the courses we offer in the summer of odd years. In addition to students from the graduate program in mathematics, there should be additional students from our graduate programs in Marine Biology and Environmental Studies and from local industry.

(b) Address potential shifts in staffing of the departments as it relates to the offering if this course.

(Note: If more space is needed, attach additional sheets to this form.)

None, although if we had another statistician, there would be more flexibility in staffing (we are advertising a statistics position this year).

11. Requirements for additional resources made necessary by this course:

(a) Staff: None

(b) Budget: None

(c) Library: None

(Note: Course requiring additional resources will need special justification.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: [Signature] Date submitted: 12-3-96

14. Signature of Department Chair: [Signature] Date approved: 12-3-96

15. Signature of School's Dean: [Signature] Date approved: 12-18-96

16. Signature of Budget Director: [Signature] Date reviewed: 1/6/97

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: [Signature] Date approved: ______________

18. Signature of Chair of Graduate Council: [Signature] Date approved: ______________

19. Signature of Faculty Senate Secretary: [Signature] Date approved: ______________

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November 16, 1994 and replaces all others.
DESIGN OF EXPERIMENTS  
Summer, 1995

INSTRUCTOR:

TEXT: Anderson and McLean, Design of Experiments A Realistic Approach

PREREQUISITIES: Knowledge of basic statistical concepts such as normal, t, chi-square and F distributions; exposure to simple linear regression and one-way ANOVA.

COURSE OBJECTIVE: This course is meant for people from any field of work who deal with scientific experiments and the problems associated in designing them. It aims to give prospective investigators an understanding of how and why scientific experiments should be designed. It involves a thorough discussion of the most commonly used designs of experiments (and their variations) along with the resulting analyses.

GRADES: The final grade will be determined according to the following:

Homework, Lab Assignments 40%
Exams (2) 20%
Project 15%
Final (comprehensive) 25%

HOMEWORK and LAB ASSIGNMENTS: Homework and laboratory assignments are due one week from the time it is assigned. Lab assignments are meant to familiarize the student with SAS, a statistical software that will be used extensively in this class (that is, for the group project).

MIDTERM and FINAL EXAMS: The exams will be closed book and closed notes. You may, however, bring an $8\frac{1}{2}$ x 11 inch sheet of paper containing formulas or explanations you feel would be helpful. Bring your calculator also. For the comprehensive final, you are allowed a calculator and three $8\frac{1}{2}$ x 11 inch sheets of paper as described above.
PROJECT: The class will be divided into groups, with each group conducting a different study. The project itself consists of 7 phases as enumerated below, along with the percentage of the final grade and scheduled deadlines.

A. **Report on an experimental design article from a journal or from a project at work (2%)**

Each student is to choose an article/project that interests him and report on it using the following outline:

a) abstract - an overview of the article in 3 to 4 sentences;

b) goal - clearly state the objective of the article;

c) experimental design - how was the study conducted, how were the data collected;

d) analysis - what statistical tools were used to analyze the data, based on this what conclusions were reached;

e) critique - do you see anything wrong with any aspect of the study, are there points that you do not understand, could you suggest any improvement to the study --in particular to the experimental design used, are there points that you totally agree with, etc.

B. **Survey of current computer software used in experimental design. (1%)**

C. **Project Proposal (1%)**

A detailed plan for the project that the group has decided to study should include an

a) objective - a clear statement of the problem and why this problem is relevant and/or worth studying

b) experimental design - how will you conduct the study, what data will you collect; careful thought should be given to the ideas of randomization, sample size, creating blocks, the time frame of the experiment, etc.

D. **Data Collection/Experiment (5%)**

Outline and justification of experimental design used. Written updates on the status of the experiment are to be submitted.

E. **Data Entry (1%)**

Data must be entered in a (computer) file and sent to me via e-mail.

F. **Data Analysis (4%)**

Reports on the following would be submitted initially:

a. Analysis of descriptive statistics, histograms and tables

b. Regression Analysis

c. Analysis of Variance

Each group would be given a chance to rewrite the corrected reports and to submit it in the final phase.

G. **Final Group Report (1%)**

Emphasis will be placed on organization, presentation, correct revision of previous reports, grammar, and teamwork.
COURSE OUTLINE (Based on 48 hours of instruction)

4 hours Chapter 1: Review of Some Basic Statistical Concepts
Hypothesis Testing, One Way ANOVA, Bartlett Test, Test of Homogeneity, Test for Normality, Transformations, Curve Fitting, Orthogonal Polynomials, Lack of Fit.

3 hours Chapter 2: Some Intermediate Data Analysis Concepts
Two Factor Experiments, Qualitative and Quantitative Factors, Expected Mean Squares, Two Way ANOVA.

2 hours Chapter 3: A Scientific Approach to Experimentation
Statement of the Problem, Definition of Factors & Levels, Variables, and Inference Space, Randomization, Analysis Outline, Data Collection and Analysis.

4 hours Chapter 4: Completely Randomized Designs

4 hours Chapter 5: Randomized Complete Block Designs

4 hours Chapter 6: Nested (Hierarchical) and nested Factorial Designs

3 hours Chapter 7: Split Plot Type Designs

2 hours Chapter 8: Latin Square Type Designs

5 hours Chapter 9: $2^n$ Factorial Experiments

5 hours Chapter 10: Fractional Factorial Experiments (2-Leveled Factors)

5 hours Chapter 11: Three-Level Factorial Experiments

5 hours Chapter 12: Mixed Factorial Designs and Other Incomplete Block Designs

(Depending on the mathematical maturity of the students, the following could be substituted for Chapters 11 and 12 as suggested by the text authors:

10 hours Chapter 13: Response Surface Exploration

2 hours Two Exams (1 hour each)
Dear Bob,

Enclosed are four motions from ASC, having to do with academic regulations as given in the Undergraduate Catalog. (2) and (4) are quite trivial and I hope uncontroversial.

Also enclosed are two statements (not motions) to the Senate. One is about the WA/W controversy. The other is about the "Alternatives to Language Study" list.

The Committee would like to bring some more business before the Apr. 15 meeting. I will email you about this, since it is probably the easiest way for you to reply.

Walter.

I apologize for the poor print quality. I will bring cleaner copies early tomorrow morning.
The Academic Standards Committee moves that the following changes be made to the Undergraduate Catalog. Pages will be referred to as in the 1996-1997 edition of the Catalog.

(1) The Committee moves that a statute of limitations be applied to the acceptance of credits for readmitted students. On p. 8 the following paragraph should be inserted.

College of Charleston or transfer credits earned ten or more years prior to re-enrollment at the College must be evaluated and revalidated by the appropriate department to be applicable for graduation credit.

Rationale: In ten years the content of a course could change beyond recognition, even though the title of the course is the same. This statute of limitations would allow a department to have the ability to check on a course ten or more years old and determine whether its content is still suitable to be applicable for graduation credit.

(2) The Committee moves that the title of the section currently called "Absence from Final Examinations" on p. 45 be changed to "Final Examinations".

Rationale: The section in question deals with other aspects of final examinations as well as absence from them.

(3) The Committee moves that in the section currently called "Absence from Final Examinations" on p. 45, the first sentence be changed from the following

Examinations must be taken at the time scheduled (refer to the appropriate copy of "Course Information" or obtain a copy from the registrar) except when 1) two or more exams are scheduled simultaneously, or 2) the student has three consecutive examinations.

to read as follows.

Examinations must be taken at the time scheduled (refer to the appropriate copy of "Course Information" or obtain a copy from the registrar) except when 1) two or more exams are scheduled simultaneously, or 2) the student has three or more examinations within a 24-hour period.

Rationale: The existing sentence was written when there were essentially three exam periods per day, morning, afternoon, and evening. Thus the policy was to prevent the student from having three exams in what amounted to a 24-hour period. With the current exam schedule the student could have three exams in 24 hours without the exams being technically consecutive. This change is proposed to reinstate the intent of the previous policy.
(4) The Committee moves that the following change be made in the section titled "Credit for Work at Another Institution and for Study Abroad: Transient Student Status" on p. 48. The second sentence of the paragraph numbered "4." is to be deleted.

Criteria for acceptable transfer credits also apply to transient students.

A separate paragraph is to be added, to read as follows.

Coursework completed at other institutions must have a minimum grade of "C" or its equivalent. Credits awarded as a result of placement testing are not acceptable. Courses graded on a pass/fail basis are acceptable only if the institution where the courses were completed will assign a minimum equivalent of "C" to the "pass" grade.

Rationale:
This is not a change of policy. All of the points made explicit in the above paragraph are implied in the sentence being deleted. College of Charleston students taking courses at other institutions sometimes do not notice the sentence or do not understand what it means. This paragraph, based on the paragraph on p. 6, is intended to make it clear what is meant. (In any case the policy should not be part of paragraph 4, part of the procedure for applying to become a transient student.)
College of Charleston
Committee on Academic Standards, Admissions, and Financial Assistance

The Senate charged the Academic Standards Committee with consideration of the apparent conflict between the faculty member's authority to assign a WA without regard to the withdrawal date and the student's right to withdraw with a W at any time up to the withdrawal date.

The Committee discussed this matter with the Registrar and determined that at this time the student's ability to withdraw does in fact supersede the faculty member's authority to assign a WA. That is, if a faculty member assigns a WA before the last date to drop, and the student subsequently withdraws from the course, still before the last date to drop, the W overwrites the WA.

Upon closely reading the paragraphs in question, the Committee believes that there is no actual conflict. There is nothing in the paragraph discussing the WA that implies that the faculty member's authority to a WA should be able to supersede the student's right to withdraw with a W at any time up to the withdrawal date.

Moreover, the Committee believes that the current state of affairs is as it should be. The student's right to withdraw with a W at any time up to the withdrawal date should take precedence.

Therefore, the Committee's opinion is that no action is needed, and that none should be taken.
The Senate charged the Academic Standards Committee with consideration of the system of alternative courses for foreign languages for students with a learning disability.

The Committee has been in the process of reviewing those courses this year. It is the intent of the Committee to rely in the immediate future on the policies and the system of courses, previously approved by the Faculty Senate, that are in use at this time.

The Committee has begun examining the possibility of establishing a set of four courses taught by a language department (initially probably Spanish) and especially designed for students with learning disabilities affecting the learning of a foreign language. A model program of this sort has just begun this year in a consortium of institutions including Harvard, Radcliffe, and Dartmouth.

The Committee will not be able to complete this proposal within the current academic year.
MEMORANDUM

February 25, 1997

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The seventh regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, March 11 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of February 4 meeting
3. Reports: Speaker's report
   Dr. James Ward: Student Health Services
   Excuse Policy
4. New business:
   a. Curriculum Committee
      --Course changes: BIOL 501, 502, 503;
         GEOL 207; BADM 440
      --New courses: PHYS 203, 457; GEOL 107
      --Change to major: Accounting and Legal Studies
   b. Committee on Nominations and Elections
5. Constituents' general concerns
6. Adjournment

Remaining Scheduled Meetings—Spring Semester

Senate: April 1
   April 15 (if needed)

Faculty: April 21
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: Feb. 24, 1997

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the third Senate meeting for Spring 1997.

Biology
- Course Change Proposal
  BIOL 501
- Course Change Proposal
  BIOL 502
- Course Change Proposal
  BIOL 503

Physics and Astronomy
- New Course Proposal
  PHYS 203
- New Course Proposal
  PHYS 457

Geology
- New Course Proposal
  GEOL 107
- Course Change Proposal
  GEOL 207

Accounting and Legal Studies
- Change to Major

Management and Marketing
- Course Change Proposal
  BADM 440

Philosophy and Legal Studies
- Special Topics Course
  For Information Only
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Biology

2. Course Number and Title: 501: Biology of the Crustacea

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired:
Open to students with junior or senior standing who have completed at least 15 semester hours in Biology and have a GPA of at least 3.0 in all biology courses. Students not meeting these requirements may enroll with permission of the instructor and department chair.

5. Justification for Change(s):
These stipulations restrict enrollment to students who are adequately prepared and motivated to take an advanced course. The restrictions are similar to those placed on our independent research (400-level) courses. The stipulations preclude students simply wishing to add a course from taking advanced courses.

6. Date Approved by the Department: 4-30-96 Date Submitted: 11-12-96

7. Signature of Department Chair: ____________________________

8. Signature of School's Dean: ____________________________
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Biology

2. Course Number and Title: 502: Special Topics in Marine Biology

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired:
   Open to students with junior or senior standing who have completed at least 15 semester hours in Biology and have a GPA of at least 3.0 in all biology courses. Students not meeting these requirements may enroll with permission of the instructor and department chair.

5. Justification for Change(s):
   These stipulations restrict enrollment to students who are adequately prepared and motivated to take an advanced course. The restrictions are similar to those placed on our independent research (400-level) courses. The stipulations preclude students simply wishing to add a course from taking advanced courses.

6. Date Approved by the Department: 4-30-96 Date Submitted: 11-12-96

7. Signature of Department Chair: [Signature]

8. Signature of School's Dean: [Signature]
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Biology
   ___________________________________________________________

2. Course Number and Title: 503: Special Topics in Ecology
   ___________________________________________________________

3. Course changes will go into effect: Fall 1997
   ___________________________________________________________

4. Change(s) Desired:
   Open to students with junior or senior standing who have completed at least 15 semester hours in Biology and have a GPA of at least 3.0 in all biology courses. Students not meeting these requirements may enroll with permission of the instructor and department chair.

5. Justification for Change(s):
   These stipulations restrict enrollment to students who are adequately prepared and motivated to take an advanced course. The restrictions are similar to those placed on our independent research (400-level) courses. The stipulations preclude students simply wishing to add a course from taking advanced courses.

6. Date Approved by the Department: 4-30-96 Date Submitted: 11-12-96
   ___________________________________________________________

7. Signature of Department Chair: _____________________________
   ________________________________________________________________________________

8. Signature of School's Dean: _____________________________
   ________________________________________________________________________________
1. Department: Physics and Astronomy
2. Course number and title: 203 Physics and Medicine Number of credits: 3
   Total hrs/week: ___ Lecture: ___ Lab: ___
3. Course will be offered first: Fall 1998
4. Catalog description (please limit to 50 words): The application of physics to a variety of medical issues. Topics include basic concepts such as force and energy as well as more advanced topics such as photophysics and diagnostic instrumentation. Useful for students who intend to become medical professionals and students interested in the applications of physics to medicine. Prerequisites: PHYS102 or PHYS202 or HONS158.
5. Prerequisites (or other restrictions): PHYS102 or PHYS202 or HONS158.

6. Rationale/justification (or course consider the following issues):
   (a) What are the goals and objectives of the course? Medical professionals and pre-meds would both benefit from an improved understanding of the underlying physics involved in much of the advanced technology present in medicine today, which is the primary goal of this course. Objectives include briefing students on specific examples of the application of physics within the medical field.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? Course assists our PreMed majors and adds to our instruction of the application of physics to alternate fields.
   (c) Library: Some additional textbooks and reference books required. Which will be
   7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Primarily intended for the middle of the major, or for continuing education students.
   (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Some physics pre-med majors will take this course instead of other physics courses.
   (b) Address potential shifts in staffing of the department as it relates to the offering of this course. Course would enter our every other year course offerings, and would result in some elective courses being offered less frequently.
   (c) Frequency of offering: ___ each Fall ___ each Spring ___ every 2 years ___ every 3 years ___ other (Explain)

9. Method of teaching: Lectures (including guest lecturers), Demonstrations, Field Trips, Problem Solving.
10. (a) Address potential shifts in staffing of the department as it relates to the offering of this course. Course would enter our every other year course offerings, and would result in some elective courses being offered less frequently.
   (b) Address potential shifts in staffing of the department as it relates to the offering of this course. Course would enter our every other year course offerings, and would result in some elective courses being offered less frequently.

11. Requirements for additional resources made necessary by this course:
   (a) Staff: None; staffing will be reorganized.
   (b) Library: Some additional textbooks and reference books required, which will come out of the existing dept. funds.
   (c) Library: Some additional textbooks and reference books required, which will come out of the existing dept. funds.
   (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus attached.

13. Signature of Department Chair: Date submitted: 1/28/97
14. Signature of School's Dean: Date: 1/28/97
15. Signature of Business Affairs Official:
16. Signature of Curriculum Committee Chair: Date reviewed: 1/28/97
17. Signature of Faculty Senate Secretary: Date approved: 1/28/97

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to: 1. Department chair; 2. Business Affairs Office (for establishing course fee structure in SIS); 3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell); 4. Academic Affairs Office (Attn: Beth Murphy); 5. Undergraduate Studies (SNAP, ON COURSE)

(This form last revised March 23, 1995 and replaces all others.)

a\newcours\newcours.frm
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Physics and Astronomy
2. Course number and title: 457 Satellite Meteorology Number of credits: 3
   Total hrs/week: Lecture: 3 Lab: 0
3. Course will be offered first: Spring 1998
4. Catalog description (please limit to 50 words): Satellite meteorology is the measurement of the weather by sensors aboard Earth-orbiting satellites. Topics include satellite orbits and navigation; electromagnetic radiation; instrumentation; image interpretation; atmospheric temperature, winds, clouds, precipitation, and radiation. Lectures three hours per week.
   Prerequisites: PHYS308; or PHYS456; or both PHYS105 and PHYS202; or both GEOL314 and PHYS202. Some or all of these prerequisites may be waived with the permission of the instructor.
   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)
5. Prerequisites (or other restrictions): PHYS308; or PHYS456; or both PHYS105 and PHYS202; or both GEOL314 and PHYS202. Some or all of these prerequisites may be waived with the permission of the instructor.
6. Rationale/Justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To understand the principles and techniques involved in satellite meteorology. Course prepares students for jobs in applied meteorology or related field. Course provides a bridge to the courses in other departments which show applications of remote sensing and Geographic Information Systems (GIS) in their fields.
   Prerequisites: PHYS308: or PHYS456: or both PHYS105 and PHYS202; or both GEOL314 and PHYS202. Some or all of these prerequisites may be waived with the permission of the instructor.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? Strengthens our meteorology minor and concentration and demonstrates the application of the principles of physics.
7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Primarily intended for the end of the major, or for continuing education students.
8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? The strong interdisciplinary link between physics and the applications of GIS and remote sensing in other fields benefits non-majors by demonstrating how principles and concepts cross disciplinary boundaries.
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of other departments indicating that the Department has discussed the proposal and supports it.) Geology
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Perhaps a slight shift of students from traditional physics to meteorology.
    (b) Address potential shifts in staffing of the department as it relates to the offering of this course. None, as course is in conjunction with the Masters of Environmental Studies course of same name (EVSS 657).
    (c) Frequency of offering: __ each Fall __ every two years __ each Spring __ every 3 years ___ other (Explain )
11. Requirements for additional resources made necessary by this course:
    (a) Staff: None; see 10b.
    (b) Budget: None; see 10b.
    (c) Library: Currently adequate due to collection of meteorology materials over the past 15 years.
    (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus attached.
13. Signature of Department Chair: Date submitted: 1/28/97
14. Signature of School’s Dean: Date: 1/27/98
15. Signature of Business Affairs Official: Date reviewed:
16. Signature of Curriculum Committee Chair: Date approved: 1/27/97
17. Signature of Faculty Senate Secretary: Date approved by Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to: 1. Department chair; 2. Business Affairs Office (for establishing course fee structure in SIS); 3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell) 4. Academic Affairs Office (Attn: Beth Murphy); 5. Undergraduate Studies (SNAP, ON COURSE)
(This form last revised March 23, 1995 and replaces all others.)

a:\newcours\newcours.frm
1. Department: Geology

2. Course number and title: Geology 107: Introduction to Coastal and Marine Geology
Number of Credits: 3  Total hrs/week: 3  Lectures: 3  Lab: 0

3. Course will be offered first: Spring 1997 (offered as a Special Topics course)

4. Catalog description (please limit to 50 words): This course introduces students to the geological processes that form, shape and modify the world's ocean basins and the sediments contained within. Coastal and deep marine depositional environments will be examined from both a modern and ancient perspective.

   Check if appropriate: _Humanities _Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): There are no prerequisites to this course. GEOL 107 may NOT be used to fulfill the Natural Science general education requirement. [GEOL 107 is intended for non-majors and may not be used to fulfill requirements for the Geology Major.] Students may not receive credit for both GEOL 107 and GEOL 207 (Marine Geology).

6. Justification for course: The goals of this course are: (1) to provide non-majors with an additional introductory level geology course; (2) to provide a marine geology course for marine biology students to fulfill their requirement of 1 semester of geology; (3) to introduce broad geological concepts from a marine perspective; and (4) to attract potential geology majors.

   Marine geology is strongly integrated with marine biology and uses physical and chemical concepts as well. This course will show the important cross-discipline linkages on a global scale.

7. Other Departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) The Biology Department is affected.

8. Does this course duplicate or overlap with other courses in your department? (If so, please justify.)

   The proposed course, GEOL 107, and GEOL 207 (Marine Geology) cover similar topics. GEOL 107, however, will be taught at the introductory level to students with no geology background. Thus, many basic geologic concepts will also be taught. There has been an ongoing need to offer an introductory level course in marine geology for marine biology majors and other non-majors who share an interest in learning about the marine environment. GEOL 207 pre-requisites will be increased to include a full year of geology (101 and 102), and GEOL 207 will be offered to geology majors.
9. **Method of teaching:** In the absence of a lab, the instructor will: supplement classroom lectures with numerous hands-on demonstrations; provide classroom activities that stimulate group discussions; require students to participate in a coastal field trip; and require completion of several take-home exercises. Three exams will be given and a paper will be assigned.

10. (a) **Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course:** Several marine biology students per year will be shifted from GEOL 101 and GEOL 101L into GEOL 107. Approximately 4 marine biology students per year will be shifted from GEOL 207 into GEOL 107.

(b) **Address potential shifts in staffing of the department as it relates to the offering of this course:** The course's instructor will be shifted from one section of GEOL 101 (lecture or laboratory).

(c) **How often will this course be offered?**
This course will be offered every Spring semester, beginning with Spring 1997 (offered as a Special Topics course).

11. **Additional staff, budget, or library requirements for this course:**
One 3-hour GEOL 101 (or 102) laboratory instructor may be needed, filled by either an adjunct or graduate student.

12. **Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).**

13. **Signature of Department Chairs:**
   Date submitted: 11/12/96

14. **Signature of School's Dean:**
   Date: 11/15/96

15. **Signature of Budget Director, Business Affairs Office:**
   Date reviewed: 

16. **Signature of Curriculum Committee Chair:**
   Date approved: 2/18/97

17. **Signature of Faculty Senate Secretary:**
   Date approved by Senate: 

Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Geology

2. Course Number and Title: GEOL 207: Marine Geology

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired:
   (a) Prerequisites will be increased to include GEOL 102 (Earth History) and GEOL 102L (Earth History Lab). Currently, only GEOL 101 and GEOL 101L (Dynamic Earth and Dynamic Earth Lab) are required.
   (b) The course description will include the following statement: "This course is intended for geology majors. Non-majors should enroll in GEOL 107 (Introduction to Coastal and Marine Geology). A student may not receive credit for both GEOL 107 and GEOL 207."

5. Justification for Change(s):
   There is a need to increase the course prerequisites to reduce the diversity in the background knowledge of the enrolled students. With the addition of GEOL 107 (Introduction to Coastal and Marine Geology) to the departmental list of course offerings, non-majors will no longer enroll in GEOL 207, allowing this course to be taught at a more advanced level.

6. Date Approved by the Department: ________
   Date Submitted: ________

7. Signature of Department Chair: __________________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Accounting and Legal Studies

2. Course Number and Title: BADM 315--Microcomputers in Finance and BADM 429--Commercial Law

3. Course changes will go into effect: Fall Semester, 1996

4. Change(s) Desired: The above courses to serve as an Accounting Elective for the Accounting Major

5. Justification for Change(s):
   Only Accounting courses can currently fulfill the accounting elective. The Accounting and Legal Studies faculty realized that in order to broaden the possibilities for our majors and to strengthen their skills and thus better prepare them for entry into successful careers, these non-accounting courses would be beneficial.

6. Date Approved by the Department: December 6, 1995
   Date Submitted: January 10, 1996

7. Signature of Department Chair:

   IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH (form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department **Management and Marketing**
2. Course Number and Title: BADM 440 Seminar in Entrepreneurship
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:
   
   Change course number from BADM 440 to BADM 445.

5. Justification for Change(s):

   The course number, 440, as recently approved, was previously used by the Business School for an Accounting course. The new number, 445, is requested to avoid confusion with previous student records.

6. Date Approved by the Department: 1/20/97 Date Submitted: 3/21/97

7. Signature of Department Chair: [Signature]

**IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH**
(form last revised August, 1988 and replaces all others)
1. Department: Philosophy + Religious Studies

2. Course number and title: RELS 299: Ancient Egyptian Literature
   Number of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0

3. Course will be offered first: Spring 97

4. Catalog description (please limit to 50 words): See syllabus

Check if appropriate: Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): None

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

   None

7. Signature of Department Chair: Niki Wilder Date submitted: 1/27/97

8. Signature of Curriculum Committee Chair: Date: 3/24/97

9. Signature of Faculty Senate Secretary: Date Presented to Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:
1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)
c:\newcours\sp-topic.frm
**FOR INFORMATION PURPOSES**

1. Department: **Philosophy and Religious Studies**

2. Course number and title: **PHIL 289. Environmental Politics**  
   Number of credits: 3
   Total hrs/week: 3  
   Lecture: 3  
   Lab: 0

3. Course will be offered first: **Spring '97**

4. Catalog description (please limit to 50 words):  
   See syllabus

5. Check if appropriate:  
   - Humanities  
   - Social Science (meets minimum degree requirements)

6. Prerequisites (or other restrictions): **None**

7. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)  
   **None**

8. Signature of Department Chair: **[Signature]**  
   Date submitted: **1/27/97**

9. Signature of Curriculum Committee Chair: **[Signature]**  
   Date: **2/24/97**

10. Signature of Faculty Senate Secretary: **[Signature]**  
    Date Presented to Senate: **[Date]**

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)

c:\newcours\sp-topic.frm
FOR INFORMATION PURPOSES

1. Department: Philosophy, Religion, Studies and Classics
2. Course number and title: CLAS 398 Greek, Religion and Magic
   Number of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0
3. Course will be offered first: Spring 1997
4. Catalog description (please limit to 50 words): See syllabus

Check if appropriate: __ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): None

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

7. Signature of Department Chair: Hugh Wilkins Date submitted: 1/16/97
8. Signature of Curriculum Committee Chair: __ Date: 2/2/97
9. Signature of Faculty Senate Secretary: ______ to Senate: ______ 

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:
1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)
c:\newcours\sp-topic.frm
FOR INFORMATION PURPOSES

1. Department: Philosophy + Religious Studies

2. Course number and title: JWSR 301: Jewish Mysticism
   Number of credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0

3. Course will be offered first: Spring 97

4. Catalog description (please limit to 50 words): See syllabus

Check if appropriate: Humanities __ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): N/A

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

   N/A

7. Signature of Department Chair: [Signature] Date submitted: 1/27/97

8. Signature of Curriculum Committee Chair: [Signature] Date: 2/24/97

9. Signature of Faculty Senate Secretary: [Signature] to Senate: [Signature]

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)

c:\newcours\sp-topic.frm
1.0 Purpose

There are a number of departmental and interdisciplinary academic programs at the undergraduate and graduate level that are sufficiently complex to require part-time administrators. At times, some of these part-time administrators have been given the title coordinator and some the title director. This policy has been developed to clarify the reporting lines, process of evaluation, and responsibilities of these part-time administrators. [Note: The title of director is also appropriate for those administering institutes, bureaus, and centers. Directors of those units typically will have different or additional duties and responsibilities that have been detailed in their letters of appointment and individual job descriptions.]

2.0 Duties of an Academic Program Director

The title of Program Director is used to describe part-time administrative appointments of faculty to leadership positions in various academic programs. Directors normally have all or some of the following responsibilities:

2.1. Coordination: ensure effective communication and cooperation with faculty, staff, students, chairs and deans as necessary to assure the effective administration of the program.

2.2. Curriculum development: lead program faculty in the development of the curriculum and manage the processes of curricular change and review. Chair the program faculty curriculum committee.

2.3. Staffing: schedule program classes; coordinate with chairs the assignment of faculty to teach and advise in the programs.

2.4. Evaluation of faculty: participate in the evaluation of program faculty in consultation with department chairs on an annual basis.

2.5. Advising: advise students in the program and coordinate the advising done by other program faculty.
2.6. Planning: prepare planning documents (goals and objectives) for the program.

2.7. Assessment and program review: develop an assessment plan; coordinate assessment activities; prepare for internal and external (e.g., CHE) program reviews.

2.8. Annual report: prepare and submit an annual program report to the chair and dean.

2.9. Budgeting: prepare annual budget request for the program and administer program budget accounts (where appropriate and in conjunction with chairs and deans).

2.10 Program directors may also be assigned additional duties related to program administration by chairs and deans as appropriate. (E.g., special role in recruitment of new faculty)

3.0 Department Based Programs

Within an academic department, an individual who has been assigned administrative responsibilities for a disciplinary based degree program (undergraduate or graduate) or a disciplinary minor may be given the title of director of that program. (E.g., Director of the Marine Biology Graduate Program in the Department of Biology; Director of the Religious Studies Program in the Department of Philosophy and Religious Studies; Director of the Italian Studies Minor in the Department of Spanish and Italian).

These directors are appointed by and serve at the pleasure of the chairs, subject to the approval of the deans, provost, and president. Typically, these directors are appointed for a fixed term (renewable) not to exceed five years. After the fifth year of service (or in the last year of service of a shorter term) the director will be given a performance review and will be evaluated by appropriate members of the faculty, by the supervising administrator (usually the department chair), and by other persons who may be selected by the director's supervisor. These evaluations will be forwarded to the dean and the provost and, with their respective recommendations, to the president for action.

Directors are evaluated annually by their department chair as a faculty member. In addition, they are evaluated by the chair and the appropriate school dean (and the Dean of Graduate Studies in the case of graduate program directors) on their performance as program director. Each program Director submits an annual program report in June to the department chair, school dean (and Dean of Graduate Studies in the case of graduate program directors). The school dean will receive the chair's evaluation of the program director and, in consultation with the Dean of Graduate Studies when appropriate, will provide an overall annual evaluation of the program director. The chairs and deans may request input from faculty and staff as deemed appropriate in this annual evaluation process. Input should be obtained from program faculty in some form (e.g., written or oral) on an annual basis.

4.0 Interdisciplinary Programs

Directors of interdisciplinary programs (minors, majors, graduate programs) normally report to the dean of the school where the program is housed rather than to their department chair. In those cases where more than one school is involved in the program, the dean of the school housing the
program will assume responsibility for involving the other deans in the oversight of the program
director. While the duties of directors of interdisciplinary programs are virtually the same as those
of a disciplinary based program director, there is often more need for coordination with other
departmental units. In individual cases, the duties of these program directors may specify the
authority that the interdisciplinary program director has in dealing with departments and
other programs.

5.0 Compensation of Program Directors

The amount of release time from teaching, research, and other service duties given to a program
director will vary. Each program director will receive an appointment letter that specifies the
workload. Similarly, the determination of whether a stipend is paid for administrative work
performed in the summer months will be made on a case by case basis. Comparable duties and
assignments for program directors should result in comparable workloads and stipends. The size,
complexity, and range of administrative responsibilities will determine the total compensation of
the program director.

Sponsor: Dr. Sam Hines  September 1996
Recommendations Deans  October 22, 1996
Review Faculty Senate
Review Deans and Directors
Final Approval Provost
MEMORANDUM

January 23, 1997

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The sixth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, February 4 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of January 14 meeting
3. Reports: Speaker’s Report
   Skip Godow, North Area Campus
4. New Business:
   Curriculum Committee
5. Constituents’ general concerns
6. Adjournment

Remaining Meetings—Spring Semester

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<th>Senate:</th>
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MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: Jan. 22, 1997

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the second Senate meeting for Spring 1997.

Business Administration
Course Change Proposal
  BADM 210
Course Change Proposal
  BADM 350

Educational Foundations and Specializations
Course Change Proposal
  EDFS 470

Elementary and Early Childhood Education
New Course Proposal
  EDEE 433

Political Science
New Course Proposal
  POLS 405
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: ___________ Management and Marketing
2. Course Number and Title: _______ BADM 350: Tourism
3. Course changes will go into effect: __Fall 1997
4. Change(s) Desired:

Change title and catalog description of BADM 350 Tourism; add BADM 302 Marketing Concepts as a prerequisite to the course.

The proposed course title and catalog description for the existing course is:

BADM 350: Hospitality and Tourism Marketing - Examines how leading hospitality and tourism enterprises apply marketing principles for purposes of creating and retaining customers. Special attention is given to the timing, packaging, pricing, channels of distribution, advertising and personal selling functions of destination-marketing organizations and convention and meeting facilities.

The existing prerequisite to BADM 350 is BADM 210. This proposal is to add BADM 302 Marketing Concepts as an additional prerequisite.

5. Justification for Change(s):

This course is the second of a six (6) course concentration in Hospitality and Tourism Management which officially began the Fall of 1996. The new director/principal faculty member would like to make these minor changes to this course to better reflect its content and purpose.

6. Date Approved by the Department: ______________Date Submitted: ____________

7. Signature of Department Chair: ________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:\newcours\courschg.wp
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Management and Marketing
2. Course Number and Title: BADM 210: Introduction to the Hospitality Industry
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:

Change title and catalog description of BADM 210: Introduction to the Hospitality Industry to:

BADM 210: Principles and Practices in Hospitality and Tourism - An overview of the hospitality and tourism field including its historical development, major components, functions, and current and future trends.

5. Justification for Change(s):

The six (6) course concentration in Hospitality and Tourism Management began officially the Fall of 1996 and the new director/principal faculty member would like to make these minor changes to better reflect the content and purpose of this introductory course.

6. Date Approved by the Department: Date Submitted: 1/14/97
7. Signature of Department Chair:

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH (form last revised August, 1988 and replaces all others)
College of Charleston
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Educational Foundations and Specializations (EDFS)

2. Course number and title: EDFS 470: Independent Study in Education

3. Course changes will go into effect: As soon as approved and in next printing of Undergraduate Bulletin

4. Changes desired: Change course credit from three (3) semester hours to variable credit (1 - 3 semester hours).

5. Justification for change(s): The purpose of an independent study is to allow the student to undertake individually supervised study of some topic of the student's interest. Some topics, particularly those which may be of an applied nature, may not warrant the awarding of three semester hours of credit. Changing this course to variable credit (1 - 3 semester hours) would allow the awarding of credit to be commensurate with the nature of the independent study. The procedure which will be used to document the credit assigned is completion of the independent study form which is submitted to the Registrar's Office along with the course syllabus. To ensure accuracy of understanding concerning the awarding of credit, the following sentence will be added at the end of the current course description, "Awarding of credit will be commensurate with the nature of the independent study as documented on the independent study form which is submitted to the Registrar's Office.

6. Date approved by the Department: 7/11/96 Date submitted: 7/18/96

7. Signature of the School's Dean: [Signature]

8. Signature of Department Chair: [Signature]
Department: Department of Elementary and Early Childhood Education
Course number and title: EDEE 433: Early Adolescent Students and Their Teachers
Number of credits: 4
Total hrs week: 4
Lecture: 3
Course will be offered first: As a special topic class, Spring 1997 - as regular offering, Fall 1997
Catalog description (please limit to 50 words): The cognitive, affective and psychomotor characteristics of the 10-14 year old student will be examined. The effective teacher of these students will be profiled with respect to teacher attitude and efficient application of instructional evaluation and classroom management techniques.
Check if appropriate: Humanities Social Science (meets minimum degree requirements)
Prerequisites (or other restrictions): EDEE 515: Middle School Organization and Curriculum, or permission of the instructor.
Rationale/justification for course (consider the following issues):
(a) What are the goals and objectives of the course? To aid prospective middle level teachers by: (1) promoting understanding of the variety of traits and uneven rate of change experienced by middle level students, and (2) providing profiles from the literature and research of productive middle level teachers.
(b) How does the course support the mission statement of the department and the organizing principles of the major? Institutional goals 2.1 and 3.1 deal directly with middle school education and increased partnerships with public schools. This course considers both.
For courses in the major, how does the course enhance the beginning, middle, or end of the major? This will be a second course in the foundations of the middle level endorsement plan.
(a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? The course deals with psychological, social and cultural factors directly related to early adolescent development.
(b) Are other Departments affected by this course? (Please attach letters of support from the chair of each department indicating that the Department has discussed the proposal and supports it.) See attached letters from the Psychology and Sociology department.
Method of teaching: Instruction will include full group, small group and individual presentations and discussion. A considerable research requirement and extensive use of audio-visual technology are intended. Students will observe and participate in a public middle school completing assigned tasks based on class assignments.
IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. **Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Until a full middle school teacher certification program is established, there should be no significant shift in enrollment patterns. Those most likely to take this course will have already taken EDU 515: Middle School Organization and Curriculum.*

** Address potential shifts in staffing of the department as it relates to the offering of this course...

** There should be no significant staffing shifts for the same reason noted in 10a).***

___ **(for further explanation see attached letter)** ___

(c) Frequency of offering: ___ each Fall ___ each Spring ___ every two years ___ other (Explain) ___ every 3 years ___

11. Requirements for additional resources made necessary by this course:

(a) Staff ___ crore ___ (for further explanation see attached letter)

(b) Budget ___ in ___ $250 per year in audio-visual material

(c) Library ___ $250 to $500 per year should help insure a current collection of course related material.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: __________________________ Date submitted: __________

14. Signature of School's Dean: ____________________________ Date: __________

15. Signature of Business Affairs Official: __________________________ Date reviewed: __________

16. Signature of Curriculum Committee Chair: __________________________ Date approved: __________

17. Signature of Faculty Senate Secretary: __________________________ Date approved by Senate: __________

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4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

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* Open only to undergraduates who have been accepted to the Teacher Education Program.

** See attached explanatory letter.
Jan. 10, 1997

Dr. Lee Lindner
Chair, Curriculum Committee

Dear Dr. Lindner:

Please accept this letter as an explanation of sections 10 and 11 of the New Course Proposal and, as a response to the course numbering request.

First, with regard to the staffing issue, EDEE 515: Middle School Organization and Curriculum has been offered in fall, spring and Maymester for the past two years. Our intention is to continue offering that course in fall and Maymester and to offer the new course in the spring. The same instructor will teach both of the middle school courses. Also, with the termination of one of the middle school grants, released time for faculty to work on grants will be reduced, thereby freeing faculty for other assignments. There are currently three faculty in our department with middle school experience.

Regarding the course numbering request, EDEE 433 will be assigned to the new course.

Thanks for your continuing effort and concern. We are pleased to offer a course to help improve the curriculum at the College of Charleston.

Sincerely,

Virginia B. Bartel
Chair, Department of Elementary and Early Childhood Education

cc: Nancy Sorensen
Ed Lawton
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Political Science
2. Course number and title: POLS 405: Capstone Seminar
   - Number of credits: 3
   - Total hrs/week: 3
   - Lecture: 3
3. Course will be offered first: Fall 1997
4. Catalog description (please limit to 50 words): The Capstone Seminar provides Political Science majors with a culminating and integrative experience at the end of the major course work. The Seminar, required of all majors, provides students with the opportunity to do research and develop a critical analysis utilizing the key concepts and methodologies across the subfields of the discipline. A variety of topics will be offered each year.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Permission of the Chairperson to enroll required. Students will normally have completed at least 27 semester hours of work in political science at the time of enrollment.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? All Capstone Seminars should meet the following criteria: intensive writing, independent research, an integrative experience, opportunities for creatively applying theories and concepts to new problems and cases, and the ability to go beyond comprehending the views of others while developing the skill to articulate and defend one’s own view.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The criteria above support the political science outcomes as identified by department faculty.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   The Capstone serves as a culminating experience at the end the major. The major itself was reorganized over the past three years so that 100 through 300 level courses are meaningfully sequenced. A six hour theory, scope and methods sequence provides the gateway to the major (beginning), students may choose to do additional 200 level work as introductions to the subfields before completing course work at the 300-level in four of five subfields (middle: study in depth). Finally, the Capstone Seminar provides the integrative experience so that students can see connections within and outside of the discipline of political science.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)
   No

9. Method of teaching: Department faculty will have creative control over what form the course will take within the criteria outlined above and we expect a wide variety of experiences for students to choose from as a result. Ideas and proposals for Capstone Seminars will be circulated for development and comment among colleagues and the department curriculum committee.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. We do not expect any enrollment shifts within the department.
    (b) Address potential shifts in staffing of the department as it relates to the offering of this course. This course will be staffed like all other departmental courses. No additional staff are necessary. Responsibility for the course will rotate among existing faculty in consultation with the chair. No adjunct faculty will be necessary to teach the Capstone Seminar. During the comprehensive reform of the major over the last two years, the department anticipated the development and staffing needs for this course and planned accordingly. During the semester when a faculty member is teaching the Capstone, it will mean that s/he will teach one less upper division course. Students will not be affected since no single 300-level course is required and there are sufficient course offerings within each of the five subfields to accommodate completion of the major with sufficient student choice.
    (c) Frequency of offering: _x each Fall ___ every two years
    _x each Spring ___ every 3 years
    other (Explain)

11. Requirements for additional resources made necessary by this course:
    (a) Staff Additional faculty are not be requested since the course will be taught as a part of the regular load and course offerings.
    (b) Budget Resources necessary for the Capstone course will be covered by the existing budget.
    (c) Library This is a disciplinary course and current departmental library allocations are sufficient.
12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: [Signature] Date submitted: 12/11/96

14. Signature of School's Dean: [Signature] Date: 12/12/96

15. Signature of Business Affairs Official: [Signature] Date reviewed: [Signature]

16. Signature of Curriculum Committee Chair: [Signature] Date approved: 1/22/97

17. Signature of Faculty Senate Secretary: [Signature] Date approved by Senate: [Signature]

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MEMORANDUM

December 19, 1996

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The fifth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, January 14 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of December 3 meeting
3. Reports: Speaker’s Report
4. New Business
   a. Committee on Nominations and Elections
      --Election of two At-large Senators
      --Election of Ad-Hoc Faculty Advisory Group on Space Allocation
   b. Curriculum Committee
   c. Committee on Continuing and Graduate Education
5. Constituents’ general concerns
6. Adjournment

Remaining Meetings—Spring Semester

Senate: February 14
March 11
April 1
April 15 (if needed)

Faculty: April 21
December 13, 1996

Memorandum

To: All Voting Faculty
From: Committee on Nominations and Elections
About: Upcoming election; ad hoc space group

Two at-large Senators will be on sabbatical in the spring, and replacements are needed to serve for the rest of the year. The Committee on Nominations and Elections presents the slate listed below. Additional nominations are, technically, in order until ten days before the election (i.e., January 4 for the January 14 meeting), but because of the holiday break you are strongly urged to comply with the agenda deadline set by the Speaker: December 18. Please send any additional nominations to Caroline Hunt, committee chair, in the Department of English and Communication (telephone 953-5649, or e-mail huntc@cofc.edu).

At-large Senate Seats (two replacements)

| Phillip Dustan, Biology | Frederick Heldrich, Chemistry |
| Tom Heeney, Communication | Deanna McBroom, Music |

In an unrelated matter, your committee was also asked to select an ad hoc group to advise on space allocation with particular reference to the new acquisitions (Bell, Bishop England). This group will meet once in January and once in February. Members are listed below.

Ad Hoc Faculty Advisory Group on Space Allocation

| Marie Fitzwilliam, English | Sandra Shields, Math |
| David Gentry, Psychology | Steven Stearns, Geology |
| Kristin Krantzman, Chemistry | Hugh Wilder, Philosophy |
| Amy McCandless, History | Janice Wright, Spanish |
| Cliffton Peacock, Studio Art | |

In addition to the two meetings with this group, the space allocation consultants will hold a public forum at which all of us may express our concerns about planning. Times and places for all three meetings will be announced after the holiday break.
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: Dec. 12, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the first Senate meeting for Spring 1997.

- Biology
  - Course Change Proposal
    - BIOL 452

- Business Administration
  - New Course Proposal
    - BADM 440

- Computer Science
  - New Course Proposal
    - CSCI 104

- History
  - New Course Proposal
    - HIST 236
  - Special Topics Proposal
    - For Information Only

- Theatre
  - Theatre for Youth concentration

For Information Only
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Biology

2. Course Number and Title: Biology 452 Seminar

3. Course changes will go into effect: Spring 1997

4. Change(s) Desired: Students will attend biological research seminars in which they will be exposed to a variety of subdisciplines within the life sciences as well as methods that can be employed to examine biological questions. Each student must attend a minimum of ten (10) seminars and prepare a literate analysis of each. Open to students who have junior or senior standing who have completed at least 15 credit hours in Biology and have a minimum overall GPA of 2.5 in their Biology courses.

5. Justification for Change(s): The current catalog does not contain a course description.

6. Date Approved by the Department: May 1, 1996 Date Submitted: Sept. 27, 1996

7. Signature of Department Chair: [Signature]

8. Signature of School's Dean: [Signature]
The Faculty Committee on Curriculum and Academic Planning has adopted the Association of American Colleges and Universities' framework for program review. (A copy of the booklet Program Review and Educational Quality in the Major has been provided with this packet) When examining the rationale and justification presented for courses within the major and outside the major (electives/general degree requirements), the Committee's deliberations will be focused by the questions listed 6, 7, 8 and 9. A number of departments at the College have participated in a self-examination known as "reforming the major." Names of department chairs willing to serve as resources may be obtained from the deans of the School of Humanities and Social Sciences and Sciences and Mathematics.

1. Department: Management & Marketing

2. Course number and title: BADM 440 Seminar in Entrepreneurship
   Number of Credits: 1
   Total hrs/week: 75 mins  Lecture: 75 mins  Lab: 0

3. Course will be offered first: This course has been taught as a BADM 360, selected topics, since Fall 1993 -- one section per semester

4. Catalog description (please limit to 50 words): This course offers students lectures and interaction with a number of Entrepreneurs in a small group setting. Speakers are selected for their entrepreneurial accomplishments. In addition, business plans are analyzed and/or developed.

5. Prerequisites (or other restrictions): Permission of instructor, co requisite BADM 319 or 405

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? This course seeks to improve students' understanding of entrepreneurship and to improve their ability to analyze start-up opportunities.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? This course exposes students to the real life experiences of entrepreneurs and analyze the entrepreneur's planning process.

7. For courses in the major, how does the course enhance the beginning, middle or end of the major? The students will be able to better understand the growing role of entrepreneurship in an economy and, due to the content and learning process in the course(s), receive a capstone experience.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It allows non-business majors who may want to start their own company to learn what it takes for successful startups
   (b) Are other Departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No
9. Method of teaching: A series of guest speakers share their Entrepreneurial experiences with students and student teams analyze business plans of entrepreneurs.

10. (a) Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course. No major enrollment shifts are anticipated. This course is consistently offered to 20 students per semester.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. No staffing changes are anticipated. Prof. Tommy Baker, an Entrepreneur in Residence, will continue to teach this course.

11. Requirements for additional resources made necessary by this course:
   (a) Staff None
   (b) Budget None
   (c) Library None

   (Note: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: [Signature]
    Date submitted: 11-15-96

14. Signature of School's Dean: [Signature]
    Date: ______________________

15. Signature of Budget Director, Business Affairs Official: [Signature]
    Date reviewed: ____________

16. Signature of Curriculum Committee Chair: [Signature]
    Date approved: 12-16-96

17. Signature of Faculty Senate Secretary: [Signature]
    Date approved by Senate: ______________________

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COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Computer Science Department

2. Course number and title: CSCI 104 - Telecommunications and the Internet Number of credits: 3

   Total hrs/week: Lecture: 3 Lab: 0

3. Course will be offered first: Fall, 1997. Note: This course has been given twice (Summer Evening '96 and Fall '96) as Special Topics CSCI 299. The experience and “lessons learned” from these offerings will be incorporated into CSCI 104.

4. Catalog description (please limit to 50 words):
   An introduction to computer telecommunications systems using microcomputers. Included are telecommunications theory, infrastructure (including digital communication hardware and software), information services, and the Internet. Personal, business, social and ethical implications are stressed. Students will develop resourcefulness in using telecommunication technology. Projects will be required.

   Check if appropriate: __ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions):
   Introduction to Microcomputers (CSCI101) or Microcomputer Software Applications (CSCI102) or Microcomputer Information Management (CSCI103) or permission of the instructor.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?

   GOALS:
   (1) Related to telecommunications technology:
       (a) Theoretical understanding of telecommunications
       (b) Practical experience with telecommunications tools
       (c) Sensitivity to emerging technology in telecommunications
   (2) Related to Liberal Arts education:
       (a) Enhance resourcefulness in seeking out information
       (b) Improve communications skills, written and oral
       (c) Improve human relations skills
       (d) Increases opportunities for contact with people and institutions around the world
   (3) Related to personal/professional growth:
       (a) Increase personal productivity
       (b) Enhance the student's value in the marketplace
       (c) Acquire additional skills for life-long learning.

   OBJECTIVES:
   Students will:
   (1) Have a working knowledge of terminology associated with telecommunications
   (2) Have extensive practical experience in using telecommunications hardware and software
   (3) Be comfortable with basic UNIX commands and the Internet command structure
   (4) Be comfortable with Graphical User Interface (GUI) techniques on the World Wide Web (WWW), including the establishment of a "home page"
   (5) Be able to use telecommunications to support research in other college courses
   (6) Look for new techniques and capabilities provided by telecommunications
   (7) Be motivated to use telecommunications in their daily lives.

   Note: Enclosure (1) summarizes the course content for csci 104 and identifies related study in other CSCI 100-level courses.
(b) How does the course support the mission statement of the department and the organizing principles of the major?

The course supports the department's mission for providing course offerings for non-majors. It expands our offerings in this area.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course does not count in the major except as a general elective.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?

This course supports all majors at The College of Charleston. Telecommunications and "The Information Superhighway" will provide research opportunities in every discipline.

It is considered that:

(1) the breadth and depth of information available through telecommunications,
(2) its currency and timeliness,
(3) the ability to access libraries and databases around the world,
(4) the opportunity to interact with other students/scholars, and
(5) the speed and ease with which information can be accessed

make telecommunications knowledge and skills highly desirable for all students.

The capability of seeking out and acquiring knowledge in any liberal arts field is the primary benefit that CSCI 104 will provide.

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

No. Note, however, that the School of Education provides a 3-hour graduate level telecommunications course for teachers -- Telecommunications in Education (EDFS689). This course is not available to the undergraduate student body in any major.

9. Method of teaching:
   (a) Lectures by instructor
   (b) Class exercises
   (c) Exercises assigned for completion outside class
   (d) Individual projects
   (e) Group projects, including oral presentations
   (f) J. C. Long Building 4th floor Computer Center "back stage" visit.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.

It is expected that at least one section of CSCI 104 offered will fill since all of the department's 100-level sections fill each semester. There should no significant enrollment shifts caused by this course beyond those caused by any other new course that can be used only as a general elective in a student's program of study.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

It is planned that Prof. Fulton, who is rostered faculty, will teach the single section of CSCI 104. Two options exist:

(1) Reduce by one, the number of CSCI 101 sections being taught. In this case, there is no increase in staffing - only a reduction in the total number of CSCI 101 sections taught in a semester.

(2) Hire an adjunct instructor to teach a section of CSCI 101 currently being taught by Professor Fulton. The total number of CSCI 101 sections remains constant, and an additional 30 students are taught CSCI 104.

2/3
The second is the more preferred of the two options because, if past experience is any indicator, an additional CSCI 101 course will fill (Compared to the Fall of 1993, currently the department teaches 5 more sections of CSCI 101 and two more of CSCI 102. We have not satisfied student demand for either CSCI 101 or CSCI 102 sections. Unfortunately it is becoming increasingly more difficult to find times when the teaching labs are available, making the first option the more likely selection if the course is approved.

(c) Frequency of offering:

- 1 each Fall
- 1 each Spring
- ___ every two years
- ___ every 3 years
- ___ other (Explain - Summer)

11. Requirements for additional resources made necessary by this course:

(a) Staff: None
(b) Budget: None
(c) Library: None
(d) Faculty: As stated in Section 10(b) above, if Option:
(1) A section of CSCI 101 is replaced by CSCI 104, no change in faculty requirements,
(2) A section of CSCI 104 is added and the existing CSCI 101 offerings remain constant, an increase of a single adjunct ($2500) will be required.

Summary:
The course will be a highly useful elective. It has the potential to support and be a valuable pool of knowledge to students in every major offered at The College of Charleston.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: ___________________________ Date submitted: ________________________

14. Signature of School's Dean: ___________________________ Date: ________________________

15. Signature of Business Affairs Official: ___________________________ Date reviewed: ________________________

16. Signature of Curriculum Committee Chair: ___________________________ Date approved: ________________________

17. Signature of Faculty Senate Secretary: ___________________________ Date approved by Senate: ________________________

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# CLASS HOURS DEVOTED TO SPECIFIC SUBJECTS

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<td>e.g. Encryption and privacy issues</td>
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<td>e.g. Electronic copyright issues encryption</td>
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<tr>
<td>Reviews, Tests, Student Presentations and Guest Speaker</td>
<td>6</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
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</tr>
</tbody>
</table>
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: HISTORY

2. Course number and title: HIST 236: Minoan Civilization
   Number of credits: 3
   Total hrs/week: 3
   Lecture: YES
   Lab: NO

3. Course will be offered first: FALL 1997

4. Catalog description (please limit to 50 words):
   An overview of the dominant culture and civilization of the Aegean basin, centered on Crete, during the Bronze Age, ca. 3000-1400 B.C.

5. Prerequisites (or other restrictions): HIST 101/102

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? It explores the role of the first European civilization in antiquity: its interaction with contemporary Egypt, Near East, and mainland Greece; and its possible legacies in Classical Greece.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? It enables the students to apply interdisciplinary methodological techniques in exploring major historical questions about one of the earliest civilizations.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? As an intermediate level course, it enhances historical understanding, research, and writing skills while covering a geographic region within a broad time frame.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It utilizes the sister disciplines to history of archaeology, anthropology, art history, religion, classics, and astronomy in historical context.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) YES

9. Method of teaching: Lecture, discussion, research paper, multimedia tools, as successfully utilized the two times that the course was taught as a special topic (Spring 1994, Spring 1996).

Check if appropriate: X Humanities    Social Science (meets minimum degree requirements)
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. No shift in enrollment patterns anticipated, other than to attract more diverse non-majors than the usual history elective does.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

No staffing changes: the former Special Topics course will become one of the professor's regular upper level offerings every other year. This will not affect his teaching of HIST 101 and 102 each semester.

(c) Frequency of offering: _X_ every two years

11. Requirements for additional resources made necessary by this course:

(a) Staff NONE

(b) Budget NONE

(c) Library More book titles needed but within normal departmental library budget.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Course syllabus for the Spring 1996 Special Topic is appended.

13. Signature of Department Chair: ___________________________ Date submitted: 10-10-96

14. Signature of School's Dean: ___________________________ Date: 10-10-96

15. Signature of Business Affairs Official: ___________________________ Date reviewed: ____________

16. Signature of Curriculum Committee Chair: ___________________________ Date approved: 12/16/96

17. Signature of Faculty Senate Secretary: ___________________________ Date approved by Senate: ____________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: ___________ HISTORY

2. Course number and title: HIST 330 Minoan Civilization
   Number of credits: 3
   Total hrs/week: 3
   Lecture: YES

3. Course will be offered first: (Spring 1994, Spring 1996) Fall 1997

4. Catalog description (please limit to 50 words):
   An overview of the dominant culture and civilization of the Aegean basin, centered
   on Crete, during the Bronze Age, c. 3000-1400 B.C.

   Check if appropriate: XX Humanities ___ Social Science (meets minimum degree
   requirements)

5. Prerequisites (or other restrictions): HIST 101/102

6. Other departments affected by this course. (Please attach letters of support from the chairs
   of each department indicating that the department has discussed the proposal and supports
   it.)

   Archaelogy/Anthropology, Art History, Religious Classics

7. Signature of Department Chair: [Signature] Date submitted: 11-26-96

8. Signature of Curriculum Committee Chair: [Signature] Date: 12-16-96

9. Signature of Faculty Senate Secretary: Date Presented to Senate:

   Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the
   completed form should be sent by the Registrar to:

   1. Department chair
   2. Business Affairs Office (for establishing course fee structure in SIS)
   3. Undergraduate Studies (SNAP, ON COURSE)

   (For additional copies of this form, please photocopy the blank form. If a diskette for word
   processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate
   Studies. This form approved by FCC on February 9, 1995.)
Oct. 25, 1996

Advisory Committee;

Please accept this document as the concept letter concerning a program modification to the Bachelor of Arts in Theatre at the College of Charleston.

Sincerely,

Laura Turner
Theatre Department

Allen Lyndrup
Chair, Theatre Dept.

Ed McGuire, Dean
School of the Arts

12/16/96

curriculum committee chair
Program Modification Concept Letter
for a Bachelor of Arts Degree in Theatre

To be administered by the Theatre Department
College of Charleston
I. Proposed Date of Implementation
The intended date of implementation is Fall of 1998.

II. Description of Modification:
The proposed program modification, a Theatre for Youth Concentration, would allow those students with a desire to study and work in Children's Theatre or Educational Theatre to earn a Theatre degree with an educational orientation. If approved, this concentration would be the foundation for building a Theatre Education Program with teaching certification in conjunction with the Education Department in the future. The Theatre for Youth curriculum as proposed (see attached) is currently available on an elective basis. The courses would continue to be available to those wishing to take them as electives, but would also become requirements within a structured framework for those pursuing the Theatre for Youth concentration. Within the Theatre for Youth major, students are given a varied, but practical menu of courses that expose the student not only to both a theoretical and a historical foundation in Theatre for Youth and Theatre Education, but also a practical application of these techniques in production opportunities and supervised student teaching situations. Students also gain administrative knowledge and experience through an arts management course as well as administrative practicums connected to the annual Theatre for Youth production. Graduates of this program will be qualified to work in professional and community Theatre for Youth companies within performance, design, administrative, and educational capacities. They will also be qualified to hold Theatre Instructor positions for students ranging from 3 years of age to adult in recreational and after school programs, Theatre Schools, as well as participate in Artist-in-Residency programs.

III. Justification:
Currently the B.A. in Theatre at the College of Charleston offers Performance, Scenographic, and Dramatics Concentrations. None of these allow for a student to pursue a theatre degree with a pedagogical emphasis. The Theatre for Youth Concentration would allow for this pedagogical orientation within a theatre degree.

IV. Anticipated Program Demand:
The Theatre Department at the College of Charleston awards an average of 20 B.A. Degrees in Theatre with varying concentrations within the Theatre major. Many of our current Theatre students have expressed a great interest in the proposed Theatre for Youth concentration. Upon approval, five to eight students per year are expected to enroll as Theatre majors with a Theatre for Youth Concentration. As the School of the Arts enrollment continues to increase dramatically it is expected that the number of students pursuing this concentration would also rise.
V. Duplication:
Based on Part III of the Inventory of Academic Programs in South Carolina, Lander, U.S.C., S.C. State, and Winthrop offer Theatre Education degrees which primarily targets students wanting to teach theatre in the public schools. The College of Charleston Theatre for Youth Concentration would duplicate some course offerings; however it would target the student interested in being a theatre artist within Theatre for Youth or educational situations outside of the public schools.

VI. Relationship to existing programs:
Within the Theatre major, all students first pursue a core curriculum of introductory courses to the history, design, and performance aspects of the theatre. Building upon these courses, a Theatre for Youth concentration gives the student further opportunity to fine tune these skills to meet the special demands of educational theatre. As this program is finalized, the Theatre department should not fill any strain in accommodating the Theatre for Youth degree candidates as the courses have been offered for several years as electives. In addition to the Theatre courses required, three courses lie outside of the theatre department's offerings; however, due to the small number of students in this program it would not create an overload physically or financially. The School of Education is in support of this program and believes it will offer their students further options for supplementing their course work in the area of the arts.

VII. Relationship to and cooperation with other institutions:
With four other state schools offering theatre education courses, students would be able to complete duplicate or similar course work at those institutions and receive credit with prior approval.

VIII. Summary of faculty credentials:
Most of our faculty members in the Theatre Department at the College of Charleston will be involved in this program over time; however, a specialist in Theatre for Youth will teach all of the courses pertaining specifically to the Theatre for Youth Concentration. Also, since the concentration requires 6 hours of course work in the Education Department, a list of faculty members dealing with the specific courses offered in the Education Department has been included as well.

Department of Theatre (Roster faculty)
Allen Lyndrup, M.F.A., Performance, University of Georgia
Specialization: Directing

Franklin Ashley, Ph.D., English, University of S.C.
Specialization: Playwriting

Robert Ivey, B.A., Dance, Columbia University
Specialization: Dance

Mary Jollensten, M.F.A., Theatre/Costume Design, Virginia Commonwealth University
Specialization: Costume Design
Robert Fowler, Ed.D., Special Education, University of Florida
Specialization: Special Education

Michael Skinner, Ph.D., Special Education, Ohio State University
Specialization: Special Education

Frances Courson, Ph.D., Ph.D., Education, Ohio State University
Specialization: Early Childhood Education

Virginia Bartel, Ph.D., Education, University of Michigan
Specialization: Early Childhood Education

Edward Lawton, Ed. D., Education, University of Virginia
Specialization: Early Childhood Education

Emmanuel Aina, Ph.D., Early Childhood Education, University of Alberta, Canada
Specialization: Early Childhood Education

Crystal Campbell, M.A., Early Childhood Education, College of Charleston
Specialization: Creative Arts

Charles Matthews, Ph.D., Education, University of North Carolina
Specialization: Early Childhood Education

Mary E. Blake, Ph.D., Education, University of Connecticut
Specialization: Early Childhood Education

P. Kenneth Bower, Ed.D., Education, Pennsylvania State University
Specialization: Early Childhood Education

Linda C. Edwards, Ed. D., Education, University of Massachusetts
Specialization: Early Childhood Education

J. Frederick Ettline, Ed.D., Education, University of Virginia
Specialization: Early Childhood Education

Martha Nabors, Ph.D., Education, Pennsylvania University
Specialization: Early Childhood Education

Linda Fitzharris, Ed.D., Education, University of South Carolina
Specialization: Early Childhood Education

Susan Gurganus, Ed.D., Education, North Carolina State University
Specialization: Early Childhood Education

Genevieve Hay, Ph. D., Education, University of South Carolina
Specialization: Early Childhood Education
IX. Total Cost:
The College of Charleston is committed to providing cost effective education to our citizens. This program will meet a defined need at very little cost. No new courses will be required and it is anticipated that this program will increase participation in the already scheduled courses. Library resources are adequate to support this program. The Theatre Department anticipates devoting a small portion of its current operating budget---about $1,500 per year. Primary expenses for productions that will emanate from the program would be covered by admissions and gifts, as is the current practice.
## THEATRE FOR YOUTH MAJOR/CONCENTRATION PROPOSAL

### CORE COURSES (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>THTR 176</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 210</td>
<td>History of Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 277</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 394</td>
<td>Literature of the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 209</td>
<td>Stagecraft I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 240</td>
<td>Introduction to Costuming</td>
<td>3</td>
</tr>
<tr>
<td>THTR 382</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
<tr>
<td>(THTR 289, Analysis of Dramatic Structure, can be substituted for THTR 176)</td>
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### THEATRE FOR YOUTH TRACK/CONCENTRATION (21 Hours)

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<thead>
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<tr>
<td>THTR 221</td>
<td>Creative Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>THTR 321</td>
<td>Theatre for Youth (Children's Theatre)</td>
<td>3</td>
</tr>
<tr>
<td>THTR 378</td>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>ARTM 100</td>
<td>Introduction to Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 201</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEE 311</td>
<td>Literature for Children</td>
<td>3</td>
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<td>Elective</td>
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### 42 Total Hours

### Suggested Optional Education Courses:

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<tr>
<td>EDEE 316</td>
<td>Teaching of Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 303</td>
<td>Human Growth and Educational Process</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 345</td>
<td>Intro to Education of Exceptional Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDFS 470</td>
<td>Independent Study in Education</td>
<td>3</td>
</tr>
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</table>
To: Whom it May Concern

From: Nancy L. Sorenson, Dean
School of Education

Re: Proposed Program Modification: Theater for Youth Concentration

Date: 10/16/96

The School of Education has reviewed the proposed program modification, a Theater for Youth Concentration, for content and impact on our courses and faculty, and would like to express our support. The proposal is consistent with the ideals and philosophy of a liberal arts institution. A course of study such as this would be advantageous to College of Charleston theater students by offering an expanded program supporting work in an aspect of theater that has a broad public audience.

In the past, we have received inquiries regarding the possibility of teacher certification within the area of theater, as well as the other arts. This program has potential as an area of specialization for students interested in a theater degree with pedagogical emphasis. It would be worthwhile to consider further study of a possible degree program offering in this area.
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Spanish and Italian

2. Course Number and Title: Interpreting 602 (INTR-602) Legal Processes in the American Legal System

3. Course changes will go into effect: 1997

4. Change(s) Desired: INTR-504 Law and the Legal System of the United States
   Presentation of foundational elements of the law, including common and civil code; structure of state and federal judicial systems; analysis of areas of the civil and criminal law system; and introduction to administrative law and consideration of the judicial process in general.

5. Justification for Change(s): This course provides a broader scope and perspective of the judicial systems and processes of the common law. It parallels INTR-502 in difficulty of topics and requirements, and therefore is offered as a 500 level course. See syllabus.

6. Date Approved by the Department: September 3, 1996

7. Signature of Department Chair: [Signature]

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

8. Signature of Chair of the Faculty Committee on Graduate and Continuing Education [Signature] Date 10/24/96

9. Signature of Chair of Graduate Council [Signature] Date 11/6/96

10. Signature of Speaker of the Faculty [Signature] Date

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
Interpreting 504  
Law and the Legal System of the United States

Course Description:

Presentation of foundational elements of the law including common law and civil code; structure of the state and federal judicial systems; analysis of areas of the civil and criminal law system, and introduction to administrative law and consideration of the judicial process in general.

Texts:


Reserved Reading as assigned or handed out in class

Requirements:

1. Attendance is mandatory and will accumulate toward your course grade.

2. Weekly tests: There will be an short answer test for the first thirty minutes of every class. The grades will make up 25% of your final grade.

3. A paper on a facet of trial process and procedure will be required which will make up 25% of your final grade. Details to be provided.

4. Exams: A mid-term exam and a final exam will each make up 25% of the semester grade. Blue books are provided by the instructor. There will be no make-ups without an advance written request and written permission from the instructor prior to the dates posted below.

5. All work will be signed by students with social security number only.

6. Grading Policy: For all exams and the course grade, grading is 95+=A, 90=B+, 85=B, 80=C+, 75=C.

7. The alternate meeting site for this class is the front of the Hollings Judicial Center, Broad and Meeting Streets. Class may be moved to the Hollings Judicial Center in order to meet with guest lecturers or to participate in telephone conferences with guest lecturers. Maximum advanced notice will be provided.

Course Outline and Reading Assignments:

All assignments, unless otherwise provided for as announced, are required. Students will be prepared to discuss reading materials as announced.

Class 1  
Foundations of Law (Process, Chapter 1).

Class 2  
History, Function and Organization of the Judiciary (Process, Chapter 2).

Class 3  
The Criminal Law Process – Crimes against people, property and peace and good order—Elements of Crimes (Process, Chapter 6).

Class 4  
Sentencing, Sentencing Guidelines, Probation and Supervised Release or Parole (Process Chapter 6, handouts and selected readings).
| Class 5 | The Civil Law Process – Elements of a cause of action, equitable and legal remedies (Process Chapter 7) |
| Class 6 | Administrative Law, the Administrative Process and Administrative Agencies (Handouts and Selected Readings) |
| Class 7 | Legal documents; from the initial criminal complaint and indictment to contracts and real estate deeds; a review of the form and content of the basic legal documents. (Handouts and Selected Readings) |
| Class 8 | The Higher Courts – The Appellate Process (Handouts and Selected Readings) |
| Class 9 | The Synthesis of the Law (Process Chapter 12 and Selected Readings) |
| Class 10 | The Decision Making Process (Process Chapter 9) |
| Class 11 | The Judges, Selection, and Types (Process Chapter 8) |
| Class 12 | The Codes, the Reporters and the Treatises. Introduction to legal research (Handouts and Selected Readings) |
| Class 13 | The law library – A hands-on experience; practical exercise and review. |
| Class 14 | Final Exam |
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Spanish and Italian

2. Course Number and Title: Interpreting 602 (INTR-602) Legal Processes in the American Legal System

3. Course changes will go into effect: 1997

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6. Date Approved by the Department: September 3, 1996

7. Signature of Department Chair: [Signature]

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

8. Signature of Chair of the Faculty Committee on Graduate and Continuing Education

9. Signature of Chair of Graduate Council

10. Signature of Speaker of the Faculty

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised September, 1995 and replaces all others)
Interpreting 504
Law and the Legal System of the United States

Course Description:

Presentation of foundational elements of the law including common law and civil code; structure of the state and federal judicial systems; analysis of areas of the civil and criminal law system, and introduction to administrative law and consideration of the judicial process in general.

Texts:


Reserved Reading as assigned or handed out in class

Requirements:

1. Attendance is mandatory and will accumulate toward your course grade.

2. Weekly tests: There will be an short answer test for the first thirty minutes of every class. The grades will make up 25% of your final grade.

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4. Exams: A mid-term exam and a final exam will each make up 25% of the semester grade. Blue books are provided by the instructor. There will be no make-ups without an advance written request and written permission from the instructor prior to the dates posted below.

5. All work will be signed by students with social security number only.

6. Grading Policy: For all exams and the course grade, grading is 95+=A, 90=8+, 85+=8, 80=C+, 75+=C.

7. The alternate meeting site for this class is the front of the Hollings Judicial Center, Broad and Meeting Streets. Class may be moved to the Hollings Judicial Center in order to meet with guest lecturers or to participate in telephone conferences with guest lecturers. Maximum advanced notice will be provided.

Course Outline and Reading Assignments:

All assignments, unless otherwise provided for as announced, are required. Students will be prepared to discuss reading materials as announced.

Class 1 Foundations of Law (Process, Chapter 1).

Class 2 History, Function and Organization of the Judiciary (Process, Chapter 2).

Class 3 The Criminal Law Process — Crimes against people, property and peace and good order—Elements of Crimes (Process, Chapter 6).

Class 4 Sentencing, Sentencing Guidelines, Probation and Supervised Release or Parole (Process Chapter 6, handouts and selected readings)
Class 5  The Civil Law Process – Elements of a cause of action, equitable and legal remedies (Process Chapter 7)
Class 6  Administrative Law, the Administrative Process and Administrative Agencies (Handouts and Selected Readings)
Class 7  Legal documents; from the initial criminal complaint and indictment to contracts and real estate deeds; a review of the form and content of the basic legal documents. (Handouts and Selected Readings)
Class 8  The Higher Courts – The Appellate Process (Handouts and Selected Readings)
Class 9  The Synthesis of the Law (Process Chapter 12 and Selected Readings)
Class 10 The Decision Making Process (Process Chapter 9)
Class 11 The Judges, Selection, and Types (Process Chapter 8)
Class 12 The Codes, the Reporters and the Treatises. Introduction to legal research (Handouts and Selected Readings)
Class 13 The law library – A hands-on experience; practical exercise and review.
Class 14 Final Exam
MEMORANDUM

November 22, 1996

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The fourth regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, December 3 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of November 12 meeting
3. Reports: Speaker’s report
4. New business:
   a. Curriculum Committee
   b. Committee on Graduate and Continuing Education
5. Constituents’ general concerns
6. Adjournment

Scheduled Meetings—Spring Semester

Senate: January 14
       February 4
       March 11
       April 1
       April 15 (if needed)

Faculty: April 21
MEMORANDUM

TO: Faculty Senators

FROM: Lee Lindner, Chair, Curriculum Committee

SUBJECT: New Curriculum

DATE: Nov. 20, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the fourth Senate meeting for Fall 1996.

Guidelines for joint course proposals

History
New Course Proposal

Elementary and Early Childhood Education
Special Topics Proposal

HIST255

For Information Only
To: Faculty Senators  
From: Lee Lindner, chair, college curriculum committee

In light of the increasing emphasis on multidisciplinary curriculum at the College of Charleston, the college curriculum committee has begun to receive proposals for team-taught courses to be taught on a regular basis. Because such courses carry with them special considerations that single faculty member courses do not, the curriculum committee has approved a procedure for joint course proposals that we recommend for Senate approval.

Our proposal requires several assumptions of which you all should be aware:

* courses that are proposed as joint courses may not be taught as single courses without the consent of all participating departments
* courses that are proposed as joint courses require specific justification for the allotment of more than one faculty member to the teaching of the course
* students who take a joint course may not fulfill more than one general education requirement with the course
Guidelines for joint course proposals

A joint course proposal is any proposal for a course that is intended solely as a team-taught, cross-listed course. A joint course proposal is required when the course can only be team-taught, must involve specified departments, and must be cross-listed under at least two specific departmental acronyms.

A joint course proposal should not be submitted if a course may be team-taught, but will be administered by a single department, will only be identified by that departmental acronym, and could be offered by that department alone. In this case, a regular course proposal form should be submitted by the department.

Joint course proposals should follow the same routing procedures as a regular new course proposal. If the proposing departments are from different schools, the signatures of all appropriate deans will be necessary. In all cases, the signatures of all participating departmental chairs will be necessary.

Joint course proposals must be an unified effort on the part of all participating departments. However, because justification, budgetary issues, and so forth may vary among departments, separate proposals should be written and submitted as a single package by the participating departments. The following parts of the proposal must be identical:

- course title
- course credit and hours
- first offering date
- catalog description
- prerequisite justification
- goals and objectives
- importance of course for non-majors
- effect on other departments
- method of teaching
- justification of more than one faculty member
- circumstances under which course can be taught by one dept.
- frequency of offering
- syllabus (should reflect the team-taught nature of the course)

If a course is proposed as a joint course proposal, the Curriculum Committee will expect specific justification of the allocation of more than one faculty member to the course. The two explanations that will best satisfy the justification of more than one faculty member will be 1) data suggesting that the course would make as a double section (or triple, etc--dependent on the number of faculty members involved), or 2) faculty members teaching the course would divide the teaching credit equally among themselves.

If the course is approved as a joint course, no department may teach the course without the collaboration of the other(s) unless specified explicitly on the proposal form.
If a student could receive either humanities or social science credit for the course, the student must register under the acronym for the department that offers such credit. A student may not satisfy two general degree requirements with the same course (e.g., if a team-taught course involves collaboration of the psychology and philosophy departments, the student may receive either a social science or a humanities credit, but not both).
COLLEGE OF CHARLESTON
Curriculum Committee
Joint Course Proposal Form

*items must be identical across submitting departments

1. Department: _______________________ 

2. *Course Title : ______________________

3. Course Number: __________

4. *Number of credits:_________ *Total hrs/week:_________
   # of lecture hours:____    # of lab hours:____

5. *Course will be offered first: ______________________

6. *Catalog description (please limit to 50 words):

   __________________________________________________________________________

   Check if appropriate: ___ Humanities ___ Social Science
   (minimal degree requirements)

7. a) Prerequisites or other restrictions: ______________________

   *b) If different across departments, please justify
   explicitly and explain the logistics of having students with
   different prerequisites in the same course: ______________________

8. Rationale/justification for course (consider the following
   issues):
   *a) What are the goals and objectives of the course:____
   __________________________________________________________________________
   b) How does the course support the mission statement of the
   department and the organizing principles of the major?____
   __________________________________________________________________________

9. For courses in the major, how does the course enhance the
   beginning, middle, or the end of the major?____________________
   __________________________________________________________________________
10. *a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? _____________________________

*b) Are other departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it. Letters from collaborating department(s) are unnecessary).

11. *Method of Teaching:____________________

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: _______________________________

b) Address potential shifts in staffing of the department as it relates to the offering of this course. ______________________

*c) Please justify the commitment of two (or more) faculty members to the teaching of this course:____________________

*d) If the course can be taught by any department without the collaboration of others, please explain the circumstances:____________________

*e) Frequency of offering: ______each Fall ______every two years ______each Spring ______every 3 years ______other (explain) ______________

13. Requirements for additional resources made necessary by this course:
   a) Staff: 
   b) Budget: 
   c) Library:______________________________
(NOTE: Courses requiring additional resources will need extensive
justification. Those course offered through reorganization of
current staffing and resources are encouraged).

*14. Attach Course Syllabus, reading lists, or any additional
documentation that can help the committee evaluate this proposal
(a syllabus is mandatory). The syllabus must reflect the
interdisciplinary, team-taught approach to the course.

15. Signature of Department Chair:

16. Signature of School's Dean:

17. Signature of Business
   Affairs official:

18. Signature of Curriculum
   Committee Chair:

19. Signature of Faculty
   Senate Secretary:

Completed forms should be sent by the Faculty Secretary to the
Registrar. Copies of completed forms should be sent by the
Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure
   in SIS)
3. College Relations for addition to Undergraduate Bulletin
   (attn: Rhonda Spell)
4. Academic Affairs Office (attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank
form. If a diskette for word processing of this form is desired,
please send a blank diskette to Tonya Pharr, Undergraduate
Studies. This form was last revised on December 15, 1996 and
replaces all others).
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: History

2. Course number and title: HIST 255 NAVAL HISTORY
   Number of credits: 3
   Total hrs/week: 3
   Lecture: X
   Lab:

3. Course will be offered first: Fall 1996

4. Catalog description (please limit to 50 words): The role of navies throughout history with emphasis on Europe and the United States since 1600. Attention will be given to naval philosophy, policies, strategy, administration, tactics, and logistics.

Check if appropriate: Humanities Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Successful completion of HIST 101.102

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? It explores the major role that navies have played in the history of the world, especially for democratic nations, notably the United States, for which they have insured free institutions and free enterprise.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The course enables students to gain broad and comparative perspectives of history from the naval dimension as well as focusing on the experience of the U.S., a specialty within the major.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? As an intermediate level course, it enhances historical understanding, research, and writing skills while covering broad chronological and geographical areas.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It examines the political uses of naval technology by nations in peacetime and wartime, and is most closely tied to political science.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) no


IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH 1/
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. No shift in enrollment patterns anticipated: simply another elective offering.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. No staffing changes: the former Special Topics course will become one of the professor’s regular upper level offerings every other year. This will not affect his teaching of HIST 101 and 102 each semester.

(c) Frequency of offering:  
   - each Fall:  
   - each Spring:  
   - every two years: X  
   - every 3 years:  
   - other (Explain) ______________________

11. Requirements for additional resources made necessary by this course:

   (a) Staff: None; no adjunct support will be necessary.

   (b) Budget: None

   (c) Library: has been enhanced by the Sheridan Collection of extensive naval titles.

   (NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus for a Fall 1995 Special Topics course is appended.

13. Signature of Department Chair: ______________________ Date submitted: 9-3-96

14. Signature of School’s Dean: ______________________ Date: 9-3-96

15. Signature of Business Affairs Official: ______________________ Date reviewed: ______________________

16. Signature of Curriculum Committee Chair: ______________________ Date approved: 11/21/96

17. Signature of Faculty Senate Secretary: ______________________ Date approved by Senate: ______________________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
TO: College Curriculum Committee
FROM: Ed Lawton, EDEE
SUBJECT: Special Topics Proposal (EDEE 580 and 580 L to become EDEE 516 and 516 L)
DATE: September 3, 1996

The Department of Elementary and Early Childhood Education is attempting to improve the quality of course work available to prospective middle school teachers. Currently the middle school add-on certification offering includes a simple middle school curriculum and organization course. The new course, first in special topics form and then in the regular curriculum, will provide much greater depth in the middle school program. Included will be a survey of early adolescent characteristics, social and cultural factors related to early adolescent development and, profiles from the literature and research of exemplary middle level teachers. The laboratory component of the course will also support our students with time to actually observe and participate in a public middle school setting.

Our intention is to offer a stronger preparation program for students interested in middle school teaching. This course, and an improved liberal arts and science specialty preparation, now in effect, will help attain that goal.

Thank you for your consideration.
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: Elementary and Early Childhood

2. Course number and title: EDEE 580: Early Adolescent Students and Their Teachers Number of credits: _______
   Total hrs/week: 4 Lecture: 3 Lab: 1

3. Course will be offered first: Spring 1997

4. Catalog description (please limit to 50 words): The cognitive, affective and psychomotor characteristics of the 10-14 year old student will be examined. The effective teacher of these students will be profiled with respect to teacher attitude and efficient application of instructional, evaluation and classroom management techniques.
   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): EDEE 515: Middle School Organization and Curriculum, or permission of the instructor.

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)
   The course deals with psychological, social and cultural factors related to early adolescent development. (Letters attached.)

7. Signature of Department Chair: ___________________________ Date submitted: ___________________________

8. Signature of Curriculum Committee Chair: ___________________________ Date: 11/21/96

9. Signature of Faculty Senate Secretary: ___________________________ Date Presented to Senate: ___________________________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:
   1. Department chair
   2. Business Affairs Office (for establishing course fee structure in SIS)
   3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)

C:\newcours\sp-topic.frm
1. Department: Spanish and Italian

2. Course number and title: INTR-530 Special Topics in Bilingual Legal Interpreting. Number of Credits: 1-3 Credits Total Hours/Week: 1-3
   Lectures and Lab: 1-3 Hours

3. Course will be offered first: As needed.

4. Catalog description (please limit to 50 words): Special studies related to legal interpreting designed to supplement regular course offerings of the Bilingual Legal Interpreting Program.

5. Prerequisites (or other restrictions): Permission of Program Director; No more than three hours may be taken during an academic semester or equivalent.

6. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach sheets to this form.)

   (a) What are the goals and objectives of the course? Legal interpreting as an emerging profession is continually refining the parameters of knowledge and skills required to successfully meet its requirements. The proposed special topics course will allow the program to develop courses which can explore certain topics in greater depth, or address new areas of needed study within the profession: It will allow courses to be offered on a pilot basis prior to being proposed as new courses to be added to the curriculum.

   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program? The MA Program in Bilingual Legal Interpreting was developed and approved in light of the mission of our liberal arts institution to acknowledge an increasingly multicultural society and provide education programs that lead to new careers which respond to the needs of a culturally and linguistically diverse American community. The development of course materials in special topics serve to enhance the quality of the program.

7. Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No

8. Is this course part of joint program? ____Yes _____XX No If "Yes", what institution? ________ Will the other institution use the same course number and title at the other school? ____Yes _____No If "No" what will be the course number and title at the other school? ________ OVER

9. Method of teaching: Any special topics course will utilize the Interpreting
Facility and combine lecture with guided practice.

10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: None

(b) Address potential shifts in staffing of the departments as it relates to the offering of this course. (Note: If more space is needed, attach additional sheets to this form.) It is anticipated that this shift will necessitate the hiring of one adjunct instructor, or an overload for a roster faculty member.

11. Requirements for additional resources made necessary by this course:

(a) Staff Will use existing staff
(b) Budget Will use existing budget
(c) Library Will use existing resources

(Note: Course requiring additional resources will need special justification.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Course syllabus will be developed the first time the special topics course is offered. The following are examples of Special Topics: Comparative Linguistic Systems, The Law and Literature, Language Policy and Language Minorities in the United States.

REVIEW / APPROVAL PROCESS

13. Signature of Graduate Program Director: ___________________________ Date submitted: 9/22/96
14. Signature of Department Chair: ___________________________ Date approved: 9/22/96
15. Signature of School's Dean: ___________________________ Date approved: 9/22/96
16. Signature of Budget Director, Business Affairs Office: ___________________________ Date reviewed: 11/7/96
17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: ___________________________ Date approved: 10/22/96
18. Signature of Chair of Graduate Council: ___________________________ Date approved: 11/6/96
19. Signature of Faculty Senate Secretary: ___________________________ Date approved: __________

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November 16, 1994 and replaces all others.
University of Charleston, SC  
Faculty Committee on Graduate and Continuing Education  
New Graduate Course Proposal

1. Department: Educational Foundations and Specializations (EDFS)

2. Course number and title: EDFS 697: Special Topics in Educational Technology  
   Number of credits: one (1) - three (3)  
   Total hours/week: 1 - 3  
   Lecture and Lab: 1 - 3

3. Course will be offered first: as needed, no earlier than Spring 1997

4. Catalog description: An intensive study of an approved special topic in the field of educational technology. No more than three (3) hours may be taken under this listing during an academic semester or its equivalent.

5. Prerequisites: Permission of the instructor

6. Rationale/justification for course  
   (a) What are the goals and objectives for the course?  
   Educational technology is a rapidly changing field with new developments occurring frequently. The proposed special topics course will allow the department to develop courses which address specific technological needs of current and future teachers and will also enable courses to be offered on a pilot basis prior to being proposed on a permanent basis.  
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program?  
   EDFS has faculty in four areas: foundations, secondary education, special education, and technology. Within the context of a comprehensive liberal arts education, EDFS faculty prepare special education teachers, coordinate the preparation of secondary teachers, and contribute to the preparation of early childhood, elementary, and middle school teachers. The faculty members contribute to their profession through cooperative service activities and collaborate with others (e.g., School of Education, University of Charleston, and school districts) who educate future and current teachers.  
   The proposed special topics course will enable the faculty in educational technology to offer courses which address current advances in educational technology.

7. Are other Departments affected by this course? no

8. Is this course part of a joint program? no

9. Method of teaching: Any special topics educational technology course will be taught either in the School of Education's Technology Lab or in a technology lab located in a school. The course will involve a blend of instruction with application using the latest available equipment and software.

10. (a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course: Because of the nature of this proposed special topics course, it should not result in enrollment pattern shifts.  
   (b) Address potential shifts in staffing of the department as it relates to the offering of this course. As noted before, the nature of this course should not result in staffing shifts. However, necessary staffing shifts will be addressed at the time the course is offered.
11. Requirements for additional resources made necessary by this course:

(a) Staff: Will use existing staff
(b) Budget: Will use existing budget
(c) Library: Will use existing resources

12. Possible topics are: Design and Administration of Computer Networks, Multimedia Applications for Preschool Learners

REVIEW/APPROVAL PROCESS

13. Signature of Graduate Program Director: Frank C. Will Date submitted: 5/25/96

14. Signature of Department Chair: Frank C. Will Date approved: 3/25/96

15. Signature of School's Dean: N. Sonnen Date approved: 3/25/96

16. Signature of Budget Director, Business Affairs Office: Priscilla Sullivan Date reviewed: 11/7/96

17. Signature of Chair of Faculty Committee on Graduate and Continuing Education: Date approved: 10/24/96

18. Signature of Chair of Graduate Council: Date approved: 11/6/96

19. Signature of Faculty Senate Secretary: Date approved: 

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office
UNIVERSITY OF CHARLESTON, S.C.
Faculty Committee on Graduate and Continuing Education
New Graduate Course Proposal

1. Department: Spanish and Italian

2. Course number and title: INTR-590 Independent Study in Bilingual Legal Interpreting.
   Number of Credits: 1-3 Credits  Total Hours/Week: 1-3
   Lectures and Lab: 1-3 Hours

3. Course will be offered first: As needed.

4. Catalog description (please limit to 50 words): Individual study of a given topic to be defined by the student in consultation with the instructor who will guide the work and determine the credit hours to be awarded.

5. Prerequisites (or other restrictions): Permission of Program Director; No more than six hours may be taken during the program of graduate study.

6. Rationale/Justification for course (consider the following issues): (Note: If more space is needed, attach sheets to this form.)

   (a) What are the goals and objectives of the course? Students entering the MA program come with a broad range of diverse backgrounds. Those with prior experience in legal interpreting may wish to pursue in greater depth a specific area of personal interest. Some may choose to explore a topic beyond time and space devoted to it in the curriculum. Others may wish to develop a research topic related to a specific aspect of the field of legal interpreting. This course will allow the needed flexibility in an otherwise tightly structured and sequenced course of study.

   (b) How does the course support the mission-statement of the department and the organizing principles of the graduate program? Initiative and creativity within their intellectual pursuits are qualities which the department and graduate program endeavor to foster and encourage among our students. Independent study provides one avenue for such inquiry.

7. Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No

8. Is this course part of joint program?  ____Yes  XX No  If “Yes”, what institution? _____________________________
   Will the other institution use the same course number and title at the other school?  ____Yes  ____No  If “No” what will be the course number and title at the other school? ___________________________
9. **Method of teaching:** Any independent study course will utilize the Interpreting Facility and library resources and combine independent work with the supervising faculty.

10. **(a) Address potential enrollment pattern shifts in the department or University-wide as it relates to the offering of this course:** None

    **(b) Address potential shifts in staffing of the departments as it relates to the offering of this course.** (Note: If more space is needed, attach additional sheets to this form.) None

11. **Requirements for additional resources made necessary by this course:**
    
    **(a) Staff** Will use existing staff
    **(b) Budget** Will use existing budget
    **(c) Library** Will use existing resources

    **(Note: Course requiring additional resources will need special justification.)**

12. **Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).** Readings and assignments will be developed on an individual basis according to the topic selected by the student and agreed upon by the faculty member.

**REVIEW / APPROVAL PROCESS**

13. **Signature of Graduate Program Director:** [Signature] Date submitted: 9/24/96
14. **Signature of Department Chair:** [Signature] Date approved: 9/25/96
15. **Signature of School’s Dean:** [Signature] Date approved: 10/26/96
16. **Signature of Budget Director, Business Affairs Office:** [Signature] Date reviewed: 11/7/96
17. **Signature of Chair of Faculty Committee on Graduate and Continuing Education:** [Signature] Date approved: 10/24/96
18. **Signature of Chair of Graduate Council:** [Signature] Date approved: 11/6/96
19. **Signature of Faculty Senate Secretary:** [Signature] Date approved: ___

Completed forms should be sent by the Graduate Studies Office to the following:

1. Registrar (for entering course in SIS course inventory)
2. Department Chair
3. Graduate Program Director
4. Business Affairs Office (for establishing course fee structure in SIS)
5. Academic Affairs Office

This form was last revised November 16, 1994 and replaces all others.
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Spanish and Italian

2. Course Number and Title: Interpreting 502 (INTR-502) Law and the Legal System of the United States

3. Course changes will go into effect: Fall 1997

4. Change(s) Desired: INTR-502 Legal Processes and Procedures

   A study of the trial process common to all American courts from interviewing the client to receiving the verdict with emphasis on civil and criminal terminology and procedure.

5. Justification for Change(s): The title change and the corresponding course description for the first two law courses in the curriculum of the Bilingual Interpreting Program is the result of discussions with the Advisory Committee of the Development Grant and with several jurists locally. This course has been redesigned to provide students with the fundamental knowledge of procedures and court proceedings. *

6. Signature of Program Director: __________________ Date: __________________

7. Date Approved by the Department: September 3, 1996

8. Signature of Department Chair: Andrew M. Sotilescu (for Dr. Espinosa)

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

9. Signature of Chair of the Faculty Committee on Graduate and Continuing Education __________________ Date: 10/24/96

10. Signature of Chair of Graduate Council __________________ Date: 11/6/96

11. Signature of Speaker of the Faculty __________________ Date: __________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised November, 1995 and replaces all others)

* See Attached Syllabus.
Course Description:
This course is a study of the trial process common to all American courts from interviewing the client to receiving the verdict with emphasis on civil and criminal terminology and procedure.

Texts:

Requirements:
1. Attendance is mandatory and will accumulate toward your course grade.
2. Weekly tests: There will be a short-answer test for the first thirty minutes of every class. The grades will make up one-third of your final grade.
3. Exams: A mid-term exam and final exam will each make up two-thirds of the semester grade. Bluebooks will be provided by the instructor. There will be no make-ups without an advanced written request and written permission from the instructor prior to the dates posted below.
4. All work will be signed by students with Social Security number only.
5. Grading Policy: For all exams and the course grade, grading is 95+=A, 90+=B+, 85+=B, 80+=C+, 75+=C.
6. The alternate meeting site for this class is the front of the Hollings Justice Center, Broad and Meeting Streets. Class may be moved to the Hollings Judicial Center in order to meet with guest lecturers or to participate in telephone conferences with guest lecturers. Maximum advanced notice will be provided.

Course Outline and Reading Assignments:
All assignments, unless otherwise provided for as announced, are required. Students will be prepared to discuss reading materials as announced.

Class 1: The Client Interview, and the Attorney Client Relationship. (Pretrial, Chapters 1 & 2, Legal Procedures & Terms, Part I.) How to brief a case.

Class 2: Pretrial Planning and Investigation (Pretrial 3, Legal Procedures & Terms, Part 2, Chapters 5, 6, 7, 8; Introduction, Chapters 11, Chapter 1, page 10.)
Class 3: The Complaint and Responses to the Complaint (*Pretrial*, Chapters 4 & 5; *Legal Procedures & Terms*, Part 2, Chapter 11; *Introduction*, Chapter 5, pgs. 89-95.)

Class 4: Civil Discovery, Interrogatories, Depositions, Requests, Admissions, and Judicial Intervention (*Pretrial*, 6, 7, 9, 10; *Legal Procedures & Terms*, Part 2, Chapters 9 & 10; *Introduction*, Chapter 5, pgs. 95-112, Chapter 12.)

Class 5: Pretrial Motions, Summary Judgment and Pretrial Conferences and Orders (*Pretrial*, 11, 12, 13, and *Legal Procedures & Terms*, Part 2, Chapter 2; *Introduction*, Chapter 9.)

Class 6: Negotiation and Settlement (*Pretrial*, 14 and *Legal Procedures & Terms*, Chapters 3 & 4; *Introduction*, Chapters 3 & 4.)

Class 7: Mid-Term Test

Class 8: The Trial Perspective: The Courtroom visit to the real thing—a practice exercise—Where Do I Sit, Who Are All These People, What Are All These Things, And What Are They Going To Say? (*Trial*, Part I and *Legal Procedures & Terms*, Part IV, Chapter 14.)


Class 10: The Trial continued: The Closing Arguments and the Verdict (*Trial*, Part III continued; *Introduction*, Chapter 6.)

Class 11: Examination of the Witnesses and The Closing Arguments (*Trial*, Part III and *Legal Procedure & Terms*, Part IV, Chapter 15.)

Class 12: Criminal Law and Procedure: The Differences and the Language (Handouts and *Legal Procedures & Terms*, Part III; *Introduction*, Chapters 7 & 8.)

Class 13: Administrative Agencies and Legal Research (Handouts and *Legal Procedures & Terms*, Part V, Chapter 17; *Introduction*, Chapter 10.)

Class 14: Legal Research-The Law Library-A visit to the Law Library (*Legal Procedures & Terms*, Part IV, Chapter 16.) and Review.

Class 15: Final Exam
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Proposal to Change a Graduate Course

1. Department: Spanish and Italian

2. Course Number and Title: Interpreting 602 (INTR-602) Legal Processes in the American Legal System

3. Course changes will go into effect: 1997

4. Change(s) Desired: INTR-504 Law and the Legal System of the United States
   Presentation of foundational elements of the law, including common and civil code; structure of state and federal judicial systems; analysis of areas of the civil and criminal law system; and introduction to administrative law and consideration of the judicial process in general.

5. Justification for Change(s): This course provides a broader scope and perspective of the judicial systems and processes of the common law. It parallels INTR-502 in difficulty of topics and requirements, and therefore is offered as a 500 level course. See syllabus.

6. Date Approved by the Department: September 3, 1996

7. Signature of Department Chair:

RETURN FORM TO THE GRADUATE STUDIES OFFICE FOR FURTHER PROCESSING

8. Signature of Chair of the Faculty Committee on Graduate and Continuing Education

9. Signature of Chair of Graduate Council

10. Signature of Speaker of the Faculty

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH (form last revised September, 1995 and replaces all others)
Interpreting 504
Law and the Legal System of the United States

Course Description:

Presentation of foundational elements of the law including common law and civil code; structure of the state and federal judicial systems; analysis of areas of the civil and criminal law system, and introduction to administrative law and consideration of the judicial process in general.

Texts:


Reserved Reading as assigned or handed out in class

Requirements:

1. Attendance is mandatory and will accumulate toward your course grade.

2. Weekly tests: There will be an short answer test for the first thirty minutes of every class. The grades will make up 25% of your final grade.

3. A paper on a facet of trial process and procedure will be required which will make up 25% of your final grade. Details to be provided.

4. Exams: A mid-term exam and a final exam will each make up 25% of the semester grade. Blue books are provided by the instructor. There will be no make-ups without an advance written request and written permission from the instructor prior to the dates posted below.

5. All work will be signed by students with social security number only.

6. Grading Policy: For all exams and the course grade, grading is 95+=A, 90=B+, 85+=B, 80=C+, 75+=C.

7. The alternate meeting site for this class is the front of the Hollings Judicial Center, Broad and Meeting Streets. Class may be moved to the Hollings Judicial Center in order to meet with guest lecturers or to participate in telephone conferences with guest lecturers. Maximum advanced notice will be provided.
Course Outline and Reading Assignments:

All assignments, unless otherwise provided for as announced, are required. Students will be prepared to discuss reading materials as announced.

Class 1 Foundations of Law (Process, Chapter 1).

Class 2 History, Function and Organization of the Judiciary (Process, Chapter 2).

Class 3 The Criminal Law Process - Crimes against people, property and peace and good order—Elements of Crimes (Process, Chapter 6).

Class 4 Sentencing, Sentencing Guidelines, Probation and Supervised Release or Parole (Process Chapter 6, handouts and selected readings).

Class 5 The Civil Law Process - Elements of a cause of action, equitable and legal remedies (Process Chapter 7).

Class 6 Administrative Law, the Administrative Process and Administrative Agencies (Handouts and Selected Readings).

Class 7 Legal documents; from the initial criminal complaint and indictment to contracts and real estate deeds; a review of the form and content of the basic legal documents. (Handouts and Selected Readings).

Class 8 The Higher Courts - The Appellate Process (Handouts and Selected Readings).

Class 9 The Synthesis of the Law (Process Chapter 12 and Selected Readings).

Class 10 The Decision Making Process (Process Chapter 9).

Class 11 The Judges, Selection, and Types (Process Chapter 8).

Class 12 The Codes, the Reporters and the Treatises. Introduction to legal research (Handouts and Selected Readings).

Class 13 The law library - A hands-on experience; practical exercise and review.

Class 14 Final Exam.
MEMORANDUM

October 30, 1996

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The third regular meeting of the Faculty Senate of the College of Charleston will convene at 5:00 p.m. on Tuesday, November 12 in Room 100 of Maybank Hall.

Agenda

1. Call to order
2. Approval of minutes of October 1 meeting
3. Reports: Speaker’s report
4. New business:
   a. Curriculum Committee
      --CHEM: Biochemistry degree change
      --PEHD: Course change proposals (250, 430)
         New course proposals (103, 139, 245L, 323, 345L, 437, 440)
      --PHYS: New course proposal (456)
      --PSYC: Course change proposal (394)
   b. Academic Planning Committee
   c. Academic Standards Committee
5. Constituents’ general concerns
6. Adjournment

Remaining Senate Meeting—Fall Semester
December 3
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: Oct. 28, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the third Senate meeting for Fall 1996.

Chemistry and Biochemistry
Biochemistry Degree Change

Philosophy and Religious Studies
Special topics courses (for information only)

PEHD
New Course Proposal PEHD 103
New Course Proposal PEHD 139
New Course Proposal PEHD 245L
Course Change PEHD 250
New Course Proposal PEHD 323
New Course Proposal PEHD 345L
Course Change PEHD 430
New Course Proposal PEHD 437
New Course Proposal PEHD 440

Physics and Astronomy
New Course Proposal PHYS 456

Psychology
Course Change Proposal PSYC 394
Committee on Curriculum and Academic Planning
Proposal to Change Degree Requirements

1. Department: Chemistry & Biochemistry
2. Degree: Bachelor of Science in Biochemistry
3. Degree changes will go into effect with the class entering in: Fall 1997
4. Change(s) Desired:
   To add mandate BIOL 312 and 312L Molecular Biology and Molecular Biology Laboratory as required courses for the major. Currently they are one of a set of courses from which the student must select a minimum of eight hours.
5. Justification for Change(s):
   The requirement of this course as a degree requirement will insure that students have a sufficient background in this most important subject area. Currently it is just an option.
6. Date Approved by the Department: April 5, 1996 Date Submitted: 8/15/96
7. Signature of Department of Chemistry & Biochemistry Chair: [Signature]
8. Endorsement of Biology Chair: [Signature]
9. Signature of Dean of School of Sciences & Mathematics: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:\newcours\courschg.wp

Curriculum Committee Chair: [Signature] 10/28/96
MEMORANDUM

TO: Lee Lindner, Chair, Faculty Curriculum Committee
FROM: Jim Deavor, Chair, Department of Chemistry & Biochemistry
DATE: September 23, 1996
SUBJECT: BS Biochem degree requirements change

Below is a listing of the current vs. proposed B.S. Biochemistry degree requirements. If approved there will be no change in the total number of hours.

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<tr>
<th>Current Biochem Requirements</th>
<th>Proposed Biochem Requirements</th>
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<td>CHEM 111/111L 4</td>
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8 hours from BIOL 310/310L

4 hours from BIOL 310/310L
MEMORANDUM

TO: Lee Lindner, Chair, Curriculum Committee
FROM: Hugh Wilder, Chair, Department of Philosophy and Religious Studies
RE: Special Topics Courses

The Department of Philosophy and Religious Studies Department is offering two special topics courses this semester (Fall 1996-97):

RELS298/PHIL298/JWST300: Jewish Thought
RELS298: Popular Piety in the Middle Ages

For information for the Curriculum Committee and the Faculty Senate, I attach syllabi for each.
Jewish Thought
Course Syllabus

Fall 1996
Martin Perlmutter
Maybank 222
Office: 16 Glebe St., Rm 201
TR 12:15 - 1:40 P.M.
Office Hours: TR 3:00 - 4:00 & by appt.
Telephone - 953-5682

Required Text
(1) Telushkin, Joseph, Jewish Literacy, William Morrow
(2) Levenson, Jon, Sinai and Zion, Harper and Row
(3) Steinsaltz, Adin, The Essential Talmud, Basic Books
(4) Noveck, Simon (ed.), Contemporary Jewish Thought, B’nai B’rith Books

About the texts:
Jewish Literacy is a general historical survey of Jewish ideas and history that makes the reader literate about Judaism. Sinai and Zion explores two of the most basic themes of Hebrew Scripture, Torah and Temple, and gives an entry to the Jewish Bible. The Talmud is a difficult, long, and influential text that is summarized clearly and briefly in The Essential Talmud. Contemporary Jewish Thought is an anthology of the writings of important Jewish thinkers of the past hundred years.

About the Course
(1) The course will not be a comprehensive introduction to Jewish thought. It will assume no background in Jewish thought.
(2) The format will be lectures with a lot of discussion. Everybody must do the assigned reading prior to class meetings, so that class discussions are informed with everybody contributing.
(3) Class will begin with a student presenting a short summary of the readings for the day. Class discussion will revolve around the readings.
(4) There are excellent resource persons familiar with experts of Jewish thought in the Charleston community that the course and students can take advantage of.

Course Requirements:
• Class Participation and Presentation: 10%
• Two Quizzes: (Sept. 17 and Oct. 30) 20%
• Midterm: (October 8) 25%
• Final (December 10, 12 - 3:00 P.M.) 25%
• Term Paper (November 12) 20%
(roughly eight pages; topic to be chosen individually)
Religious Studies 298 Popular Piety in the Middle Ages

Instructor: Margaret Cormack Tel: 953-8033

Office: 11 Glebe St., 103 (at the end of the porch)
Office Hours: Tuesday and Thursday 11:00 - 12:00 or by appointment. Messages can be left at the Dept. of Philosophy and Religious Studies, 14 Glebe St., where I have a mailbox, or on EMAIL (CORMACKM). The phone mail in my office DOES NOT WORK.
PLEASE NOTE: If you are delivering a paper, please hand it to me in person, if at all possible. Until it is in my hands, I do not know that it has been written. Above all, DO NOT STICK IT UNDER THE DOOR of my office! Go across the street to the Dept. of Philosophy and leave it in my mailbox there. For added security, make sure you have a xerox copy yourself, as well as backup disks if you used a computer.

Texts Required for Purchase:
The Rule of St. Benedict in English
Davidson, The Miracles of St. James
are available from the College Bookstore and from University Books of Charleston at 360 King St.
Vauchez, The Laity in the Middle Ages
Melczer, The Pilgrim’s Guide to Compostella
are also available there, and will also be on reserve at the Robert Scott Small Library.
Readers will be available from SASSY Inc. on Wentworth St.
Handouts will be distributed from time to time.

Please read this syllabus carefully, to make sure that the requirements of the course are clear. If you have any questions, don’t hesitate to ask!

Grading Scale: A = 95 points
B+= 90 points
B = 80 points
C+= 75 points
C = 70 points
D = 60 points
F = below 60

Grading will be based on:

2 in-class exams 20 points each
these written exams have both short answer and essay components.

final exam, consisting of
- objective section covering the last third of the course 20 points
- essay 20 points
we will decide, as a class, whether this will be a "survey" essay or a research essay. in either event, I reserve the right to assign or approve the topic. It will be due on or
before the date of the final exam
weekly written homework 20 points

Written homework will be assigned on readings, lectures, and/or films. These 1-2 page assignments may be typed or NEATLY hand-written; if your handwriting is illegible, I reserve the right to demand that they be typed. They are worth 2 points each, and you are responsible for handing in one such assignment every week when there is not an exam or vacation. The topic will be announced in advance, and will usually consist of a question on the reading or a question about the previous film or lecture, based on your notes. The assignment is due at the BEGINNING of the class for which it is assigned, and CANNOT BE HANDED IN LATE. However, there are a total of 11 weeks, and there will probably be a few extra assignments here and there, so you will be able to make up any you miss. However, it's a very bad idea to count on doing so, and leaving them all till the last few weeks of class. PLEASE NOTE: THE POINTS ADD UP. If you hand in none of these assignments, the highest grade you can receive, even with an A on all other work, is B.

Readings

The following is an outline of the topics we will be discussing. I will announce the details of day-to-day assignments in class. It is YOUR responsibility to attend class and be aware of the precise assignments. Since this course is using the assigned materials for the first time, and it is possible that I have over- or under-estimated the amount of time required to cover different topics, the schedule is provisional, and may be modified in the course of the semester. If there are any major changes, I will handout a revised reading list.

Please note that except for the beginning of the course, the following lists topics and exams by week only. It does not specify whether an exam will be held on a Monday or a Wednesday. I will let you know the precise date of the exam a week before it takes place.

WEEK OF:
August 21: Introduction to course.

   Homework question: what aspects of paganism do each of the authors object to? What kind of solution is proposed in each case? Why?
   Note down any aspects of Christian practice as described in these texts about which you have questions.

   Wednesday: Vauchez ch. 7

Sept. 2 Handout: Christian sacraments

Sept. 9 The Monastic Life: The Rule of St. Benedict
Sept. 16 Monday: Holy men and women: Reader 1, Gregory the Great
Sept. 23 EXAM. Laypeople: Vauchez chs. 3, 6
Sept. 30 Pilgrimage: Melczer, The Pilgrim’s Guide to Compostella
Oct. 7 Davidson, The Miracles of St. James
Oct. 14 A New Kind of Pilgrimage: the Crusades
Vauchez ch. 4; selection from Reader 2
Oct. 21 EXAM; Christianity and Islam Reader 2
Oct. 28 Christianity and Judaism: Vauchez ch. 12 Reader 2
Nov. 4 FALL BREAK. Urban saints and cults: Vauchez chs. 5, 13
Nov. 11 Female piety: Vauchez chs. 14, 15, 16;
Nov. 18 Holy women: Vauchez chs. 17-22; Handout
Nov. 25-27 Miracle Plays; THANKSGIVING
Dec. 2 REVIEW FOR FINAL EXAM.
Advice on studying.

The following applies to all your courses, not just this one. I'm not going to repeat everything you have heard already about time management, not leaving things to the last minute, etc.; don't forget that the staff of the College Skills Lab (room 216 of the Education Center) is there to help you, as is the SNAP (Special Needs Advising Plan) office on 88 Wentworth St. These notes represent my personal tried and true advice for getting through the semester successfully.

- read the assigned material BEFORE the date on which it is due. If possible, it should be read at least twice. I recommend the following procedure:
  - Weekend: Do the reading for the week - as if you were reading a novel. Don't underline or take notes, just get the general idea. Pay special attention to maps, illustrations, etc.
  - The day before class: re-read the material assigned for that day. Take notes, making sure you understand any new terms and also how the material "fits together." How does it compare with what you have learned in the course so far?
  - In class, take careful notes. This does NOT mean copying down every word the professor says. Write down key names, dates, definitions, outlines, etc. As a rule, anything written on the blackboard belongs in your notes, as does anything the professor repeats. If something is said in class that you miss, or don't understand, raise your hand and ask!
  - Compare your class notes and notes from the readings. Do they make sense together? (Sometimes lectures will be on a different topic than the readings, and this will not apply.) This is the time to memorize definitions, outline the relationship of important concepts, etc. If there is something you don't understand, go back over your notes and text, to make sure you understood what was said. If there's still a problem, ask about it, either in my office hour or in class. Don't be shy about asking questions in class; if you are confused, probably someone else is, too. The time to straighten out misunderstandings is always AS SOON AS POSSIBLE - the later you leave it, the less you and I will remember about the original context, and the harder it will be to straighten things out.
  - If there is a special discussion topic or paper assignment for a given day, the procedure described above applies as follows. 1) Read through the text once for an overview. 2) Read a second time, taking notes; formulate your opinion on the question and briefly outline your answer. 3) REREAD the material to make sure
your ideas hold up! If you find apparent contradictions, or evidence that might support a different point of view, consider why this is so, and whether the opposing perspectives can be reconciled.

If you follow this plan on a regular basis, you will have a wonderful set of reliable notes to use when writing a paper or studying for an exam. Not only that, careful studying at the time the material is presented means that studying for exams will be far less stressful.

When writing papers, don't forget the writing consultants at the College Skills Lab. Remember, however, that they can only help you with form, NOT content. You have to know what you want to say; they will help you express it clearly. It may take a couple drafts, so if you plan to take advantage of their services, don't wait till the last minute. Be sure to take a copy of the assignment and any notes pertaining to it you may receive in class.

NB: I strongly advocate taking notes - by hand or on a computer - rather than using a highlighting pen. Writing out the notes makes them stick in your head longer, and highlighting decreases the amount you will get from the bookstore if you want to sell it back at the end of the semester.

FINAL WORD OF WARNING: ALWAYS BACK UP YOUR COMPUTER DISK - and PRINT OUT THE LATEST VERSION! Computers invariably crash during the final draft, which is usually being written late the night before the paper is due.
New Course Proposal

1. **Department:** Physical Education and Health
2. **Course number and title:** PEHD 103 Martial Arts **Number of credits:** 2

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<th>Total hrs/week:</th>
<th>Lecture:</th>
<th>Lab:</th>
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<td>3</td>
<td>1</td>
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3. Course will be offered first: Replaces Special Topics

4. **Catalog description** (please limit to 50 words): An introduction to the theory and application of Asian martial arts in modern, everyday life. An activity course in which the basics of a martial art will be learned through lecture demonstration and laboratory experience.

Check if appropriate: _ Humanities _ Social Science (meets minimum degree requirements)

5. **Prerequisites** (or other restrictions): None

6. **Rationale/justification** for course (consider the following issues):

   (a) What are the goals and objectives of the course? An elective course which will provide the student with a lifetime fitness activity potential with practical application possibilities. This course will provide the student with viable options for personal self-defense including the use of non-violent alternatives as well as the rational use of physical techniques such as those taught through various types of Asian martial arts. This course will also present opportunities for aesthetic self-expression through the performance of ancient, battle-proven repositories of effective self-defense techniques.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? This course is an introductory activity course of (proven) high interest to the general student body. Besides martial arts skills, students perform and understand the rationale for basic activities required in other lifetime health-fitness activities: warm-up activities, cardiovascular conditioning, and cool-down activities.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is an introductory level activity class. It will introduce/reinforce the rationale for lifetime fitness and provide basic techniques fitness, i.e. calculating and monitoring exercise heart rate, training in flexibility, and muscular strength and conditioning, that are expanded on in later PEH classes.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course supports the liberal arts tradition by exposing students to an aspect of another culture. Students are not only expected to perform physically in this class but also demonstrate an understanding of martial arts through written tests and an outside paper.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) _No_

9. **Method of teaching:** The general method of teaching for an activity course is as follows: Rationale, demonstration, application, group activity, partner work. Additionally, students will be required to produce a type-written report that is the result of two separate interviews with local martial arts teachers. This provides the student with the opportunity/skill to choose an appropriate environment to continue this health/lifetime fitness skill after graduating from the College of Charleston.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None. This course has been offered as a special topics course the maximum number of times. It has filled each time and the same is expected if it becomes a permanent course.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

None

c) Frequency of offering:  
\[ \begin{array}{c}
\text{each Fall} & \text{every two years} \\
\text{each Spring} & \text{every 3 years} \\
\text{other (Explain)} & \\
\end{array} \]

11. Requirements for additional resources made necessary by this course:

(a) Staff none
(b) Budget none
(c) Library none

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair:  
14. Signature of School's Dean:  
15. Signature of Business Affairs Official:  
16. Signature of Curriculum Committee Chair:  
17. Signature of Faculty Senate Secretary:  

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 21, 1995 and replaces all others.)
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<td>1. Department:</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>2. Course number and title:</td>
<td>PEHD39 African Dance Number of credits: 1</td>
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<td>Lab:</td>
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<td>3. Course will be offered first:</td>
<td>Replaces Special Topics Course already being taught</td>
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<td>4. Catalog description (please limit to 50 words):</td>
<td>The course focuses on the history, techniques, practice of dance movements and meaning of several African dances. Students will also recognize drum rhythms for each dance, learn names of instruments used for the dance, and perform each dance.</td>
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<td>Check if appropriate:</td>
<td>Humanities __ Social Science (meets minimum degree requirements)</td>
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<tr>
<td>5. Prerequisites (or other restrictions):</td>
<td>None</td>
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| 6. Rationale/justification for course (consider the following issues): | (a) What are the goals and objectives of the course? The student should explore the history of several west African dances and learn the following competencies: understand the meaning of specific African dances, recognize the drum rhythms for each dance, learn the names and use of instruments for each dance, and perform a complete African dance series.  
(b) How does the course support the mission statement of the department and the organizing principles of the major? This is not a majors' course; however, part of the department's mission is to offer a wide variety of activity courses to meet a wide variety of student interest. This course has proven very popular as an activity special topics course. It is especially important to the department's mission of offering activities which introduce students to aspects of physical activity in other cultures. |
| 7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? | Not Applicable                                                                            |
| 8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? | This course supports the liberal arts tradition by exposing students to an aspect of another culture. Students are not only expected to perform physically in this class but also demonstrate an understanding of African Dance through written tests and an outside paper. |
| (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) | NO                                                                                       |
| 9. Method of teaching: | Lecture, demonstration, student participation, and guest performers. |
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None. This course is already offered as a special topics course.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None.

(c) Frequency of offering: __X__ each Fall  __X__ every two years

__X__ each Spring  __X__ every 3 years

other (Explain)

11. Requirements for additional resources made necessary by this course:

(a) Staff None
(b) Budget None
(c) Library None

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: A. H. Lewis  Date submitted: 3/26/96
14. Signature of School’s Dean:  Date: 3/27/96
15. Signature of Business Affairs Official:  Date reviewed: 10/28/96
16. Signature of Curriculum Committee Chair:  Date approved: 10/28/96
17. Signature of Faculty Senate Secretary:  Date approved by Senate: __________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
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5. Undergraduate Studies (SNAP, ON COURSE)

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1. Department: Physical Education and Health

2. Course number and title: PEHD 245L Basic Athletic Training LAB

   Number of credits: 1

   Total hrs/week: 3 hours per week in lab

   Lecture: 0 hours per week

   Lab: 3 hours per week in lab

3. Course will be offered first: Fall 1997

4. Catalog description (please limit to 50 words): An introduction to basic injury management skills required in the field of athletic training, with focus on preventive and protective taping. Does NOT meet Humanities/Social Studies minimum degree requirement.

5. Prerequisites (or other restrictions): Must be taken in same semester as PEHD 245

6. Rationale/justification for course (consider the following issues):

   (a) What are the goals and objectives of the course? To provide critical professionally-related, hands-on-experience aimed at the development of basic skills necessary to enhance the learning experience and student involvement during clinical exposure. These skills would benefit clinical exposure in disciplines such as the athletic training, physical therapy, and other sports medicine specializations. For those planning to enter the profession of athletic training, this organized skill development opportunity is essential for national certification exam preparation.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of the Physical Education and Health Department is to prepare students to enter graduate studies that typically require national certification OR, at the very least, a minimum of 800 hours of practical experience to meet entrance requirements. This foundation of skill allows students to develop their professional proficiency and demeanor prior to pursuing graduate study. Without these skills, their practical experience would be substandard.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is of potential interest to any undecided non-major who wants to explore the topic of sports medicine as a potential professional goal. May serve as a supplement to students involved in the non-PEHD pre-physical therapy course of study.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course is of potential interest to any undecided non-major who wants to explore the topic of sports medicine as a potential professional goal. May serve as a supplement to students involved in the non-PEHD pre-physical therapy course of study.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) N/A

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Athletic training and prephysical therapy, as components of the Sports Medicine Track, are continuing to receive increasing numbers of declared majors. They now comprise a majority in the department. The athletic training program, in particular, has been sought out in increasing numbers over the past four years by high school students and students from other colleges seeking this field of study and opportunity for experience. The trend is upward in terms of interest and enrollment.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Staffing needs will not change, as this course has been offered for the past three years without credit granted to the students involved. The instructor must be a certified athletic trainer and we have 2.5 athletic trainers currently on staff.

(c) Frequency of offering: x each Fall _ each Spring ___ every two years ___ every 3 years _ other (Explain)

11. Requirements for additional resources made necessary by this course:

(a) Staff Will be taught as part of load
(b) Budget Additional laboratory expenses will be covered by student fees
(c) Library Continued supplementation of reference materials per departmental procedure.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: Andrew H. Lewis Date submitted: 10/14/94
14. Signature of School's Dean: Nancy L. Johnson Date: 10/14/96
15. Signature of Business Affairs Official: Prudence G. Surflace Date reviewed: 10/14/96
16. Signature of Curriculum Committee Chair: Date approved: 10/28/96
17. Signature of Faculty Senate Secretary: Date approved by Senate:

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Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Physical Education and Health

2. Course Number and Title: PED 250 Rhythms and Gymnastics

3. Course changes will go into effect: 1/26/96

4. Changes(s) Desired: Name changed to Dance and Rhythms

5. Justification for Changes(s): Students taking this course are majors who are in the teacher education track. According to the NCATE certification guidelines, our students must possess "knowledge and skills of basic rhythmic activities as well as various dance forms."

6. Date Approved by the Department: 3/26/96 Date Submitted:

7. Signature of Department Chair: 

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:neweours\counseling.frm

Curriculum Committee Chair

10/28/96
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Physical Education and Health
2. Course number and title: 1111.123 Women's Health Issues Number of credits: 3

Total hrs/week: 3 Lecture: 3 Lab:

3. Course will be offered first: Replaces Special Topics Course already being taught

4. Catalog description (please limit to 50 words): This course deals with a wide variety of health issues of concern to women. Major categories of topics include utilization of the health care system, issues of concern to women of diverse backgrounds, normal physiological health and well-being, common physiological and psychological health problems, and cultural and societal influences on women's health.

Check if appropriate: Humanities Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): None

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course? See attached syllabus

(b) How does the course support the mission statement of the department and the organizing principles of the major? Part of the department's mission is to offer a wide variety of courses to meet a wide variety of student interests. This course has proven very popular as a special topics course and a Women's Studies course. It is especially important to the department's mission of offering information related to other cultures.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Students wishing to do independent study in the subject would be encouraged to take the course during the middle of the major. Majors completing the health minor should take the course whenever it is offered.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course may be selected as one of the courses for the interdisciplinary Women's Studies minor.

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Yes Women's Studies

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
9. Method of teaching: lecture, discussion, guest speakers, multimedia presentations, group presentations

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. None

This course has been offered twice as a Special Topics course with maximum enrollment of 45 students.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

None

(c) Frequency of offering: __ each Fall __ each Spring __ every two years __ every 3 years __ other (Explain

11. Requirements for additional resources made necessary by this course:

(a) Staff None
(b) Budget None
(c) Library None

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: Andrew H. Lewis Date submitted: 3/26/96
14. Signature of School's Dean: Date: 3/27/96
15. Signature of Business Affairs Official: Date reviewed: 10/2/96
16. Signature of Curriculum Committee Chair: Date approved: 10/2/96
17. Signature of Senate Committee Chair: Date approved by Senate: 

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
1. Department: Physical Education and Health
2. Course number and title: PEHD 345L 
   Number of credits: 1

Total hrs/week: 3 Lecture: 0 Lab: 3

3. Course will be offered first: Lab currently being offered, as outlined, without assigned credit.

4. Catalog description (please limit to 50 words): An introduction to basic injury evaluation/assessment skills required in the field of athletic training, with focus on the process of injury evaluation, on specific injury evaluation techniques and special tests, and on on-field, off-field, and clinical environments. Does NOT meet Humanities/Social Studies minimum degree requirement.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): PEHD 245 and PEHD 245L (Must be taken in same semester as PEHD 345)

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To provide critical professionally-related, hands-on experience aimed at the development of the basic skills necessary to enhance the learning experience and student involvement during clinical exposure. These skills would benefit clinical exposure in disciplines such as the athletic training, physical therapy, and other sports medicine specializations. For those planning to enter the profession of athletic training, this organized skill development opportunity is essential for national certification exam preparation.

   (b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of the Physical Education and Health Department is to prepare students to enter graduate studies that typically require national certification OR, at the very least, a minimum of 800 hours of practical experience to meet entrance requirements. This foundation of skill allows students to develop their professional proficiency and demeanor prior to pursuing graduate study. Without these skills, their practical experience would be substandard.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is designed to be a mid-level expansion on skills used by the Athletic Training professional in injury evaluation and assessment. This lab and corresponding didactic course examine, in part, the athletic injuries discussed in Basic Athletic Training from a different perspective and in greater intensity and profundity. The knowledge acquired in the corresponding course is significantly diminished in value without this laboratory experience.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? This course is of potential interest to any undecided non-major who wants to continue their exploration of sports medicine as a potential professional goal. May serve as a supplement or special interest to students involved in the non-PEHD pre-physical therapy course of study.

   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) N/A

9. Method of teaching: Demonstration, Hands-on Practice, Skill Performance
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Athletic training and pre-physical therapy, as components of the Sport Medicine Track, are continuing to receive increasing numbers of declared majors. They now comprise a majority in the department. The athletic training program, in particular, has been sought out in increasing numbers over the past four years by high school students and students from other college seeking this field of study and opportunity for experience. The trend is upward in terms of interest and enrollment.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Staffing needs will not change, as this course has been offered for the past three years without credit granted to the students involved. The instructor must be a certified athletic trainer and we have 2.5 athletic trainers currently on staff.

(c) Frequency of offering:

- ___ each Fall
- ___ each Spring
- X ___ every two years
- ___ every 3 years
- ___ other (Explain)

11. Requirements for additional resources made necessary by this course:

(a) Staff Will be taught as part of load
(b) Budget Additional laboratory expenses will be covered by student fees
(c) Library Continued supplementation of reference materials per departmental procedure.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: Andrew W. Lewis Date submitted: 10/11/96
14. Signature of School's Dean: Date: 10/11/96
15. Signature of Business Affairs Official: Date reviewed: 10/14/96
16. Signature of Curriculum Committee Chair: Date approved: 10/28/96
17. Signature of Faculty Senate Secretary: by Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
Proposal to Change a Course

1. Department: Physical Education and Health
2. Course Number and Title: PEHD 430 Sport Science and Rehabilitation
3. Course changes will go into effect: Fall 1996
4. Change(s) Desired: Name changed to Therapeutic Exercise

5. Justification for Change(s): The new title is more descriptive of the course content.

6. Date Approved by the Department: 3/26/96 Date Submitted: 

7. Signature of Department Chair: 

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

c:\newcourse\courschg.frm

Curriculum Committee Chair 

10/28/96
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Physical Education and Health

2. Course number and title: PEHD 437 Therapeutic Modalities

Number of credits: 3

Total hrs/week: 6 Lecture: 3 Lab: 3

3. Course will be offered first: Fall, 1996

4. Catalog description (please limit to 50 words): This course provides comprehensive coverage of the adjunctive use of therapeutic modalities in the athletic injury recovery process. This course examines the physiological basis and rationale for modality use, clinical application, and specific application techniques. Students will gain didactic knowledge regarding modality selection, indications, and contraindications as well as hands-on experience in the appropriate use and application of techniques.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): PEHD 245 & 245L, PEHD 345 & 345L and/or permission of the instructor

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course? To provide athletic training students with information required to obtain certification by the National Athletic Trainer’s Association (NATA). To provide non-athletic training students with preliminary exposure to theory and methodology of therapeutic modalities commonly used in the treatment of athletic injury.

(b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of the Physical Education and Health Department is to provide students the best preparation possible in fields related to physical education through a variety of courses. Therapeutic modalities is such a course for those physical education students interested in pursuing a career in athletic training as well as exercise science. This course will better students to meet requirements for NAT A certification as athletic trainers.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? Enhances the later stages of the major process in that it builds upon PEHD 245 and PEHD 345. In addition, it provides exercise science students with information fundamental to their future course of study.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Not applicable

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH

9. Method of teaching: Lecture, Practical application, Case Studies/Discussion, Field Trip
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Departmental shifts will be away from special topics courses needed to cover this content to a permanent course regularly offered in the schedule which is needed to meet the growing demands of majors in this area.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None.

(c) Frequency of offering: __X__ each Fall
    __   ___ every two years
    _   _ each Spring _ every 3 years
    ___ ___ other (Explain __________ )

11. Requirements for additional resources made necessary by this course:

(a) Staff Will be taught as part of load
(b) Budget Additional laboratory expenses will be covered by student fees.
(c) Library

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: ___________________________ Date submitted: 10/25/96
14. Signature of School’s Dean: ___________________________ Date: 10/28/96
15. Signature of Business Affairs Official: ___________________________ Date reviewed: ____________
16. Signature of Curriculum Committee Chair: ___________________________ Date approved: 10/28/96
17. Signature of Faculty Senate Secretary: ___________________________ by Senate: ___________________________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Physical Education and Health

2. Course number and title: PE110 440 Biomechanics Number of credits: 3

| Total hrs/week: | __ | Lecture: __ | Lab: __ |

3. Course will be offered first: Spring 1997

4. Catalog description (please limit to 50 words): The course will focus on the mechanical basis of human movement, with some consideration given to the anatomical constraints that influence all types of human movement, from athletic to pathological. Topics covered will include: kinematics of movement (linear and angular), kinetics (linear and angular), equilibrium, and fluid mechanics.

Check if appropriate: __ Humanities __ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Biology 202, Physics 101, and PE110 330

6. Rationale/justification for course (consider the following issues):

(a) What are the goals and objectives of the course? The course will provide a brief review of anatomy, followed by primary focus on mechanical basis for movement from an athletic as well as pathological perspective. Kinematic and kinetic concepts will be discussed and understood from quantitative and practical points of view.

(b) How does the course support the mission statement of the department and the organizing principles of the major? The mission of PE110 is to provide students in the professional track of exercise science with cognitive tools which they can use as they continue their educations beyond the undergraduate level. This course will add further experience in quantitative assessment and problem solving and focus on the importance research plays in answering challenges presented by the "real world".

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course will provide students with the opportunity to tie information from biology, kinesiology, motor learning, work physiology, and analysis of human movement together.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Majors from biology and other disciplines who are considering medical, PE, OL, or other graduate school endeavors should enroll.

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
9. Method of teaching: Lecture, discussion, outside presentations from professionals in the fields of physical therapy, occupational therapy, orthopedics and other medical disciplines, videos, use of A.D.A.M. and other multimedia sources.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Students in the exercise science track will have to depend less on special topics courses for this information.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. None

(c) Frequency of offering: each Fall _ each Spring _ every two years _ every 3 years _ other (Explain)

11. Requirements for additional resources made necessary by this course:

(a) Staff None

(b) Budget None

(c) Library None

(Note: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: Date submitted: 3/26/96

14. Signature of School's Dean: Date: 3/27/96

15. Signature of Business Affairs Official: Date reviewed:

16. Signature of Curriculum Committee Chair: Date approved: 10/28/96

17. Signature of Faculty Senate Secretary: by Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
Phys456: Air Pollution Meteorology

Course description (please limit to 50 words):
An introduction to the basics of air pollution science. Course begins with a summary of underlying meteorology and atmospheric physics and then covers the atmospheric radiation budget, atmospheric circulation, aerosols, atmospheric chemistry (acid rain, ozone hole), short term atmospheric change, atmospheric chemical models, and air quality. Lecture four hours per week. Prerequisites: Physics 202 (or Physics 102 and Math 120) and Chemistry 112, or permission of the instructor.

Number of credits: 4

Total hrs/week:
Lecture: 4
Lab: 0

Course will be offered first: Fall 1998 (offered as special topics course in Fall 1996).

Catalog description (please limit to 50 words):
An introduction to the basics of air pollution science. Course begins with a summary of underlying meteorology and atmospheric physics and then covers the atmospheric radiation budget, atmospheric circulation, aerosols, atmospheric chemistry (acid rain, ozone hole), short term atmospheric change, atmospheric chemical models, and air quality. Lecture four hours per week. Prerequisites: Physics 202 (or Physics 102 and Math 120) and Chemistry 112, or permission of the instructor.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

Prerequisites (or other restrictions): Physics 202 (or Physics 102 and Math 120) and Chemistry 112, or permission of the instructor.

Rationale/justification for course (consider the following issues):
(a) What are the goals and objectives of the course? Acquaint students with the underlying principles of air pollution; tie together chemistry & physics as it applies to the atmosphere; demonstrate the effects of man on the atmosphere.
(b) How does the course support the mission statement of the department and the organizing principles of the major? Course demonstrates the application of physics to the science of air pollution and the environment. Course strengthens the department's offerings in meteorology; enhancing it's position in the campus-wide environmental studies minor, major and graduate programs. This course and the graduate course EVSS656 meet at the same time and cover the same material, however have separate grading, exams, presentations and course requirements. Appropriate attention will be paid to each group.

For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course is intended for the middle or end of the major, especially for those students interested in careers in meteorology or environmental studies. This course applies the principles of physics to weather, allowing for better understanding of the physics.

For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Few non-majors are expected in this course, but this course does fit in well with the college-wide environmental studies theme which crosses all disciplines.

Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Chemistry (letter of support attached). We do anticipate petitioning the environmental studies minor and perhaps the environmental studies major to consider this course for inclusion.

Method of teaching: Lectures (including guest lectures), demonstrations, films, problem solving.

Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. Potential minor shift of physics majors from other physics electives. No college-wide shifts anticipated.

Address potential shifts in staffing of the department as it relates to the offering of this course. None, as this course is in conjunction with the Masters of Environmental Studies course of same name.

Frequency of offering: __ each Fall ___ every two years
___ each Spring __ every 3 years
___ other (Explain)

Requirements for additional resources made necessary by this course:
(a) Staff: None; see 10b above
(b) Budget: None
(c) Library: None: the MES program has provided a well-stocked collection.

NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.

Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Syllabus attached.

Signature of Department Chair: ________________________ Date submitted: 10/25/96

Signature of School's Dean: ________________________ Date: 10/25/96

Signature of Business Affairs Official: ________________________ Date reviewed: 10/25/96

Signature of Curriculum Committee Chair: ________________________ Date approved: 10/25/96

Signature of Faculty Senate Secretary: ________________________ Date approved by Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to 1. Department chair; 2. Business Affairs Office (for establishing course fee structure in SIS); 3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell); 4. Academic Affairs Office (Attn: Beth Murphy); 5. Undergraduate Studies (SNAP, ON COURSE)

This form last revised March 23, 1995 and replaces all others; at newcourses/newcourses.frn
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Psychology

2. Course Number and Title: Psyc 394, Systems of Psychology

3. Course changes will go into effect: Spring, 1997

4. Change(s) Desired:
   We desire to change the name of this course from "Systems of Psychology" to "History and Systems of Psychology." We also wish to change the catalog description to read as follows:
   A study of psychological theory in historical context. Topics will include Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis.
   Prequisites: 103 and at least 12 additional hours in psychology.

5. Justification for Change(s):
   The proposed changes will make it so that the catalog description and title of this course more accurately reflect its subject matter. Faculty who have been teaching the course agree that the changes will make the Bulletin more accurate. A suggestion that such a change be contemplated was first raised by Dr. Charles L. Brewer of Furman University, who served as a consultant to the Department on curricular matters in April, 1995.

6. Date Approved by the Department: Date Submitted:

7. Signature of Department Chair: 

   IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
   (form last revised August, 1988 and replaces all others)

   Curriculum Committee Chair: 10/28/96
To: Robert Mignone, Speaker of the Faculty

From: Academic Planning Committee

Re: Motion for a Senate Resolution

The Academic Planning Committee requests that the Faculty Senate adopt the following Resolution and a supporting rationale.

"Be it resolved that the Faculty Senate expresses its displeasure and concern that the advising process is no longer required for preregistration."

We wish our resolution and a supporting rationale be sent to the President, the Vice President for Academic Affairs, the Vice President for Enrollment Management, and to the Registrar so that some means may be initiated for correcting this problem.

Rationale: We are deeply concerned that omission of faculty from the advising process will have detrimental effects on course selection, on course sequencing, on retention, on student progress, on proper preparation for graduation in a timely fashion, on career planning, and on encouraging commitment to appropriate major and minor courses of study.
The 1996-1997 edition of the Undergraduate Catalog, p. 43, contains the following paragraph:

Attendance
Since class attendance is a crucial part of any course, students are expected to attend all classes and laboratory meetings of the courses in which they enroll. During the first week of classes, instructors will announce and distribute their attendance policies. However, whatever the policy may be, each student is responsible for all information disseminated in the course. If a student misses more than the permissible number of class meetings, the professor will first notify the student of excessive absences which, if not corrected, will result in a grade of WA, equivalent to a grade of F.

The Academic Standards Committee proposes that the last sentence of this paragraph be replaced with the following:

As a student approaches the maximum allowable absences, the professor will notify the student that exceeding the limit will result in a grade of WA. If the student then misses more than the permissible number, the professor may instruct the Registrar to record a grade of WA for the student.

Rationale:
(1) The last sentence of the current regulation seems to tell the professor to notify the student that s/he is going to exceed the maximum allowable cuts after the maximum has already been passed. Also, it implies that it is possible to "correct" having missed classes.

(2) The current regulation does not tell the professor what to do if the student exceeds the maximum allowable cuts.

(3) Older editions of the catalog stated that "Excessive absences will be considered grounds for withdrawal from a course with a grade of WA, which is a failing grade." This sentence seems to have been dropped inadvertently from the two most recent editions of the catalog. However, it is not quite correct either, in that a grade of WA is not "withdrawal" from a course, it is a failing grade in the course.

For information:
Because inadvertent changes such as that mentioned in (3) sometimes occur in the College Catalog, the Academic Standards Committee has charged itself with an annual review of the "Academic Information" pages of the Catalog (pp. 42-51 of the current catalog). The Committee will correct obvious mistakes, and will bring more complex matters such as the above to the attention of the Senate.
The Senate charged the Academic Standards Committee with consideration of the proposal that the first day of class for a given term be made mandatory. A student missing the first day of class would be dropped from the roll. The Committee believes that attendance at the first day of class should not be made mandatory, because there are too many legitimate reasons that a student might miss the first day. However, the Committee certainly recognizes the importance of attendance on the first day (and at all classes).

Therefore, the Committee proposes that the Senate adopt the following resolution. The Committee also asks that, if the resolution is adopted, copies be sent to the SGA and to all administrative offices, and that the resolution be published in The Cougar Pause.

RESOLUTION

Be it resolved that:

The faculty Senate of the College of Charleston recognizes the first day of class to be a full and important teaching day;

The first day of class sets the tone for the remainder of the semester;

To that end:

All faculty will make certain that the first day of class is a meaningful teaching day;

If the faculty member has an attendance policy, then the student will be counted absent if s/he misses the first day of class unless prior arrangements have been made with the professor or through the Undergraduate Studies Office.

Students will be held accountable for all material covered on the first day of class;

The faculty encourages all administrative departments and offices to support these efforts by minimizing conflicting activities and providing adequate space where learning is to take place.
College of Charleston
Committee on Academic Standards, Admissions, and Financial Assistance

The current "Alternative Courses to the Foreign Language Requirement" has as an alternative to the 201 and 202 courses that the student "must take two courses within the same geographic area (e.g., Far East, Middle East, Africa, etc.); these two courses must be from two different departments." The list of "NATIONS/REGIONS" that follows lists Russia, France, and Germany separately.

The Academic Standards Committee proposes that Russia, France and Germany be made a single region, Europe, for purposes of fulfilling the above requirement.

Rationale:
Since the beginning of the program of alternative courses in math/logic and foreign languages for students with learning disabilities, the numbers of approved students has grown appreciably. In the Fall of 1994 a meeting was held for faculty involved in teaching the courses where students with learning disabilities tended to concentrate. These particular faculty demonstrated a high level of dissatisfaction with numbers of students in the classes for purpose of meeting the language and/or math requirements. Two things resulted from that meeting. First, Conrad Festa agreed to support particular faculty members, if numbers with specific accommodations created an excessive workload for the faculty member. Second, it was agreed to look at the courses listed as alternatives with a view within the goals of the mathematics, philosophy and languages departments for their courses to widen the course offerings, thereby reducing the concentrations.

In Spring 1995 the SNAP coordinator in response to the faculty request proposed to the Academic Standards Committee a revision of the alternative courses in both foreign languages and math/logic. The proposal carried the approval of the mathematics department, the philosophy department, and the languages department. When presented to the Senate, the Senate referred the request back to the committee to confer with affected departments relative to their courses.

This proposal is a small part of that package, not related to courses that have been questioned. The third part of the foreign language requirement requires two courses from a specific geographic area. Students tend to choose an area with a lot of choices as to course offerings. The likelihood of an offering in a limited period of time is higher. The areas of France, Germany, and Russia have had decreasing numbers of offerings as faculty have changed. It is unlikely that a student will choose those areas. As a result there is a movement to the areas of Africa, classical civilizations, and Latin America (including other third world areas.)

The SNAP coordinator consulted with the geography expert from the political science department, and there was agreement that the combining of France, Germany, and Russia into a single area, Europe, was geographically consistent with the other areas of choice: Africa, classical civilizations, Latin America (third world countries), the Far East, and the Middle East.
MEMORANDUM

September 19, 1996

To: The Faculty

From: Kathy Haney
Faculty Secretary

Subject: Senate Meeting

The second regular meeting of the Faculty of the College of Charleston will convene at 5:00 p.m. on Tuesday, October 1 in Room 100 of Maybank Hall.

Agenda

1. Call to order

2. Approval of minutes of September 3 meeting

3. Reports: Speaker’s report on performance funding

4. New business
   a. Committee on Nominations and Elections
      --Election of two at-large senators
      --Election of member to Faculty Advisory Committee to the President
   b. Curriculum Committee
      --Course changes: THTR 321 and CHEM 491
      --New course proposals: GEOL 206 and PEHD 133

5. Constituents’ general concerns

6. Adjournment

Remaining Senate Meetings—Fall Semester

November 12
December 3
MEMORANDUM

TO: Faculty Senators

FROM: Lee Lindner, Chair, Curriculum Committee

SUBJECT: New Curriculum

DATE: Sept. 13, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the second Senate meeting for Fall 1996.

<table>
<thead>
<tr>
<th>Department/Proposals</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Theater Course Change</td>
<td>THTR 321</td>
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<tr>
<td>Chemistry Course Change</td>
<td>CHEM 491</td>
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<tr>
<td>Physics and Astronomy Department</td>
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<td>Special Topics Courses</td>
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<tr>
<td>Minor in Meteorology</td>
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<td>Geology New Course Proposal</td>
<td>GEOL 206</td>
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<tr>
<td>PEHD New Course Proposal</td>
<td>PEHD 133</td>
</tr>
</tbody>
</table>
1. Department: Theatre

2. Course Number and Title: _ THTR 321 Children's Theatre ___________________________

3. Change(s) Desired:

   Change in course title to "Theatre for Youth".

5. Justification for Change(s):

   There has been confusion as to whether or not the course deals with theatre performed by children or for children. Also the theatre community at large refers to this type of theatre as "Theatre for Youth", not "Children's Theatre".

6. Date Approved by the Department: __________ Date Submitted: __________

7. Signature of School's Dean: ___________________________

8. Signature of Department Chair: ___________________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH (form last revised September, 1991 and replaces all others)

Curriculum Committee Chair ___________________________ 9/19/96
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Chemistry and Biochemistry
2. Course Number and Title: CHEM 491 Chemistry Seminar
3. Course changes will go into effect: Fall 1997
4. Change(s) Desired:

The Department wishes to change the course description so that a student may repeat the course once for credit and to change the prerequisite to either junior or senior status.

Amend the description to the following:

491 Chemistry Seminar (1, repeatable up to 2)
A weekly seminar during which recent advances in chemistry are presented, most typically by visiting speakers from major research universities and industry. This course may be repeated for credit once. Seminar one hour per week.
Prerequisite: Junior or senior status.

5. Justification for Change(s):

The content of the course sufficiently changes (often a 100% change) from year to year so that students would not be repeating material. Allowing students to take the course in both their junior and senior years would better prepare them to make career decisions. No additional resources would be required. While enrollments would rise they could still be easily accommodated in the one section we offer each fall.

A syllabus is attached.

6. Date Approved by the Department: April 5, 1996 Date Submitted: September 11, 1996
7. Signature of Department of Chemistry & Biochemistry Chair: [Signature]
8. Signature of Dean of School of Sciences and Mathematics: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: Physics and Astronomy

2. Course number and title: Physics 298 - The Physics of Flight
   Number of credits: 3
   Total hrs/week: 5
   Lecture: 2
   Lab: 3

3. Course will be offered first: F96

4. Catalog description (please limit to 50 words):
   Use Mathematica computer software and other tools to investigate
   flight and navigation problems.

   Check if appropriate: ___ Humanities ___ Social Science (meets minimum
   degree requirements)

5. Prerequisites (or other restrictions): 1 semester Calculus and permission.

6. Other departments affected by this course. (Please attach letters of support
   from the chairs of each department indicating that the department has
   discussed the proposal and supports it.)

   None

7. Signature of Department Chair: ____________________________ Date submitted: 8/29/96

8. Signature of Curriculum Committee Chair: __________________ Date: 8/19/96

9. Signature of Faculty Senate Secretary: ______________________ Date Presented to Senate:

   Completed form should be sent by the Faculty Senate secretary to the Registrar.
   Copies of the completed form should be sent by the Registrar to:
   1. Department chair
   2. Business Affairs Office (for establishing course fee structure in SIS)
   3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a
 diskette for word processing of this form is desired, please send a blank diskette
to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February
9, 1995.)
c:\newcours\sp-topic.frm
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: Physics and Astronomy

2. Course number and title: PHYS412; Air Pollution Meteorology  Number of credits: 4
   Total hrs/week: 4 Lecture: 4 Lab:

3. Course will be offered first: Fall 1996

4. Catalog description (please limit to 50 words): An introduction to the basics of air pollution science. Course begins with a summary of underlying meteorology and atmospheric physics and then covers the atmospheric radiation budget, atmospheric circulation, aerosols, atmospheric chemistry (acid rain, ozone hole), atmospheric change, atmospheric chemical models, and air quality.

   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Physics 202, Math 120 and Chemistry 112, or permission of instructor.

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)  None

7. Signature of Department Chair:  Date submitted: 9/29/96

8. Signature of Curriculum Committee Chair:  Date: 9/19/96

9. Signature of Faculty Senate Secretary:  Date Presented to Senate:

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)

C:\newcours\sp-topic.frm
Committee on Curriculum and Academic Planning
Special Topics Course

FOR INFORMATION PURPOSES

1. Department: Physics and Astronomy

Powerful Ideas in Physics

2. Course number and title: Phys 298 & 298L

Number of credits: 3 & 1

Total hrs/week: 6

Lecture: 3

Lab: 3

3. Course will be offered first:

4. Catalog description (please limit to 50 words):

This course is designed to provide a well-grounded understanding of selected fundamental concepts about physical phenomena. The course uses a carefully structured questioning pattern and a set of investigative activities that helps students develop new explanations and mental models. The course is organized into four units: light and color, electricity, heat and conservation of energy, and the nature of matter.

Check if appropriate: __ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): None

6. Other departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.)

Elementary and Early Childhood Education

7. Signature of Department Chair: ___________________ Date submitted: 8/30/96

8. Signature of Curriculum Committee Chair: ___________________ Date: 9/1/96

9. Signature of Faculty Senate Secretary: ___________________ to Senate: Date Presented

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. Undergraduate Studies (SNAP, ON COURSE)

For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form approved by FCC on February 9, 1995.)

C:
ewcours\sp-topic.frm
Minor in Meteorology

Goals, Objectives, and Intended Outcomes of the Minor in Meteorology

This minor will expose students to a wide variety of disciplines and techniques all tied together by a theme of weather. Students interested in weather will have a good understanding of various facets of meteorology upon completion. Additionally, completion of this minor will prepare students for a wide variety of employment opportunities including: television and newspaper weather reporter, National Defense (especially Air Force), insurance companies, airlines, Air Traffic Control, shipping, high school teaching, farming, government policy, National Weather Service assistants, manufacture and sales of weather equipment, legal assistant on weather-related crimes (a surprisingly large business), environmental assessment, satellite remote sensing, and forecasting for events and for industry. Finally, interdisciplinary fields such as meteorology are growing much faster than regular disciplines, and this minor will help to expose students to interdisciplinary study, thought, and problem-solving.

Relation between goals and curriculum

This minor begins from a core course which covers the physics of the atmosphere and reaches out to a number of courses which explore the effect and interaction of weather in a variety of scientific disciplines (however, these courses can be taken in any order). Since a good understanding of physics is essential to a complete understanding of weather, we have required students to complete one year of physics. With the help of the meteorology minor program director, students select electives which will most benefit them in their choice of major and career. Additionally, the curriculum is designed to accommodate both science majors and non-science majors. Of the 24 courses selected for this program, 12 require only a minimum of math or science (ideal for non-science majors) while the other 12 are strongly mathematical (ideal for science majors). Students will be able to achieve the goals and objectives regardless of the courses selected. All 24 courses fall under the theme of meteorology and demonstrate the strong interdependence of the atmosphere, the ocean and the hydrosphere. Therefore, this minor has involvement of the three departments which offer courses in these areas (Primarily Physics and Astronomy, but also Biology and Geology).

Communication of the Goals to the Students

The meteorology minor and its goals will be mentioned and discussed with all students in the core courses. Interested students will be referred to the meteorology minor program director for further discussion about the minor and to set up a proper program of courses for each student appropriate to their major and career goals. A handout will be given which will cover every aspect of the minor, including goals.

Dependence of the Minor on Specific Courses

The core course Physics 308 has been offered intermittently (about every two or three years) for the past 15 years. The core course Physics 105 is expected to be offered every two years, alternating years with Physics 308. The minor is dependent on these courses, but that is not expected to be a problem. Physics 101, 102, 201, 202 and Honors Physics are offered every year. Remaining courses are electives, and can be selected to accommodate course availability and student schedule time constraints.
**Depth and Breadth of Minor**

This minor is very broad, and crosses many disciplines. Students will be exposed to many techniques and ideas. Students will understand the inter-relatedness of all scientific fields, and will appreciate the value of interdisciplinary work. The overall liberal education of the College should be enhanced by this minor.

Because of the interdisciplinary nature of this minor, and the broad employment opportunities available, we have had discussions with the departments of Biology, Geology, English/Communication and the School of Education to get their input. The curriculum committee of the Biology Department has reviewed and endorsed this minor (letter of support is attached). Nan Morrison, chair of the English/Communication Department, was very supportive and stated she would announce it to all the Communication majors. The Geology Department discussed and approved the minor, and a letter of support from Geology is attached. Meta Van Sickle of the Science education branch of the School of Education also sent a strong letter of support (attached). She mentioned she is vigorously pushing her majors to take an additional minor, and the meteorology minor is perfect. Hence, many students in many different majors and schools would benefit, which could result in an increase in enrollment in under-subscribed Physics classes, improving the FTE in the Physics and Astronomy Department.

**Costs**

No additional courses or facilities are needed. 300 and 400 level courses in the Physics and Astronomy Department are currently under-subscribed, so additional students will not result in additional cost. Also, courses will not need to be offered more frequently than currently. There are fifteen elective courses suggested for the minor, of which students only need three.

There will be some added pressure on the Math department, although this should be negligible. Non-science majors will not need math beyond the algebra they already have, and science majors will probably need to take the additional math beyond algebra for their majors anyway.

There is an additional faculty load resting on the minor program director, and there will be some added pressure on 100 level courses, although we anticipate these pressures to be negligible. Hence, the net cost to the College will be minor, especially compared to the benefits to the state of providing better prepared weather journalists and elementary and high school teachers and better prepared students for graduate study in Meteorology.

**Justification**

The College of Charleston currently offers enough courses to construct a good broad-based minor under the theme of meteorology. (Note that the college catalog specifically notes that minors are based on a theme, not just a collection of courses on the same topic (e.g., six purely biology courses). In fact, the College encourages broad-based minors such as this one (see attached guidelines), as opposed to narrow minors.) Because meteorology is strongly intertwined with oceanography and hydrology, we suggest a Geology and Biology component in the minor. An excellent example is El Niño, a phenomenon which involves a link between the South Pacific Ocean and worldwide weather.

Developing a program in meteorology is not unique; other colleges have even developed a bachelor's degree in Meteorology. However, a meteorology program would be unique in the state of South Carolina, and could attract additional students to the College of Charleston.
Description

Requirements for a minor in Meteorology: We propose a Catalog description as follows:

"All students must take one core course from category (1) and two introductory physics courses from category (2). Additionally, a minimum of three elective courses from category (3) are required:

1) One core course:
   - Physics 105: Introduction to Meteorology
   - or Physics 308: Atmospheric Physics

2) One year of physics (two courses):
   - Physics 101 and 102: Introductory Physics (including associated laboratories).
   - or Physics 201 and 202: General Physics (including associated laboratories)
   - or one year of Honors Physics (including associated laboratories)

3) A minimum of three elective courses:
   - Physics 298: Special Topics
   - Physics 301: Classical Mechanics
   - Physics 306: Physical Optics
   - Physics 307: Thermodynamics
   - Physics 308: Atmospheric Physics (if not taken to satisfy category (1) above)
   - Physics 310: Planetary Astronomy
   - Physics 390: Research
   - Physics 412: Special Topics
   - Physics 415: Fluid Mechanics
   - Biology 204: Man and the Environment
   - Biology 342: Oceanography
   - Geology 101: Introduction to Geology
   - Geology 205: Environmental Geology
   - Geology 220: Hydrogeology
   - Geology 290: Special Topics
   - Geology 314: Introduction to remote sensing

Many of these courses require prerequisites which will not count towards the minor unless they are on the list above. Geology 290, Physics 298, 390, and 412 must involve meteorology. A minimum of 3 hours of Physics 390 are required to allow for Physics 390 to count towards the minor. The courses must be approved by the student's major advisor and the meteorology minor program director."

Course Selection

All courses deal with subjects of importance to meteorology. Note that the College catalog stipulates that minors may require courses from various disciplines. We have set up the minor with enough course options that both non-science majors and science majors can participate; hence the involvement of the minor program director to assist students into selecting courses most appropriate for their major and career goals (although any student who has satisfied all prerequisites can take any course they desire). Non-science students who do not wish to take calculus can choose from 8 courses (Required courses of Physics 101, 102 and 105 and elective courses of Physics 390, Biology 204, Geology 101, 205, and 290). No matter which three electives are selected, we feel a minor in meteorology is deserved, especially since the College requires a minimum 2.0 GPA in the courses which comprise the minor. Considering the large interest in this minor by the English/Communication department and by the School of Education, we suspect there will be some non-science majors interested in this minor (e.g., see attached letter
of support from Prof. Meta Van Sickle from the School of Education). Serious science majors can choose from 15 courses (Biology 342, Geology 220, 290, 314, Physics 201, 202, 298, 301, 306, 307, 308, 310, 390, 412, 415) in addition to being allowed to select some from the other list.

Signature of Department Chair: ____________________________ Date submitted: 8/20/96
Signature of School’s Dean: ____________________________ Date: 8/23/96
Signature of Curriculum Committee Chair: ____________ Date approved: 8/25/96
Signature of Faculty Senate Secretary: ____________________________ Date approved: ____________
Concentration in Meteorology for Physics and Astronomy Majors

Goals, Objectives, and Intended Outcomes of the Concentration in Meteorology

This concentration will expose physics and astronomy majors to a wide variety of disciplines and techniques all tied together by a theme of weather. Students interested in weather will have a good understanding of various facets of meteorology upon completion. Additionally, completion of this concentration will prepare students for a wide variety of employment opportunities including: graduate study in Meteorology leading to research or teaching, television and newspaper weather reporter, National Defense (especially Air Force), insurance companies, airlines, Air Traffic Control, shipping, high school teaching, farming, government policy, National Weather Service assistants, manufacture and sales of weather equipment, legal assistant on weather-related crimes (a surprisingly large business), environmental assessment, satellite remote sensing, forecasting for events and for industry. Finally, interdisciplinary fields such as meteorology are growing much faster than regular disciplines, and this concentration will help to expose students to interdisciplinary study, thought, and problem-solving.

Relation between goals and curriculum

This concentration begins from a core course which covers the physics of the atmosphere and reaches out to a number of courses which explore the effect and interaction of weather in a variety of scientific disciplines (however, these courses can be taken in any order). With the help of the meteorology minor program director, students select electives which will most benefit them in their choice of career. All courses fall under the theme of meteorology and demonstrate the strong interdependence of the atmosphere, the ocean, and the hydrosphere. Therefore, this concentration has the involvement of the three departments (Biology, Geology, and Physics and Astronomy) which offer courses in these areas.

Communication of the Goals to the Students

The meteorology concentration and its goals will be mentioned and discussed with all students in the core courses. Interested students will be referred to the meteorology minor program director for further discussion about the concentration and to set up a proper program of courses for each student appropriate to their career goals. A handout will be given which will cover every aspect of the concentration, including goals.

Dependence of the Concentration on Specific Courses

The core course Physics 308 has been offered intermittently (about every two or three years) for the past 15 years. Physics and Astronomy majors will still achieve the goals of the concentration if Physics 105 is substituted for Physics 308 in the case of course scheduling problems. The core course Physics 105 is expected to be offered every two years, alternating years with Physics 308. The concentration is dependent on these courses, but that is not expected to be a problem. Remaining courses are electives, and can be selected to accommodate course availability and student schedule time constraints.

Depth and Breadth of the Concentration

This concentration is very broad, and crosses many disciplines. Students will be exposed to many techniques and ideas. Students will understand the inter-relatedness of all scientific fields, and will appreciate the value of interdisciplinary work. The overall liberal education of the College should be enhanced by this concentration.

Because of their involvement in this concentration, we have had discussions with the departments of Biology and Geology to get their input. The Biology Curriculum Committee and the Geology Department have reviewed and approved the concentration, and letters of support are attached.
Costs

We expect the net cost to the College to be minor. Note that no additional courses or facilities are needed. There is an additional faculty load resting on the minor program director, although we expect this to be minor. Also, courses will not need to be offered more frequently than currently. There are fifteen elective courses suggested for the minor, of which students only need five. 300 and 400 level courses in the Physics and Astronomy Department are currently under-subscribed, so additional students in these classes will not add any cost. There will be no added pressure on the Math department, since our majors are required to take the math prerequisites in the course of fulfilling their major requirements anyway.

Justification

The College of Charleston currently offers enough courses to construct a good broad-based concentration under the theme of meteorology. (Note that the college specifically notes that minors and concentrations are based on a theme, not just a collection of courses on the same topic (e.g., six purely biology courses). In fact, the College encourages broad-based minors and concentrations such as this one, as opposed to narrow minors.) Because meteorology is intertwined with oceanography and hydrology, we suggest a Geology and Biology component in the minor. An excellent example is El Niño, a phenomenon which involves a link between the South Pacific Ocean and worldwide weather.

Developing a program in meteorology is not unique; other colleges have even developed a bachelor's degree in Meteorology. However, a meteorology program would be unique in the state of South Carolina, and could attract additional students to the College of Charleston.

Description

Requirements for a concentration in Meteorology: We propose a catalog description as follows:

“A core course of Physics 308 is required. Physics 105 can be substituted for Physics 308 with department approval. [We envision department approval only if Physics 308 isn’t taught for 2 years]. Additionally, a minimum of 5 additional courses are required from the following list of related courses: Biology 204 and 342, Geology 205, 220, 290 and 314, Physics 298, 301, 306, 307, 310, 390, 412, 415, and 420. Geology 290, Physics 298, 390, 412 and 420 must involve meteorology. Many of these courses require prerequisites which will not count towards the concentration unless they are on the list above. A minimum of three Physics courses are required to obtain a concentration. A minimum of 3 hours of Physics 390 are required to allow for Physics 390 to count towards the concentration. All courses must be approved by the student’s major advisor and the meteorology minor program director.”

Signature of Department Chair: __________________________ Date submitted: 8/20/96

Signature of School’s Dean: __________________________ Date: 8/23/96

Signature of Curriculum Committee Chair: __________________________ Date approved: 8/25/96

Signature of Faculty Senate Secretary: __________________________ Date approved: ___________
Department: Geology

2. Course number and title: GEOL 206/Planetary Geology Number of credits: 3

   Total hrs/week: 3 Lecture: 3 Lab: 0

3. Course will be offered first: Fall 1996 (Geology 290 - Special Topics)

4. Catalog description (please limit to 50 words): This course is designed to explore surface landscapes of planets and moons within our Solar System. Topics of discussion will include the general physiography of the planetary bodies and processes which modify their surface morphologies: including tectonism, volcanism, impact cratering, eolian, hydrologic, glacial and other resurfacing processes.

   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Geology 101 and 101L, or permission of instructor. Students who have successfully completed HONS 145G are not eligible for this course.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? The primary objective of the course is to provide a better understanding of the Earth through the detailed examination of a variety of similar processes which occur on other planetary bodies.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The Geology Department is committed to providing a greater variety of courses on selected topics of interest and to provide the students with a broader knowledge of the field of Geology.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This course will provide an opportunity for geologic exploration of the Solar System for majors at all levels. Currently, only those majors in the Honor's Program have that opportunity. It would also be a good elective course for students concentrating in Astronomy.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? It is expected that nonmajors will constitute much of the student population in this course. Completion of the course requirements will broaden student's knowledge of planetary processes and systems, and their understanding of Earth's surface processes.
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Yes, the Physics Department.

9. Method of teaching: Classroom activities will consist of lectures and discussions, and the application of planetary remote sensing techniques. Computer-based exercises will also be used to further illustrate the concepts being discussed.
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. It is anticipated that overall enrollment in other geology courses will not be affected. One section of this course will be offered in alternate fall semesters depending upon student demand.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. A minor shift in department teaching workload is expected.

(c) Frequency of offering:  
   — each Fall  
   — each Spring  
   — every two years  
   — every 3 years  
   other (Explain__________________)  

11. Requirements for additional resources made necessary by this course:

(a) Staff Some minor adjustment in teaching workload will be required.
(b) Budget Some computer software will be needed (< $1,000)
(c) Library Moderate library resources may be requested to enhance holdings on Planetary Geology  
(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: ______________________ Date submitted: 11/2/95

14. Signature of School's Dean: ______________________ Date: 11/15/95

15. Signature of Business Affairs Official: ______________________ Date reviewed: 11/17/95

16. Signature of Curriculum Committee Chair: ______________________ Date approved: 9/10/96

17. Signature of Faculty Senate Secretary: ______________________ Date approved by Senate: ______________________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)

2/
### COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Physical Education and Health

2. Course number and title: PEHD - Intermediate Horseback Riding Number of credits: 2

<table>
<thead>
<tr>
<th>Total hrs/week: 3</th>
<th>Lecture:</th>
<th>Lab:</th>
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3. Course will be offered first: Fall 1996

4. Catalog description (please limit to 50 words): An introductory to the basics of dressage and jumping for students who have completed Beginning Horseback Riding or have basic skills from previous English riding instruction. Students will learn an introductory level dressage test and a simple stadium course.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Beginning Horseback Riding or previous English riding instruction.

6. Rationale/Justification for course (consider the following issues):

(a) What are the goals and objectives of the course? An opportunity for students with basic riding skills to advance their abilities in balanced seat to a level that will enable them to ride safely and confidently toward their own personal goals for pleasure or competition.

(b) How does the course support the mission statement of the department and the organizing principles of the major? N/A

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? N/A

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? The course will expose them to opportunities available for careers in the horse business.

(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

9. Method of teaching: Instructor explains and demonstrates each new skill and students have an opportunity to practice under supervision individually and as a group.

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IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course. N/A

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.
N/A

(c) Frequency of offering:

- X each Fall
every two years
- X each Spring
every 3 years
- other (Explain) Summer

11. Requirements for additional resources made necessary by this course:

(a) Staff N/A
(b) Budget N/A
(c) Library N/A

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: [Signature]
Date submitted: [Date]

14. Signature of School's Dean: [Signature]
Date: [9/18/96]

15. Signature of Business Affairs Official: [Signature]
Date reviewed: [9/18/96]

16. Signature of Curriculum Committee Chair: [Signature]
Date approved: [9/19/96]

17. Signature of Faculty Senate Secretary: [Signature]

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
MEMORANDUM

August 23, 1996

To: The Faculty

From: Kathy Haney, Faculty Secretary

Subject: Meeting

The first regular meeting of the Faculty Senate of The College of Charleston will convene at 5:00 p.m. on Tuesday, September 3 in Room 100 of Maybank Hall.

Agenda

Reports:

The Provost
Speaker's Report: appointment of Parliamentarian from among the Senators

New Business:

Election of Speaker Pro Tempore
Election of representative to Conference of South Carolina University Faculty Chairs
Curriculum Committee

Constituents' General Concerns

Fall Senate Meetings, Maybank 100:
5:00 p.m. Tuesday, September 3
October 1
November 12
December 3

Fall Faculty Meeting, Recital Hall, Simons Center:
5:00 p.m. Monday, September 9
Motion Concerning Attendance on the First Day of Classes

Proposed by Lynn Cherry -- English & Communication

I move that the Academic Standards Committee be charged with establishing a policy requiring all students attend the first day of their classes or notify the professor in the event of an emergency which prevents them from attending, or automatically be dropped from the class roll.

Rationale:
1) The number of students continues to increase (especially for the Fall semesters) and students have a difficult time finding courses to take. It is frustrating for the students as well as for the faculty when classes are listed as full, but some students fail to attend until the second, third, or even fourth class period. Because we are often not sure whether these absent students will show up or not, we may hesitate to give students who want in our classes a special enrollment.

2) When students fail to attend the first class period or two, it is difficult for us to actually begin the class. It is frustrating to try to begin teaching the first class period when we know that we will have new students in class the second (or third) class period.

3) Requiring students to attend the first day of classes is one way of signaling to them that school does begin the first day of classes and each class period is to be taken seriously. This also requires the students to assume the responsibility for the commitment they have made to the classes. Just as an employee would not think of missing the first day of work, students should learn that they should not miss the first day of classes.
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: August 13, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the first Senate meeting for Fall 1996.

- Biology Department
  - Minor in Biology
  - New Course Proposal
    - BIOL 314

- Business Administration
  - New Course Proposal
    - BADM 350

- Classics
  - Course Change Proposal
    - LATN 374 (number & prerequisite change)

- Geology
  - Special Topics course
    - (for information only)

- History
  - Special Topics courses
    - (for information only)

- Educational Foundations and Specializations
  - New Course Proposal
    - EDFS 105
Memorandum

To: Trisha Folds-Bennett  
Chair, Curriculum Committee

From: Lou Burnett, Chair, Department of Biology

Date: October 4, 1995

Re: Proposal for a Minor in Biology

I am happy to resubmit a proposal for the minor in biology. I am attaching to this proposal letters of support from the Department of Chemistry and Biochemistry and the Department of Mathematics. I have also included more words on possible impacts of the minor.

The Department of Biology wishes to propose a Minor in Biology that includes the following: Biology 111, 111L, 112, 112L and 12 additional semester hours in Biology. At least 8 of the 12 additional semester hours must be at the 300 level or greater.

Rationale: The Department of Biology serves a large constituency at the College of Charleston. There are currently more than 800 declared Biology Majors at the College. There is, however, no official programmatic outlet for students who have a minor interest in biology outside of a major interest in another field of study. All other science departments at the College currently have minors. We believe that an official minor in biology may be an attractive incentive for students to pursue additional coursework in this discipline.

Impacts:

Group 1: Students wishing to minor in biology will likely come from one of three groups. Students who are genuinely interested in biology (e.g., an English Major) and who wish to take BIOL 111 and 112 instead of 101 and 102 to fulfill the natural science requirement plus the additional 12 semester hours. This pool would, therefore, include students who would normally take no upper division biology. If such a student had a genuine interest in biology, it is likely the student would take BIOL 101 and 102 to begin with. Thus, there would be a shift of students taking BIOL 101/102 to 111/112.

Group 2: Students who begin a major in biology (e.g., by taking BIOL 111/112 and perhaps one or two upper division courses) and decide to change majors. With some additional effort such a student would take additional upper division courses to obtain a minor in biology.

Group 3: Students in other disciplines (e.g., a major in Biochemistry) who already take substantial amounts of biology and with some additional coursework can achieve a minor. For example, Biochemistry Majors are required to take BIOL 111/112 plus 8 hours in advanced laboratory courses to be selected from BIOL 310, 311, 312,
To: Trisha Folds-Bennett, Chair, Curriculum Committee
From: Lou Burnett
Date: October 4, 1995
Re: Minor in Biology
Page: 2

and 321. A Biochemistry Major would need to take only 4 additional semester hours of biology to achieve a minor.

I think the number of students in Group 1 will be very small and would, therefore, have minimal impact on resources. Students in Groups 2 and 3 will already have impacted enrollments in biology. These students would take from one to three additional upper division biology courses. Biochemistry Majors would take one additional course. Although our enrollments in upper division biology courses continues to be robust, there are seats available. The number of offerings in upper division biology is large and, while selection of particular courses is sometimes limited, students have always been able to find upper division courses to take.

Impact on the Department of Chemistry and Biochemistry
The impact of the Minor in Biology on the Department of Chemistry and Biochemistry should be very small. The only predictable impact would be that students who wish to take certain upper division biology courses are required to take one year of chemistry. Of the 29 300-level Biology courses listed in the undergraduate bulletin, only 7 require “one year of chemistry.” Furthermore, the one year of chemistry may be CHEM 101/102 or 111/112. Students clearly have options for the Minor in Biology without taking chemistry.

Impact on the Department of Mathematics
The impact of the Minor in Biology on the Department of Mathematics will be even smaller than that on the Department of Chemistry and Biochemistry. Students who take CHEM 111 are required to take MATH 111 as a corequisite. Students who take CHEM 112 are “urged to take Mathematics 120.” There is no special math requirement for students taking CHEM 101/102.

For the Record:
The Minor in Biology was proposed to the faculty in the Department of Biology by the departmental Curriculum Committee. The faculty adopted this proposal at a regular departmental meeting on May 9, 1994. The proposal was forwarded to the College Curriculum Committee in the Fall of 1994 and was apparently lost. We resubmitted the proposal in August 1995 and it was denied by the College Curriculum Committee, however, we were advised that we could resubmit it.

cc: Chip Biembaum, Chair, Departmental Curriculum Committee

Biology Faculty

Approval:  

Gordon Jones  

Date
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Biology

2. Course number and title: BIOL 314, Immunology

   Number of credits: 3  Total hrs/week: 3  Lecture: 3  Lab: 0

3. Course will be offered first: Fall 1997

4. Catalog description (please limit to 50 words):
   A comprehensive study of the cellular and molecular aspects of the immune response. Subjects covered will include antibody structure and function, immuno-genetics, the biology of cell-mediated responses, autoimmunity, immunodeficiencies and the evolution of the immune system.

5. Prerequisites (or other restrictions):
   BIOL 111/11L, 112/112L and one year of Chemistry

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To acquaint students with the cellular and molecular biology and physiology of the immune responses.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The Department of Biology seeks to provide "a substantial background in all aspects of living organisms." Immune systems play an essential role in maintaining homeostasis in all vertebrate and many invertebrate organisms.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? This is a specialized course in biology and would be most suitable for Biology majors who are toward the end of their study. It would enhance the experience of the student by drawing together information from many of the more general courses (i.e., Cell Biology, Molecular Biology, Histology, Microbiology, Physiology, Biochemistry) taken earlier in the program of study.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? N/A
   (b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) Biochemistry majors may have an interest in this course. (Please see letter of support from the Department of Chemistry and Biochemistry.)

9. Method of teaching: Lecture

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.
    (b) Address potential shifts in staffing of the department as it relates to the offering of this course. The Department of Biology struggles to offer enough space in all of its courses, especially upper division biology courses. This has been difficult due to the rapid growth of the College and the more rapid growth (with respect to the College) experienced by this department. During the past five years the sizes of lecture
sections have risen in response to enrollment pressures. Furthermore, the number of sections we have offered has increased. Nonetheless, it is still a struggle to offer enough space. Our efficiency in filling upper division classes is very high; typically greater than 95% of the upper division slots are filled. While this may seem to be admirable, students complain they are not able to get the classes of their choice and they often must take required courses later rather than sooner. A comfortable margin would yield between 10 and 15% of the available spaces unfilled. The department needs to offer more upper division biology courses to reduce overcrowding.

This is a lecture course and will allow the department to serve a greater number of students per unit IFTE than a course with both lecture and laboratory.

11. Requirements for additional resources made necessary by this course:

(a) Staff  The Department of Biology continues to struggle to offer enough spaces in upper division biology courses (see 10a and 10b above). This course will fill some of that need.

(b) Budget  This is a lecture course and no special supplies or materials are required.

(c) Library  None anticipated.

(NOTE: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
REVIEW /APPROVALS

13. Signature of Department Chair: [Signature] Date submitted: 4/3/96

14. Signature of School’s Dean: [Signature] Date: 4/4/96

15. Signature of Business Affairs Official: [Signature] Date reviewed: 

16. Signature of Curriculum Committee Chair: [Signature] Date approved: 4/3/96

17. Signature of Faculty Senate Secretary: [Signature] Date approved by Senate: 

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
COLLEGE OF CHARLESTON
Committee on Curriculum and academic Planning
New Course Proposal

The Faculty Committee on Curriculum and Academic Planning has adopted the Association of American Colleges and Universities' framework for program review. (A copy of the booklet Program Review and Educational Quality in the Major has been provided with this packet) When examining the rationale and justification presented for courses within the major and outside the major (electives/general degree requirements), the Committee's deliberations will be focused by the questions listed 6, 7, 8 and 9. A number of departments at the College have participated in a self-examination known as "reforming the major." Names of department chairs willing to serve as resources may be obtained from the deans of the School of Humanities and Social Sciences and Sciences and Mathematics.

1. Department: Management & Marketing

2. Course number and title: BADM 350 Tourism Number of Credits: 3
   Total hrs/week: 3 Lecture: 3 Lab: 0

3. Course will be offered first: Course is being taught as BADM 360. Selected Topics, during Fall 1995 semester.

4. Catalog description (please limit to 50 words): Introduction to the history and structure of domestic and foreign tourism including the supply of transportation, lodging accommodations, entertainment, recreation and the impact of tourism on economic development. Aspects of behavior and promotions will be examined as related to tourism.

5. Prerequisites (or other restrictions): Junior standing; BADM 210. Introduction to the Hospitality and Tourism Industry, or equivalent college course work.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To provide students with a broad-based understanding of the various components of the tourism industry, its historical development, current and future trends and social and economic impact.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? This course provides a major component of the concentration in hospitality and tourism. It presents the basis for the study of a major portion of the industry.

7. For courses in the major, how does the course enhance the beginning, middle or end of the major? Students who choose to concentrate in hospitality and tourism will have an opportunity to study tourism during either their junior or senior year as a business major. The course follows the introduction course, BADM 210; this will enable the students to gain a greater depth of exposure into tourism.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Non-business majors can study tourism industry from a global, social and economic perspective.
   (b) Are other Departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) No
9. Method of teaching: Lecture, special readings, class discussion, and projects.

10. (a) Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course. No major enrollment shifts are expected. Students are expected to be mostly business majors.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Currently taught by an adjunct faculty member who is teaching hospitality and tourism classes. Full-time faculty member will be recruited to staff courses for future. This new faculty line has been approved.

11. Requirements for additional resources made necessary by this course:
   (a) Staff: None
   (b) Budget: None
   (c) Library: None

(Note: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

13. Signature of Department Chair: ____________________________ Date submitted: 2/29/96

14. Signature of School’s Dean: ____________________________ Date: 2/29/96

15. Signature of Budget Director, Business Affairs Official: ____________________________ Date reviewed: ____________________________

16. Signature of Curriculum Committee Chair: ____________________________ Date approved: 4/30/96

17. Signature of Faculty Senate Secretary: ____________________________ Date approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(If an additional diskette for word processing of this form is desired, please send a blank diskette to Chivon Jenkins, Undergraduate Studies. This form last revised April 24, 1994 and replaces all others.)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Classics and German

2. Course Number and Title: LATIN 374 Medieval Latin

3. Course changes will go into effect: Spring, 1997

4. Change(s) Desired: 1. Change the number of the course from 374 to 305.
   2. List prerequisites as LATIN 202, 250 or placement by proficiency examination

5. Justification for Change(s): We intend to offer this course on a more regular basis to students in the earlier stages of advanced Latin study. The lower number would reflect that intention.

6. Date Approved by the Department: 2/14/96

7. Signature of Department Chair:

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: CLASSICS & GERMAN

2. Course Number and Title: NOTE on P. 315 of The Undergraduate Bulletin

3. Course changes will go into effect: Fall, 1996

4. Change(s) Desired:

Delete from page 315 of The Undergraduate Bulletin

"NOTE LATIN 202-----LATIN COURSES." Replace with "NOTE: LATIN 301 OR 305 ARE PREREQUISITES FOR ALL OTHER ADVANCED LEVEL LATIN COURSES."

5. Justification for Change(s):
   1. LATIN 202 or 250 are prerequisites for 301 and 305 (see other attached proposals).
   2. The other advanced Latin courses now have as their prerequisites LATIN 301 or 305.

6. Date Approved by the Department: [Signature] Date Submitted: 2/14/96

7. Signature of Department Chair:

IF MORE SPACE IS NEEDED USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

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MEMORANDUM

TO: Trisha Folds-Bennett, Chair, Curriculum Committee
    Psychology Department
FROM: Patricia H. Johnson
        Administrative Assistant, History Department
RE: Special Topics Course Descriptions

As you requested in your memo of November 29, 1995, listed below are the Special Topics courses this department will teach for the Spring 1996, Summer 1996, and Fall 1996 semesters.

Trisha—
I hope this isn't too late
for your use. —George Hobbs

Trisha—
I hope this isn't too late
for your use. —George Hobbs

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<table>
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<tr>
<th>FALL 1995</th>
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<tbody>
<tr>
<td>HIST 310</td>
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<td>HIST 310</td>
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Now AAST.
HIST 310  ST: Naval History (Reynolds)

The role of navies throughout history but emphasizing Europe and the United States since 1600. Attention will be given to naval philosophy, policies, strategy, administration, tactics, and logistics.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIST 210</td>
<td>ST: Introduction to Historic Preservation (Hudgins)</td>
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<td>This course, an introduction to the contemporary practice of historic preservation in the United States, has two purposes. First, the course will, through readings and discussions, lectures and slide presentations, field observation and written assignments, survey the content and context of the American heritage that historic preservation seeks to identify, interpret and protect. A second portion of the course will survey the history of historic preservation in the United States and its practice with an emphasis on the method and theory of recording and interpreting historic sites and structures, objects and districts, using the analytical tools of archaeology, architectural history, and social history as well as planning.</td>
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<td>HIST 233</td>
<td>ST: Family, Sex &amp; Marriage in Early Modern Europe (Plummer)</td>
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<td>Most people consider ideas like &quot;family,&quot; &quot;love,&quot; &quot;marriage,&quot; &quot;childhood,&quot; and even &quot;sex&quot; and &quot;gender&quot; to be universal, unchanging, and even natural, but an exploration of the experience and perceptions of past times shows that these concepts are not constant and, therefore, have a history. During the last 30 years, scholars influenced by interdisciplinary approaches to historical study have begun to examine the impact of the dynamic political, economic and religious developments occurring during the early modern period on everyday life. This course will focus particularly on the history of the family from the 14th through the 18th century.</td>
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<tr>
<td>HIST 291</td>
<td>ST: Disease, Healers &amp; Patients (P. McCandless)</td>
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<td>This course will examine the complex interactions and interrelationships of disease, healers (both orthodox and alternative), and patients in historical context. The main focus is on Europe and the U.S. from the 18th century to the present. The perspective is primarily social and cultural, but the vocabulary is necessarily often scientific and technical.</td>
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<td>HIST 320</td>
<td>ST: Victorian Charleston (Stockton)</td>
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<td>The course will explore various facets of Charleston's history during the period from 1865 to the early years of the 20th century. The course will provide the student with a better understanding of that period, which too often is dismissed as simply one of economic poverty and political turmoil.</td>
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<td>HIST 330</td>
<td>ST: Minoan Civilization (Reynolds)</td>
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<td>An overview of the dominant Aegean culture and civilization centered on Crete and the Cyclades Islands and Greek mainland coastal settlements between 3000 and 1400 B.C. Inasmuch as no written record exists, Minoan (actual name probably &quot;Keftiu&quot;) culture, religion, government, economics, and technology will be examined utilizing archaeology; comparative ethnology of the ancient Near East, Egypt, and early Europe; and surviving legacies from the Mycenaean and Greek civilizations.</td>
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<tr>
<td>HIST 360</td>
<td>ST: West Africa/South Carolina/Georgia Lowcountry Connection (Bah)</td>
<td>CANCELLED</td>
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February 7, 1996
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<tr>
<th>HIST 360</th>
<th>ST: OAU (Bah)</th>
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<td>A simulation of a meeting of the Organization of African Unity held in Washington, D.C. under the sponsorship of Howard University in which student delegations represent African countries.</td>
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<td>Course</td>
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<tr>
<td>HIST 233</td>
<td>ST: Propaganda, Printing &amp; Popular Culture in Early Modern Europe (Plummer)</td>
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<td>CANCELLED</td>
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<td>HIST 340</td>
<td>ST: German Culture and Film in the 1920s (Bodek)</td>
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<td>This course focuses on the culture of the Weimar Republic, arguably one of the most significant and fertile cultures of the modern world. Weimar culture confronted issues that are still important to the contemporary world. These include the questions of urban environments and modernity, the relationship of &quot;high&quot; to &quot;low&quot; culture, the nature of film as an art form, gender and culture, and &quot;decadence.&quot; Topics to be covered include the following: white collar workers, the new woman, communism and socialism, proletarian culture, visions of plenty, vice and crime, and Nazism.</td>
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<td>HIST 340</td>
<td>ST: Contemporary Europe (Olejniczak)</td>
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<td>An intensive examination of the major political, economic, and social developments in Western Europe since 1945. Emphasis will be placed on the structure of West European economies, labor-management relations, the European Union, and Western Europe's relations with the wider world. The course will be taught on location in Germany, France, Belgium, and Switzerland.</td>
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<td>CROSS-LISTED WITH BADM 391-THE INTERNATIONAL CORPORATION: A COMPARATIVE APPROACH. (TRAVEL COURSE)</td>
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<td>HIST 360</td>
<td>ST: Aztec, Maya &amp; Their Ancestors (Brana-Shute)</td>
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<td>A team-taught, interdisciplinary course designed to explore the history of &quot;Indian&quot; Mexico and Central America, we begin with the arrival of ancient Asian peoples at least 15,000 years ago, and trace the history of their descendants, from hunting and gathering peoples to the development of complex civilizations, cities, kingdoms, and empires. We end with their encounter with and conquest by Europeans in the 16th century AD. The theme of this course is the rise and fall of complex societies in Mexico and Central America. These ancient societies include the Olmec, Teotihuacan, Zapotec, Maya, Toltec, Mixtec, and the Aztec of Mesoamerica, with an emphasis on the Maya and the Aztecs.</td>
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<tr>
<th>HIST 360</th>
<th>ST: Forced Colonization in the New World (Coates)</th>
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<td>This course is intended to provide a broad overview of a specific type of colonization as it was implemented by various early modern European powers in their New World colonies during the 16th and 17th centuries. More specifically, this course will concentrate on Europeans who were encouraged or compelled to relocate to the New world by the Portuguese, Spanish, French, and English authorities. These figures included Gypsies, orphans, criminals, prostitutes, and other marginal figures in early modern European society. While the literature will examine many New World locales, Brazil, Uruguay, the Spanish, Caribbean, Louisiana, Quebec, Barbados, Maryland, Virginia, and Georgia will receive special attention in this course.</td>
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HIST 360

ST: The Rise of African Nationalism and Independence (Bah)

This course will focus on African developments between the 1945 Manchester Conference and the beginning of the 1960s. The course will specifically examine the effects of the two European World Wars on colonial Africa and their contribution to the rise of proto-nationalist political parties. It will also examine the 1945 Pan-African Manchester Conference, the rise of political mass movements and the ultimate coming of independence beginning with events leading to the independence of the Gold Coast in March 1957.

February 7, 1996
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<th>Course</th>
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<tr>
<td>HIST 240</td>
<td>Culture &amp; Conflict in the British Empire, 1815-1950 (Keck)</td>
<td>This course will investigate some of the cultures of the British Empire and Commonwealth during both its zenith and decomposition. Particular attention will be devoted to advocates and critics of the Empire, indigenous perspectives, and &quot;imperial culture.&quot; Addressing these issues should lead to the larger considerations regarding the significance of culture for imperial historiography. Finally, since the cultural history of the British Empire and commonwealth remains understudied, the course will also explore the role of these cultures in the history of the empire.</td>
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<td>HIST 310</td>
<td>Radicalism in America (Hopkins)</td>
<td>This course surveys and analyses radicalism in American from the colonial era to the present. The course will focus on both left and right-wing organizations and movements which have had an impact on American society.</td>
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<td>HIST 320</td>
<td>Charleston Architecture (cross-listed with URST 399) (Stockton)</td>
<td>A study of Charleston's built environment, placed in the context of Western architectural history. The classical origin of the city plan; the evolution of the single house; the development of the piazza; the influence of Palladio; the &quot;Englishness&quot; of Charleston architecture; influences from the West Indies, Africa, Asia; Charleston's place in American architecture; the ultimate uniqueness of the city -- all are explored.</td>
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<td>HIST 240</td>
<td>ST: Zionism &amp; Holocaust (Telman)</td>
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<td>This course aims to cover two topics simultaneously and to draw connections between them. The first topic is the history of the Zionist movement in Europe. Zionism will be approached as a cultural and political movement which was transformed by the Nazi Holocaust of European Jewry into a primarily political movement for the establishment of a national Jewish homeland in Palestine. We will look at the Holocaust both in the context of European and German anti-Semitism and as a historical basis for both modern Jewish and modern German consciousness. The Holocaust is the fulcrum upon which this course is balanced, but it is not the focus of this course. Rather, the course focuses on the history of Zionism and the effects of the Holocaust on Zionism and the subsequent history of the Jewish, German and Palestinian peoples.</td>
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<td>HIST 310</td>
<td>ST: African-American Historical Biography (Powers)</td>
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<td>This specialized topical course emphasizes the use of biographies and autobiographies to explore the individual and collective experience of African Americans, during critical eras in their history. While not a survey course, a chronological approach will be taken within each of the course themes (i.e., slavery, civil rights et. al.). Slave narratives, polemical essays, memoirs and historical literature represent some of the sources which may be used to identify important issues for intensive and sustained discussion. Special consideration will be given to evaluating autobiographies as primary source materials.</td>
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<td>HIST 233</td>
<td>ST: History of Shakespeare's England (A. McCandless)</td>
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<td>The purpose of the course is to expose students to the cultural landscape of Shakespeare's England. By visiting various sites associated with popular and court culture, we hope to gain a greater understanding of the importance of place in English Renaissance history and literature.</td>
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<td>CROSS-LISTED WITH ENGL 395, Morrison</td>
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<td><strong>HIST 260</strong></td>
<td><strong>ST: Survey of South Asian Civilization (Coates)</strong></td>
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<td>This broadly-based survey course is intended to introduce students to the historical and cultural past of the Indian subcontinent (modern day India, Pakistan, Sri Lanka, Nepal, and Bangladesh). The course will focus on the period since the Moghul Empire (i.e., 1500). Although most of the lectures will be based in the field of history, a number of guest lecturers from other departments in the College will help to provide the cultural background needed for a greater appreciation of this complex and fascinating region.</td>
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<td><strong>HIST 291</strong></td>
<td><strong>ST: Madness and Society (P. McCandless)</strong></td>
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<td>This course will focus on the relationship between insanity and the broader society and how perceptions and treatment of the mad have changed over the last three centuries. It will attempt to place the history of insanity in its broader social, political, economic, and cultural contexts as well as the narrower medical one. Its geographic boundaries are Western Europe, especially Britain, and the United States.</td>
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<td><strong>HIST 310</strong></td>
<td><strong>ST: Religion in America (Sparks)</strong></td>
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<td>This course surveys the development of different religious traditions in the United States from the 17th through the 20th centuries. In such a survey, the emphasis will necessarily be on those formal religious movements that have made a major impact on American culture, but the importance of less &quot;mainline&quot; groups and popular belief will also be discussed. The course is non-denominational, non-creedal, and taught as cultural/intellectual/social history.</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HIST 310</td>
<td>ST: Jazz Music and American Culture to 1950 (Reynolds)</td>
<td>The role of jazz music in American culture both as artistic and popular agent and reflection of social change in the newly urbanized United States between the 1890s and 1940s, when it had its most profound impact.</td>
</tr>
<tr>
<td>HIST 330</td>
<td>ST: Plague, War &amp; Schism: Crises of the Late Middle Ages (Newell)</td>
<td>This course will examine the crises that afflicted Europe in the Late Middle Ages (14th and 15th centuries), with special focus on The Black Death, the Hundred Years War, and the Avignon Papacy and Great Schism. Already weakened by famine brought on by overpopulation and climatic change, the European population was struck in 1347 by a plague epidemic that carried off over 25% of the population and continuously resurfaced for over 150 years. At the same time the methods of warfare changed with increased use of mercenary troops, so that wars became more frequent and more devastating on the civilian populations of Europe. Simultaneously, the Medieval Church witnessed the death of Pope Boniface VIII while in the hands of the French King's men, the relocation of the Papacy from Rome to Avignon, and the subsequent Great Schism, where first two and then three men claimed to hold the keys of St. Peter. All these events represented a shaking of the fabric of the medieval world, with severe repercussions at all levels of society. Through the examination of primary and secondary sources we will examine the social, political, religious, and intellectual crises that these events precipitated.</td>
</tr>
<tr>
<td>course</td>
<td>ST: Colonialism--Asia and Africa (Bah/Tsai)</td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<tr>
<td></td>
<td>This course is on comparative colonialism in Asia and Africa, using case studies of foreign colonial rules in some countries and regions on the two continents for in-depth analysis and comparison. Regarding Asia, it will focus on British colonialism in Hong Kong and Japanese colonialism in Taiwan. With regard to Africa, it will investigate British colonial rule in Sierra Leone and Nigeria; French rule in Senegal and Guinea; and the Portuguese in Angola. This course will examine the direct and indirect methods of colonial rule, the complex relationships between the colonizers and the colonized, and the implications of colonial legacy for postcolonial Asia and Africa.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>course</th>
<th>ST: Early Caribbean (Brana-Shute)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This course explores Caribbean history, from the first human settlements to the abolition of African slavery in the British empire in the 1830s. The themes we will examine include: the nature of the contact and exchange between Amerindians and Europeans; Europeans settlements and rivalries; buccaneers; the plantation complex, including sugar and slavery; slave resistance and rebellion; the Haitian Revolution; and the decline of slavery. This course is particularly valuable for those studying U.S., African, or European history because the Caribbean provided the basic model for cultural contact and exchange among Native Americans, Europeans, and Africans, as well as for race relations, slavery, and the &quot;plantation societies&quot; characteristic of the U.S. South, tropical Spanish America, and Brazil.</td>
</tr>
</tbody>
</table>
MEMO

TO: Curriculum Committee
FROM: Cassandra Coombs
       Geology Department
DATE: January 24, 1996
RE: Special Topics Course, GEOL290

Attached for your information is a copy of the course syllabus for GEOL290, Planetary Geology, that will be offered Fall semester, 1996.
GEOL 290
SPECIAL TOPICS IN GEOLOGY
PLANETARY GEOLOGY

3 semester hours credit: 3 lecture hours per week.

Prerequisites: GEOL 101 and GEOL 101 Laboratory. Students who have completed HONS 145-G may not get credit for this course.

1. **Course Description:** This course examines the surface features of solid planetary bodies throughout the Solar System, with the ultimate objective of comparison with features on the Earth's surface. Geologic phenomena such as volcanism, tectonism, impact cratering, and surface modification by gradation processes are themes throughout the systematic study of the planetary bodies. These processes are used to construct the geologic history of terrestrial planets and the major satellites of the solar System.

2. **Course Objectives:** The primary objective of this course is to systematically examine surface features of the planets and their satellites in the context of geologic processes. We will begin with an examination the "hows" and "whys" of planetary surface exploration. Students will learn how to determine the present geologic state of solid planetary surfaces and interpret the geologic history of the surface. Finally, students will determine how planetary surfaces and geologic histories compare to those of the Earth and other solid planetary bodies in the Solar System. **Key themes:** volcanism, tectonics, impact cratering, gradation (e.g., landslides), geomorphology (study of landforms).

3. **Course Topics:**
   - Introduction to the Solar System:
   - Geologic exploration of the Solar System
     - planetary exploration missions, planetary image technology, cartography
   - Planetary morphologic processes:
     - impact cratering mechanics, tectonic processes, volcanism, gradation
   - The Moon
     - physiographic features, Lunar rocks, volcanism, tectonic features, craters, degradation features, history of the Moon
   - Mercury:
     - physiography, craters and basins, scarps and ridges, Caloris basin, volcanism, geologic history
   - Venus:
     - synthetic aperture radar data, physiography, craters, Tessera, tectonic features, volcanism, resurfacing, rock weathering, geologic history
   - Mars:
     - Phobos and Deimos, physiography, craters, volcanism, tectonism,

---

1 January 20, 1996 draft
gradation processes, water of the surface of Mars, geologic history

- The Jupiter system:
  - physiography, volcanism, cratering, and tectonism of Io, Europa, Ganymede, and Callisto
- The Saturn system:
  - geomorphology of the major moons, impact cratering, tectonism, and volcanism
- The Uranus system:
  - geomorphology of the major moons, impact cratering, tectonism, and volcanism
- The Neptune system:
  - Triton geomorphology, nitrogen plumes, Nereid

4. Instructional Materials:
   - Due to planetary research efforts by Cassandra Coombs and Bob Nusbaum, the Geology Department houses nearly 150 CD-ROMs with digital image data for the terrestrial (Earth-like) planets, as well as Clementine data from the most recent mission to the Moon.
   - The Geology Department maintains a NASA-sponsored remote sensing computer facility.
   - Because Earth and Planetary Geology has been taught in the Honor's Program for the past four years, the Department has a large selection of 35 mm slides for presentation. Cassandra Coombs has access to a wide variety of teaching materials available from NASA researchers at the Johnson Space Center, where she was a Post-Doc for several years.

1. Department: Educational Foundations and Specializations (EDFS)

2. Course number and title: EDFS 105: Education in Contemporary Society
   Number of credits: three (3)
   Total hrs/week: five (5)
   Lecture and Practicum: five (5)

3. Course will be offered first: Fall 1996

4. Catalog description (please limit to 50 words): The purpose of this course is to provide an introduction to (1) the nature of schools and their governance, (2) issues involved in teaching and becoming a teacher, and (3) how children and youth learn and develop. Participants will observe and participate in service learning projects in a variety of educational settings (preschools, elementary schools, middle schools, high schools, and special education environments). Discussion of current and historical educational issues are designed to assist participants in deciding about pursuing a career in education.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions): Restricted to high school students enrolled in the Teacher Cadet program

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? See course syllabus.
   (b) How does the course support the mission statement of the department and the organizing principles of the major?

Within the context of a comprehensive liberal arts education, EDFS faculty prepare special education teachers, coordinate the preparation of secondary teachers, and contribute to the preparation of early childhood, elementary, and middle school teachers. EDFS has faculty in four areas: foundations, secondary education, special education, and technology. All faculty model quality teaching practices, engage in research and professional development, and contribute to the advancement of their undergraduate and graduate students. Additionally, the faculty members contribute to their profession through cooperative service activities and collaborate with others (e.g., School of Education, College of Charleston, and school districts) who educate future and current teachers.

The proposed course will offer college credit for students completing the Teacher Cadet experience in high school with a minimum grade of B. This course will be taught by the Teacher Cadet teachers who coordinate with an EDFS faculty member.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major? N/A

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines?

As a general introduction to education, this course may be of interest to any student who wants to know more about teaching and schools and/or is contemplating majoring in education. It will not be formally linked with any other discipline.
(b) Are other Departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.)

Other departments will not be affected by this course. Letters of support are attached.

9. Method of teaching:

This course will involve lecture, experiential learning, and participation in practicum/field experiences in the schools. It will typically be taught in the Teacher Cadet setting of local high schools.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.

This course should result in increased enrollments. It should also tap a pool of potential students not presently being served by the department and may serve as a recruitment tool in reaching diverse populations.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course.

It will be necessary for one faculty member within the department to have a course reduction in order to coordinate with Teacher Cadet teachers who are instructing this course in local schools.

(c) Frequency of offering:  
   x each Fall  
   x every two years  
   x each Spring  
   x every 3 years  
   x other (Explain)  
   Although this course meets from September-June, credit will be awarded once each year in Maymester.

11. Requirements for additional resources made necessary by this course:

   (a) Staff  
   (b) Budget  
   (c) Library  

   Will use existing staff with funding from the Teacher Cadet Program
   Will use budget available with funding from the Teacher Cadet Program
   Will use existing resources

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Course syllabus is attached.

13. Signature of Department Chair: James C. Walker  Date submitted: 3/25/96

14. Signature of School's Dean: Nancy L. Johnson  Date: 3/25/96

15. Signature of BusinessAffairs Official: __________________________  Date reviewed: __________

16. Signature of Curriculum Committee Chair: Frank J. Brown  Date approved: 4/30/96

17. Signature of Faculty Senate Secretary: __________________________  Date approved: __________
Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)
February 23, 1996

To:          Trisha Folds-Bennett
From:        George Hopkins
Re:          Frank Morris and Study Abroad Courses in Classical Greece and Bronze Age Greece

After consulting with Jim Hagy, who teaches a course on Ancient Greece, I am happy to report that he has no objection to the courses referenced above. This department strongly supports well-organized study abroad courses; Dr. Morris's courses clearly merit our support.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Location</th>
<th>Time/Transportation</th>
<th>Sites/Museums</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 29</td>
<td>s</td>
<td>depart USA</td>
<td>1000</td>
<td>arrive, transfer to hotel</td>
</tr>
<tr>
<td>May 30</td>
<td>m</td>
<td>Athens</td>
<td>0900</td>
<td>Agora, Temple of Hephaistos, Theater of Dionysus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Keramikos, Acropolis</td>
</tr>
<tr>
<td>June 1</td>
<td>w</td>
<td>Athens</td>
<td>0900</td>
<td>Olymppeion, National Museum: sculpture, vase painting, Mycenaean collection, Thera frescoes.</td>
</tr>
<tr>
<td>June 2</td>
<td>th</td>
<td>Athens</td>
<td>0900</td>
<td>Free</td>
</tr>
<tr>
<td>June 3</td>
<td>f</td>
<td>Athens</td>
<td>0730 hydrofoil</td>
<td>Egina: Temple of Aphaia</td>
</tr>
<tr>
<td>June 4</td>
<td>s</td>
<td>Naplio</td>
<td>0830 bus/taxi</td>
<td>Mycenae: megaron, lion gate, tholos tombs, citadel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Argos: Theater, Free</td>
</tr>
<tr>
<td>June 5</td>
<td>s</td>
<td>Naplio</td>
<td>1030 tourbus</td>
<td>Tiryns: citadel, megaron, Dendri: chamber tombs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Epidauros: Theater, Precinct of</td>
</tr>
<tr>
<td>June 8</td>
<td>w</td>
<td>Naplio</td>
<td>0900 tourbus</td>
<td>Naplio Museum, vases and armor, Nemea: Temple of Zeus, Corinth: Temple of Apollo, Lerni: House of Tiles, Bassae: Temple of Apollo</td>
</tr>
<tr>
<td>June 9</td>
<td>th</td>
<td>Olympia</td>
<td>0800 tourbus</td>
<td>Pylos: Palace of Nestor, Hora Museum: frescoes, vases</td>
</tr>
<tr>
<td>June 10</td>
<td>f</td>
<td>Olympia</td>
<td>0700 tourbus</td>
<td>Olympia</td>
</tr>
<tr>
<td>June 11</td>
<td>s</td>
<td>Olympia</td>
<td>0900 tourbus</td>
<td></td>
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</tbody>
</table>
MEMORANDUM

TO: Lou Burnett, Chair, Department of Biology
FROM: James P. Deavor, Chairman
SUBJECT: Letter of Support for BIOL 314 Immunology
DATE: December 5, 1995

The Department of Chemistry and Biochemistry is pleased to support the proposed course CHEM 314 Immunology. The course will enhance the options that our students have to bolster the degree that they receive. This addition to the curriculum would be very welcomed by our biochemistry majors. We might later request to change our degree requirements to make this course available for use as one of the upper division biology courses we require of our biochemistry majors.

The addition of this course will not affect the enrollments in the chemistry department.
Fall Semester 1995

THE COLLEGEOF CHARLESTON

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Syllabus
BADM 360-005 - TOURISM
Fall Semester 1995

Credits: Three (3) Semester Hours
Class Location: ECTR 103
Class Hours: TR 8:00am - 9:15am
Instructor: Emilie G. Marchant, M.P.S.
Office: J.C. Long Building, Room 140
Office Hours: To be arranged.
Telephone: 766-8059 Residence
953-7835 School of Business Administration & Economics

Course Description:
An introduction to the definition, history, organization, and structure of domestic and international tourism including the supply of tourism components (transportation, lodging accommodations, entertainment, and recreation) and the demand for travel. Aspects of consumer behavior and marketing will be examined in terms of their relationship to tourism. Additional areas of study include tourism's future including the process of tourism development and the study of ecotourism.

Prerequisites:
Junior standing (60 credit hours), BADM 260 (Introduction to the Hospitality and Tourism) or permission of the instructor.

READINGS

Required Textbook:

Recommended (Optional):

Other Required Readings:
- Handouts.
- Folders of travel and tourism materials will be available in the School of Business & Economics' Intermodal Transportation workroom for student access, photocopying, and loan (Honor Basis).
- Material on reserve at the College of Charleston's Robert Scott Small Library.
REFERENCE MATERIALS

Dictionaries:

Fodor's Travel Guides (Complete Set).


Travel and tourism magazines (College of Charleston library, Johnson & Wales University Resource Center, Charleston Country Public Library System)

Books:


Special Collections/Special Sources:

Charleston Metro Chamber of Commerce. Assorted materials. Dates, publishers, authors, and selection will vary.


Johnson & Wales University, Hospitality industry library collections. 701 E. Bay Street, Charleston, SC.

SCPRT (South Carolina Department of Parks, Recreation, and Tourism). Assorted materials. 1205 Pendleton Street, Columbia, SC 29201

Materials from local (Charleston area) travel agencies.

Magazines/Newsletters:

Annals of Travel Research
Business Travel
Business Travel Management
Business Travel News
Conde Nast Traveler
Consumer Reports Travel Letter
The Cornell Hotel and Restaurant Administration Quarterly
EcoTraveler Magazine
Florida International University Hospitality Review
Go Magazine Published by AAA (American Automobile Association)
International Tourism Reports
Journal of Travel and Tourism Marketing
Assignments:

1. **Readings**
   
   You are expected to complete reading assignments as they are scheduled. Please become familiar with the reading material to be discussed in class. Your familiarity with the material to be discussed in class will help us have interesting and informative class discussions.
   
   Write notes in the margins of your book with your thoughts, comments, and questions. We can then use your comments to clarify certain reading passages during class.

2. **Written assignments** are due at the beginning of the lecture class on the due date for the assignment.

   The following guidelines will govern all written assignments:
   
   1. Your name, course number, date.
   2. All written assignments, must be TYPEWRITTEN.
   3. Proofread (spell check) all written work before submission. Remember, sometimes computer software spellers don't always replace errors with the correct spelling of the intended word(s).

3. **Lectures**:
   
   You are expected to be attentive during lectures, class discussions, lectures of visitors, and field trips. It is recommended that you take notes on material discussed in class. Active participation in class will facilitate your learning. It will also help you earn participation points.

4. **Attendance Policy**:
   
   Students are expected to attend all classes. More than three (3) unexcused absences will result in a failing grade in the class (WA, equivalent to a grade of F). You are responsible for all information discussed during class sessions, speaker presentations, and field trips, regardless of your attendance.

   Refer to page 114 in the College of Charleston's Undergraduate Bulletin: 1994-1996.

5. **Tests**:
   
   There will be two tests/examinations. The tests will cover the reading material, field trips, speakers' discussions, and class discussions. The tests will consist of a mixture of short answer questions and short essay questions.

6. **Final Examination**:
   
   There will be a final examination. The examination will be based upon textbook and written assignments, lecture material, class discussions, and student presentations.
8. **Interview**

You are required to interview a representative of the visitor information network (i.e., Chamber of Commerce, Visitor and Convention Bureau, PRT, Travel Agency owner, etc.). You will be expected to summarize your interview findings in written form and present them in class.

9. **Individual Conferences:**

These are advised anytime during the semester when you have a problem/concern or course questions that cannot be answered in class. Do not hesitate to make an appointment if you need assistance. Office hours and office location will be announced in class.

10. **Make-Up Examinations:**

*Students will be allowed to take a make-up examination only in the following instances.*

a. An excused absence from class on the day of the scheduled exam (e.g., personal injury or sickness, family sickness or death)
b. Advanced notification to the instructor, if possible, or notification of the reason for missing the examination within twenty-four (24) hours after the scheduled exam.
c. A make-up examination is taken within seven (7) days of the scheduled examination.

11. **Evaluation (Grading):**

Student achievement in this course will be evaluated by the following measures:

a. Quizzes/Tests (2)  
   40%
b. Final Examination  
   20%
c. Project/Presentation  
   25%
   Paper (15%)  
   Class Presentation (10%)
d. Interview/Observation  
   5%
e. Class participation  
   (Attendance, punctuality, participation)  
   10%

The examination/quizzes/tests will be based upon readings, written assignments, lecture material, current events, speakers, and class discussions.

12. **Review of grades:**

Your grade will be reviewed if a written statement defining the possible error is submitted to me within five (5) school days after the particular work is returned. The original work must be attached to any submission requesting a grade change.
### Course Calendar

<table>
<thead>
<tr>
<th>Week #</th>
<th>TOPICS</th>
<th>READING ASSIGNMENT</th>
<th>WRITTEN ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Information/Intro Syllabus Introduction/Overview of the Travel/Tourism Industry (Tourism in Perspective)</td>
<td>Syllabus Newspapers/Magazines (Look for current events)</td>
<td>Locate a travel/tourism article in 2 magazines/newspapers and summarize in 1/4 page each.</td>
</tr>
<tr>
<td>2</td>
<td>8/29, 8/31</td>
<td>Chapter 1, pp.15-31</td>
<td>Chapter 2, pp. 32-56</td>
</tr>
<tr>
<td>3</td>
<td>9/5, 9/7</td>
<td>Chapter 3, pp. 57-99</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/12, 9/14</td>
<td>Chapter 4, pp.100-130</td>
<td>Chapter 5, pp. 131-158</td>
</tr>
<tr>
<td>5</td>
<td>9/19, 9/21</td>
<td>Chapter 6, pp. 159-205</td>
<td>Submit topic</td>
</tr>
<tr>
<td>6</td>
<td>9/26, 9/28</td>
<td>Chapter 7, pp. 206-263</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/3, 10/5</td>
<td>Chapter 8, pp. 263-285</td>
<td>Chapter 9, pp. 285-306</td>
</tr>
<tr>
<td></td>
<td>10/4 Last Day to Withdraw With a Grade of &quot;W&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/10, 10/12</td>
<td>Chapter 9, pp. 285-306</td>
<td>Submit Outline and References</td>
</tr>
<tr>
<td>9</td>
<td>10/17, 10/19</td>
<td>Chapter 10, pp. 307-340</td>
<td>Interview</td>
</tr>
</tbody>
</table>
EDFS 105: Education in Contemporary Society


PREREQUISITE: None

CREDIT: Three (3) undergraduate hours

SCOPE: This course provides an introduction to (1) the nature of schools and their governance, (2) issues involved in teaching and becoming a teacher, and (3) how children and youth learn and develop. Participants observe and participate in service learning projects in a variety of educational settings (preschool, elementary schools, middle schools, high schools, and special education environments). Discussions and other learning activities related to historical and current issues in education assist participants in developing a better understanding of young people, education, and the nature of the teaching profession.

OBJECTIVES: Upon successful completion of the course, participants should be able to:

1. describe the history of education in our state and nation;
2. discuss the purposes and educational objectives of public and private educational institutions;
3. discuss current local, state, and national educational issues, the reasons why and how schools must continue to change, and the role teachers play in facilitating change;
4. describe how teaching can be both a science and an art;
5. identify and apply a variety of methods to deliver effective and creative lessons;
6. explain barriers to learning and ways to motivate students;
7. describe the characteristics, backgrounds, and subject knowledge of effective teachers;
8. state broad physical, cognitive, linguistic, moral, emotional, and social developmental characteristics from birth to age 18;
9. discuss the importance of self-esteem and self-perception relative to how an individual works and accomplishes personal goals;
10. describe characteristics, needs, and services available for specially challenged students;
11. use self-assessment and reflection from others to identify characteristics and communication styles related to the teaching profession; and

12. discuss the importance of teachers having and using a multicultural perspective.

**LEARNING ACTIVITIES/REQUIREMENTS**

**Reading and Class Participation:** (10%) Read assignments from the textbook and other designated materials, attend class, and participate in learning activities.

**Writing Assignments:** (20%) Complete a variety of writing assignments such as "Who am I?," "Self-fulfilling Prophecy and the School," "Technological and Social Changes," "Case Study of a Typical Adolescent," "Barriers to Education," "Changes that Failed," "Outline of a High-Tech Future," "Teacher Recruitment Advertisement," and "Where Do I Go From Here?"

**Field Experiences:** (20%) Observe a minimum of three hours in a school, participate in schools by working with a cooperative teacher, prepare and teach one unit, and report on the observation of a student group.

**Presentations:** (20%) Report and present the results of an observation conducted on a student with special needs, design and teach a model PET (Program for Effective Teaching) lesson, conduct a presentation on the history of education, participate in a simulated teacher-interview, and participate in a debate concerning controversial issues in education.

**Tests:** (30%) There is a minimum of a midterm and final examination. These assessments include comprehensive surveys in addition to other test items which evaluate objectives and other course components.

**ASSESSMENT CRITERIA**

The policies and procedures for grading, attendance, make-up work, and use of APA (American Psychological Association) style conform to the School of Education's "Policies and Procedures" (attached). Students with absences in excess of 15% of scheduled classes will be asked to withdraw from the course. A grade of B or above is required for course credit.

**SCHEDULE**

This course is designed primarily for use with the Teacher Cadet Program in high schools. Therefore the typical high school organizational schedule and structure is followed: approximately 180 hours of direct instruction over a period of 36 weeks.
1. Grading Criteria: The following criteria are used for the assignment of interim and final grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83% - 87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74% - 77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D</td>
<td>70% - 73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>&lt;69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

(Please note that C is the lowest passing grade for graduate students.)

2. Attendance: Class attendance is an expected behavior. Students are responsible for all content and assignments for each class. If, for serious personal or medical reasons, several classes are missed, the instructor should be informed of the reason. A student may be dropped from a course for excessive absences (i.e., missing two sessions of classes which meet once each week; missing four sessions of classes which meet twice each week; and, missing six sessions of classes which meet three times per week).

3. Make-up Examinations and Quizzes: If the course instructor determines that a quiz or examination (other than the final examination) was missed for a legitimate reason, a make-up may be administered. It is the responsibility of the student to make arrangements for the make-up. This is to be done as soon as possible after the missed examination/quiz.

4. Due Dates: Due dates for course assignments, as well as scheduled quizzes and examinations, are listed in the course calendar or are announced in class. Consequences related to late material are determined by the instructor.

5. Dead Week: The week preceding final examination week is one during which instructors concentrate on "closure" activities. Therefore, during that week no quizzes or examinations will be given, nor will major papers or projects be due.

6. Final Examinations: The final examination for each course will be administered during the period scheduled for final examinations. (Undergraduate students who have more than two [2] final examinations scheduled on the same day may arrange for an alternate time for one examination through the Office of the Undergraduate Dean.)

7. Research Papers: Papers will be typewritten (wordprocessed) using the style of the Publication Manual of the American Psychological Association (1983). (Particular attention should be given to pages 169-192: Theses, Dissertations, and Student Papers.)

8. Practicum Requirements: Specific requirements are outlined by each individual instructor if a practicum is a course requirement. Professional conduct is assumed and absences or tardiness will not be tolerated. Confidentiality of pupil information is of utmost importance. Do not discuss pupils in your practicum assignment outside of the professional environment (and that environment does not include the teachers' lounge). Do not use the actual names of pupils in written reports or materials submitted to your instructor. Please contact your instructor if you need further clarification in this area.
MEMORANDUM

TO: Lou Burnett, Chair, Department of Biology
FROM: James P. Deavor, Chairman
SUBJECT: Letter of Support for a Minor in Biology
DATE: October 5, 1995

The Department of Chemistry and Biochemistry is pleased to support the proposed minor in biology. The minor will enhance the options that our students have to bolster the degrees that they receive. This addition to the curriculum would be very welcomed by our biochemistry majors.

While some upper level biology courses have a chemistry prerequisite it is our opinion that the proposed minor will minimally affect the enrollments in the Department of Chemistry and Biochemistry. Those students who begin a major in biology and decide to change majors, and thus get a minor in biology, would have most likely already completed the chemistry prerequisites. Geology majors who opt for the biology minor would be taking chemistry prerequisite courses anyway for their major. Our small enrollment increase would come from the non-science majors who would opt for the biology minor. This pool of students would probably be education or psychology majors. The number of these students would most likely not be a great number. Only our introductory level courses would be affected.
MEMORANDUM

TO: Trisha Folds-Bennett, Chair, College Curriculum Committee

FROM: William Golightly, Chair, Mathematics Department

DATE: October 20, 1995

RE: Minor in Biology

The Mathematics Department supports the Minor in Biology at the College of Charleston, and expects the impact on the Mathematics Department to be relatively small. The impact would only be in a few students taking four hour courses, Math 111 or 120, instead of three hour courses. This could cause a shift in our offerings between three hour courses and four hour courses but the cost would be very small. The students who minor in biology and major in some other science are probably already taking Math 111, and, in some cases, Math 120, so there would be no impact from those students. The impact would only be from students who major in a non-science area and minor in biology.

cc: Lou Burnett